Pathways to Achievement, Completion, Career and Transfer (PACCT): Redesigning Advising to Reflect Complete College America Strategies

Performance Incentive Fund - Round 3: FY14-FY16
MCC has moved the needle on persistence and retention but now needs to focus on **completion**

- In 2008, 27% of the fall first time cohort did not persist to spring.
  - **22%** in fall 2012 – 5% increase in persistence

- In 2008, 46% were not retained and did not return the following fall.
  - **39%** in fall 2012 – 7% increase in retention
Year 1 - $150,000

Year 2 - $99,000

**Description:** Utilizes successful Complete College America model to redesign current MCC advising and course enrollment policies and processes to increase student graduation and transfer rates.

**MCC’s ATD/DHE 6 Year Success Rate is 79.6%**

**Challenges:**

- **Graduation Rates**  MCC IPEDS 3 year graduation rate is 13% for first time, full time students (state-wide average 16%, national average 22%) Lower for ethnically and racially diverse students (Latino 6.3%, African-American 8.9%, Asian 8.8%)

- **Transfer-Out Rates**  MCC’s IPEDS transfer out rate is 24% (state-wide 18%, national 22%) Rate higher for ethnically and racial diverse students (Latino 29.2%, African-American 29.1%, Asian 23.4%)

- **No Clear Academic Maps**

- **Limited Career Planning Services**
Key Vision Project Outcomes

1. College Completion

2. Closing Achievement Gap
Elements of PACCT

- Academic and Career maps
- Meta-majors
- Informed Choices
- Default Pathways
- Milestone Courses
- Intrusive Advising
GPS: National Results

Florida State University (FSU): degree maps combine with other strategies to increase graduation, close attainment gaps.
• Since starting degree maps, FSU has cut the number of students graduating with excess credits in half.
• In 10 years, FSU’s graduation rate for all students has increased 12%, to 74%. More significantly, the graduation rate for African Americans has increased to 77%, for first-generation Pell students to 72%, and for Hispanic students to more than 70%.

The City University of New York (CUNY): ASAP program has doubled graduation rates for associate degrees
The CUNY Accelerated Study in Associate Programs (ASAP) initiative has produced a graduation rate three times higher than the national average for urban community colleges. 55% of its fall 2007 cohort earned associate degrees in three years.

Georgia State University: Degree maps and intrusive advising have boosted graduation rates by more than 20 percentage points in the last 10 years
• Pell students (52.5%), African American (57.4%), and Hispanic students (66.4%) now graduate at higher rates than the overall student body.
• More bachelor’s degrees conferred to African Americans than any other U.S. university.
PACCT Components & Timeline

- **October 2013** – Grant Awarded
- **Fall 2013** – Open Forums on Campus, Planning Meetings with Key Personnel
- **January 2014** – Achievement Coaches Hired, Small Scale Block Schedule Pilot
- **Spring 2014** – Curriculum Map Design (milestones), Meta-major Development
- **Spring & Summer 2014** - Professional Development for Faculty and Staff
- **Fall 2014** – Larger Scale Block Schedule Pilot, Completion Focused Advising Begins
Curriculum Map Sample Semester for LAS

<table>
<thead>
<tr>
<th>Associate in Arts, Liberal Arts and Sciences</th>
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<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ENG 101 – English Composition 1</td>
</tr>
<tr>
<td>College-Level Math Course*</td>
</tr>
<tr>
<td>Lab Science 1</td>
</tr>
<tr>
<td>General Education Elective</td>
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<tr>
<td>Free Elective</td>
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<tr>
<td>ADVISING NOTES</td>
</tr>
</tbody>
</table>

The table above represents the curriculum map for the first semester of the Associate in Arts, Liberal Arts and Sciences program. It includes courses such as English Composition, Math, Lab Science, and General Education Electives. Each course has a credit value associated with it, and the completed status is marked with an asterisk. Advising notes are also included at the end of the table.
Sample Block Schedule for Business

<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Day</th>
<th>Time</th>
<th>Title</th>
<th>Campus</th>
<th>Seats</th>
<th>Block</th>
<th>Level</th>
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<tbody>
<tr>
<td>MAT 100-50</td>
<td>10410</td>
<td>MWF</td>
<td>9:30 - 10:20</td>
<td>Intermediate Algebra</td>
<td>L</td>
<td>10</td>
<td>BT</td>
<td>CR</td>
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<td>CAP 101-58</td>
<td>10510</td>
<td>MWF</td>
<td>11:30 -12:20</td>
<td>Computers Apps</td>
<td>L</td>
<td>10</td>
<td>BT</td>
<td>CR</td>
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<tr>
<td>BUS 110-53</td>
<td>10806</td>
<td>TR</td>
<td>9:00 -10:15</td>
<td>Intro to Business</td>
<td>L</td>
<td>10</td>
<td>BT</td>
<td>CR</td>
</tr>
<tr>
<td>ENG 101-63</td>
<td>10239</td>
<td>TR</td>
<td>10:30 - 11:45</td>
<td>English Comp I</td>
<td>L</td>
<td>10</td>
<td>BT</td>
<td>CR</td>
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<tr>
<td>PSY 101-60</td>
<td>10776</td>
<td>TR</td>
<td>12:00 - 1:15</td>
<td>Intro to Psychology</td>
<td>L</td>
<td>10</td>
<td>BT</td>
<td>CR</td>
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<tr>
<td>IDS 101-66</td>
<td>15134</td>
<td>T</td>
<td>1:30 - 2:20</td>
<td>First Year Experience</td>
<td>L</td>
<td>10</td>
<td>BT</td>
<td>CR</td>
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<td>Linked to</td>
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<td>PSY 101/60</td>
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ALP
Ambitious Targets - by 2017 MCC will:

- Increase graduation rate from 13% to 26% with an increase of 9% for minority and 4% for low income students.

- Increase successful graduation/transfer rate from 24% to 35% with an increase of 3% for minority, 2% for women and 5% for low income students.
Role of Faculty and Staff

- Help Re-define Full-time
- Understand the Power of Accelerated Learning
- Sponsorship vs. Mentorship
- 60 Credit Degrees Should be the Norm
- We are All Advisors
• Thanks for Joining Us!

• Questions?