Marketing Student Success

Friday, April 1, 2016
About MCC

Total Enrollment: 12,353
- Female: 55%
- Male: 45%
2014 Graduates: 1,410

Full-time Faculty: 133
Part-time Faculty: 439
Average Class Size: 23

Placement:
- College level: 29%
- Dev. Math: 15%
- Dev. English: 19%
- Dev. Math and English: 37%
Academic maps for all academic programs of study were developed and are posted by program on the Academic Advising page on the MCC website.

8.5" x 11" flier for each program 78 in all

8.5" x 11" flier for each meta major 7 in all
Work in Progress

- Academic maps are readily available to all interested parties (internally and externally).

- Academic advisors and faculty are encouraged to use the maps and are invited to submit suggestions and revisions to division deans.

- Revisions and suggestions are collected, reviewed, discussed, and implemented as appropriate.

- Maps are updated regularly for accuracy and relevancy (map management is essential).
Maps as a Cross Reference

- Catalog updates
- Application content
- Academic program webpages
- MCC website accuracy
- Communication across the college in regard to program changes (timely, relevant)
- Program Inventory & Meta Major Development (do all programs have a pathway?)
In June 2015 the Academic Leadership Team met to discuss meta-majors and the design of clear pathways and predictable/transferable course sequences for students arriving in their first semester without clear direction and/or in pursuit of career exploration before commitment to a specific program of study.
The team considered the following questions:

- How do meta-majors contribute to transfer and the college/career trajectory?
- How do meta-majors contribute to student learning and career/learning exploration at MCC?
- Are there meta-majors that we have not considered and/or that have emerged in our overall review of program maps?
Course sequence, selection, and internal transferability of credit from one program or meta-major to the next, between the 14-18 credit threshold was carefully considered (including the impacts of Mass Transfer, the MCC Core Curriculum and the MCC Student Learning Outcomes).

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>CREDITS</th>
<th>MILESTONE</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 — English Composition I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus MAT 195 or higher</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS 101 — First Year Experience</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>IDS 115 — STEM Exploration</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS — Chose any other IDS elective</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHI 151 — General Chemistry for Engineering &amp; Science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETH 101 — Ethics and Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS 17</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>CREDITS</th>
<th>MILESTONE</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 — English Composition I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 177 — Statistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS 101 — First Year Experience</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS 106 — Career Exploration</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS 115 — STEM Exploration</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 131 — College Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETH 101 — Ethics and Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS 10</strong></td>
<td></td>
<td></td>
<td></td>
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</table>
A meta-major conceptual model was designed as a means of simplifying the course selection and transferability determinations among programs, and to identify areas with potential for course alignment and/or where distinct differences or requirements are necessary along the trajectory of the program of study and degree completion.

For the purposes of this discussion, the first two semesters of each meta-major was the focus of the course selection and sequencing.
## State-Wide Alignment

<table>
<thead>
<tr>
<th>Credits</th>
<th>MassTransfer Subject Areas</th>
<th>MCC Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Behavioral &amp; Social Sciences</td>
<td>Behavioral Science &amp; Social Sciences (6)</td>
</tr>
<tr>
<td>9</td>
<td>Humanities &amp; Fine Arts</td>
<td>Humanities &amp; Fine Arts (3)</td>
</tr>
<tr>
<td>7</td>
<td>Natural or Physical Science</td>
<td>Science (3/4)</td>
</tr>
<tr>
<td>6</td>
<td>English Composition I &amp; II</td>
<td>English Comp. I &amp; II (6)</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics/Quantitative Reasoning</td>
<td>MAT above Algebra I (3)</td>
</tr>
</tbody>
</table>
Conceptual Model

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[Diagram showing a conceptual model with pathways and credits]

(9 Credits) - Standard Start
- Eng 101 - 3 credits
- MAT - 3 credits
- Meta Focus - 3 one credits
- FYI, IDS, Focus

(12 Credits) - Pick One (TBD)
- Behavioral Sciences - 3 credits
- Humanities Elective - 3 credits
- Science 3/4 w/lab

(15 Credits) - Pick One (TBD)
- Social Sciences - 3 credits
- Humanities Elective - 3 credits

(18 Credits) - Pick One (TBD)
- See Advisor: Meta Major to Program Selection (critical decision point)
- Eng 102 - 3 credits
Keys to developing the STEM Pathway

- Takes time, collaboration and incentives
  - Stipends and professional development opportunities
    - Massachusetts CCA STEM Academy May 2014
    - MCC working group of faculty and staff summer and fall 2014
  - STEM faculty-led activities
  - Summer and fall workshops

- Critical pieces
  - Faculty participation
  - Collaborative approach
  - Feedback: Both internal and external
Components of the STEM Pathway

Mathematics Course

- Science Course with lab
- 3 credit Interdisciplinary course (IDS)
- English Course
- Humanities Course
- Total = 17 credits

Provides for strong foundation for degree, flexibility and exploration
Entry Points & Pathways for All

7 Pathways have been developed:

- Health
- Social Sciences
- Arts, Humanities & Communication
- Public Services
- Business
- Education
- Science, Math, Engineering & Technology (2 on one map)
Map Icons as Student Prompts

- Commonwealth Honors Program

You may be eligible for the Commonwealth Honors Program, please speak to an advisor before you register.
Map Icons as Student Prompts

- Students currently taking developmental coursework

STOP If you have been placed in any developmental class, you must see an advisor before registering for courses.
Map Icons as Student Prompts

- Milestone Courses

Milestone Courses are courses that are the first priority for this pathway.
OTHER
Student Success
Marketing Initiatives
15 to Finish

Objective:
Encourage students to complete 15 credits each semester so they will graduate in two years.

Statistics show that students who earn 15 credits per semester are more likely to finish college on time, earn better grades, and have higher completion rates (and graduate with less debt).
Marketing Student Success

15 to Finish

Postcard
Buttons
Window Clings
Pull-up Banners
Bookmarks
Block Scheduling Flier
Feature Story

Building a Culture of Completion on Campus

When students enter MxCC, they often aren't thinking about the future—landing a high-paying job, buying a new home, or starting a family. But, isn't that what we want them to do? To transform our students into productive members of society, we have to help them develop the habits, skills, and mindset that are necessary for success.

To encourage students to make the most of their college experience, we offer a variety of programs and services designed to help them set and achieve their goals. From academic coaching to career development, we provide the support and resources that students need to succeed.

Our goal is to provide students with the tools they need to navigate college and beyond. We want to help them develop the critical thinking skills and problem-solving abilities that will be essential for their future success.

We believe that when students are supported and encouraged to reach their full potential, they are more likely to succeed. That's why we're committed to providing the best possible learning environment for our students. We are dedicated to helping them achieve their goals and reach their full potential.

Together, we can create a culture of completion on our campus. Let's work together to ensure that every student has the opportunity to succeed and achieve their dreams.
15 to Finish

Social Media
Landing Page
Video
# Marketing Student Success

## 15 to Finish - RESULTS

<table>
<thead>
<tr>
<th></th>
<th>15 or more</th>
<th>Total Enrollment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>S14</td>
<td>593</td>
<td>8641</td>
<td>7%</td>
</tr>
<tr>
<td>F15</td>
<td>959</td>
<td>9021</td>
<td>11%</td>
</tr>
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</table>
Register Early

We know that students “who register for their college-level classes before the term begins, are 11 times more likely to persist into their second year.” (Chronicle of Higher Education’s 2014 report, “A Matter of Degrees: Practices to Pathways)

Armed with this information, we worked closely with Admissions & Advising to boost the number of students who registered for Spring courses before leaving the campus for the semester.
Register Early

Posters
TV Images
Stickers
Building Banners
Table Tents
Social Media
Landing Page
Register Early - SP15 RESULTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Registered by 12/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>S14</td>
<td>4312</td>
</tr>
<tr>
<td>S15</td>
<td>4682</td>
</tr>
</tbody>
</table>

370 MORE Students!
As part of MCC’s 15 to Finish initiative, Do the Math! is a promotional campaign encouraging MCC students to take their program’s math requirements in their first semester(s) of college. Students who take math requirements early perform significantly better in successive math courses & put them on track to graduate on time.
Do the Math!  spring 2016

Buttons
Bookmarks
Postcard
Window Clings
Pull-up Banners
Table Tents
Landing Page
Social Media
Video
Currently, 65-70% of our new students take a MAT course in the first semester.

<table>
<thead>
<tr>
<th></th>
<th>FA2013</th>
<th>FA2014</th>
<th>FA2015</th>
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<tbody>
<tr>
<td>Students</td>
<td>2378</td>
<td>2108</td>
<td>2157</td>
</tr>
<tr>
<td>Enrolled (new to MCC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New to MCC and Took MAT first semester</td>
<td>1672</td>
<td>1500</td>
<td>1413</td>
</tr>
<tr>
<td>New to MCC, Took MAT first and second semester</td>
<td>830</td>
<td>674</td>
<td>673</td>
</tr>
<tr>
<td>Enrollments*</td>
<td>1677</td>
<td>1543</td>
<td>1439</td>
</tr>
<tr>
<td>Students</td>
<td>845</td>
<td>687</td>
<td>696</td>
</tr>
</tbody>
</table>
Links

For More Information

www.middlesex.mass.edu/15toFinish

www.middlesex.mass.edu/RegisterEarly