

# ACHIEVING THE DREAM

# Action Plan



Achieving  
the Dream™



## 2018 COHORT STUDENT SUCCESS ACTION PLAN

Due: Friday June 7, 2019

### *Instructions*

At the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream (ATD) network, colleges develop and submit an Action Plan. The Action Plan provides an opportunity to translate your learning into an overarching vision and strategy for improving student and institutional outcomes. The Plan describes how your institution will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; and align and allocate resources to support implementation.

Colleges start the discovery and planning period in different places. Some colleges have been active in national reform efforts for many years, others received public or private funding to broaden or sustain their student success efforts, and some are relatively new at whole-college transformation. Colleges also are at different stages of learning and discovery based on factors like availability of data, competing priorities (e.g., accreditation), organizational changes, or external policy developments. As a result, some Action Plans will be more comprehensive and detailed than others.

This is **your** Action Plan. It will guide and sustain your student success work moving forward. It is designed to help you communicate what you have learned, where you are focusing your student success work, and the role of the college community in achieving your goals. It is a living document that is meant to be adapted and evolved as you learn more, accumulate experience, and assess the effectiveness of your strategies.

***Institution Name:*** Mississippi Gulf Coast Community College

***Name, title and email of the person(s) with primary responsibility for monitoring progress of the Action Plan:*** Dr. Phil Bonfanti, Executive Vice President, Student Services and Enrollment Management, phil.bonfanti@mgccc.edu; and Dr. Tammy Franks, Vice President, Jackson County Campus, tammy.franks@mgccc.edu



### **Section 1: Where We Started (100 words)**

Please describe briefly, in bullet-form, your efforts and progress implementing comprehensive, large-scale student success work prior to joining the 2018 ATD cohort.

- New admission and graduation application
- New student orientation
- New Customer Relationship Management Database
- Early Alert Systems, academic, financial, health, and social needs
- Student Services Queuing System, 3 min wait
- Priority registration for returning students
- Threat assessment system
- SAPPRO-software that provides data for Financial Aid counseling
- Campus Logic mobile financial aid verification
- Newly designed Academic and Career and Technical Pathways
- Transfer program assistance for students
- Learning Resources centers at all locations
- Adult Learner High School Equivalency/Career Technical Training Programs
- Developmental education redesign
- Redesigned the College's web site
- Implemented live chat in the answer center for students
- Dual Credit/Collegiate Academy

Please provide any additional information you would like us to know as we review this Action Plan, including any relevant contextual information regarding your institution, system, region or state (e.g. organizational changes, legislative changes, funding changes, etc.)

- In FY 2017-18, the College began holding a series of Enrollment and Student Success Summits, bringing together a diverse team of faculty, staff, and administrators to review, discuss, and brainstorm on issues affecting enrollment and student success.
- The College is involved in a SACS Reaffirmation process that concludes this year (2019)
- The College is in the process of developing a new strategic plan to build off the current plan that concludes in 2020.



## Section 2: How We Organized our Student Success Work (350 words)

Please describe the structure you put in place, or adapted, to complete your student success work during this first planning and discovery year with ATD.

We pulled together the Core Team that consists of the College President, 3 faculty members, the Executive Vice President for Enrollment Management, the Executive Vice President for Institutional Relations, the Executive Vice President for Administration, the Executive Vice President of Instruction and the 3 Campus Vice Presidents. This team worked together with the coaches to look at data, review the college structure, and review the Achieving The Dream literature. The Coaches spent time talking to various groups at the campuses. The groups consisted of faculty, staff, and students. Once this work was done, we launched the ICAT survey, we hosted the World Cafés, and we held the student focus groups. From these sessions, we began to pull our teams together to address critical concerns that were outcomes of these sessions.

### A. What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?

- Prior to joining ATD we were engaged in several student success efforts under the College's Strategic Plan 2020 and the Colleges Enrollment Management Plan. Several teams were formed to tackle challenges such as low enrollment, poor retention rates, and low achievement rates for varying groups of students. Additionally, we held several Enrollment Management Summits to look at various innovations and to see how those innovations could affect student success.
- Upon joining the ATD Team, we returned from the Kickoff session and began to share information about ATD. We launched ATD at our Faculty and Staff Convocations and as stated earlier, we prepared everyone to participate in the ICAT and the World Cafés. We also hosted Student Focus Groups. From these surveys and discussions, we learned that there were five areas that faculty, staff, and students wanted to see improved: Communication, Data, Technology, Academic Advising, Career Pathways, and Financial Literacy for students. After attending the Dream Conference in Long Beach, we had more discussions, and we whittled our teams to Academic Advising, Financial Literacy, Data, Communication, and Career Pathways. Following further discussions with our Coaches regarding our data, we decided to add Equity as a thread of focus for all teams – especially Academic Advising. We also decided to fold the five teams into two student success teams: Academic Advising and Financial Literacy. The charges of the two Student Success teams consist of the following:
  - Academic Advising: Design and implement an advising module that is grounded in the principle of fairness supporting intentional equity for all students. The module will assist students with career pathways selection and support student persistence and retention in academic and career tech programs. The module should include standards to evaluate and improve academic advising processes and must include measured outcomes.
  - Financial Literacy: Design and implement a financial literacy module that is grounded in the principle of fairness supporting intentional equity for all students. The module will assist students with understanding both financial aid programs, including loans and loan repayment, as well as personal finances. The module should include standards to evaluate and improve financial literacy training and must include measured outcomes.



- B. To what extent were faculty, staff, administrators, and students actively engaged in these teams?
- These teams consist of faculty, staff, and administrators. Students participated in the focus groups and are invited to give feedback to the teams but are not active members at this time. A faculty member leads the Academic Advising Team and a Dean of Students leads the Financial Literacy Team. Faculty, staff, and administrators make up the membership of the teams as well.
- C. How was learning shared across teams/areas?
- The shared learning across teams began with the World Café's and continued at the campus levels in committees and council meetings. We have had WebEx meetings and emails to groups on thoughts and ideas for the Action Plan.
- D. What communication strategies and processes were used to share learning from the teams with the broader college community, including trustees?
- We use emails and newsletters as well as presentations to groups across the campus. A Communication Team is in place to implement the Communication Plan for the college about ATD. They are planning to use the web, social media, email, text messages, and videos to engage the larger college community including students.
- E. Did the structure change/evolve as you collected and analyzed information about the student experience, equity gaps, barriers to student success, and gaps/bottlenecks in the enrollment funnel and supports provided to students? If so, how and why?
- Yes, the structure changed several times as noted in the section above especially after reviewing our data with the coaches on equity. We were aware that the African American students were progressing at lower rates, but the data templates used by the coaches gave us a deeper appreciation for this challenge so we added Equity as a part of both modules in the action plan.
  - We analyze the enrollment data to find the loss momentum in our processes and are working across the departments to address the challenges



### Section 3: What We Learned (500 words)

#### Key Findings that Led to Priority #1: Proactive Advising Module

Early in the ATD program, a series of reports were generated to enhance the understanding of how students with varying demographic characteristics performed at the institution. Some of the reports were exploratory in a nature whereas others were more prescriptive.

##### *Key Findings from Quantitative Reports:*

The quantitative reports highlighted performance gaps between student groups along different demographic characteristic variables. One report that was analyzed relatively early in the ATD program displayed course pass rates for the top 20 enrolled courses at the institution. Findings revealed that white students consistently passed classes at a higher rate in the top 20 enrolled courses than black students. When reviewing the data for all courses offered at the institution in Fall 2018, it was discovered that white students passed 89.8% of courses whereas black students passed 81.3% of courses. This finding led the ATD team to explore the relationship of race on a variety of other student achievement metrics. Upon further analysis, findings revealed that black students were less likely to successfully complete a gateway English class within one year, less likely to be successful in completing gateway Mathematics within one year, and less likely to complete 15 credit hours within the first term. Lastly, performance gaps were also observed for fall-to-fall retention by site:

- Campus X: 65% of white students vs. 48% of black students retained
- Campus Y: 54% of white students vs 40% of black students retained
- Campus Z: 67% of white students vs 55% of black students retained

Differences in student performance was not limited to just race and differences were found by variables such as gender and student enrollment status (full-time vs part-time). The overall conclusion made from these analyses was that performance gaps are observed between subgroups of the student body and some course of action to more effectively reach all subgroups might be of value to both the student and institution.

##### *Key Findings from Qualitative Reports:*

A series of structured focus sessions were conducted with 159 students during the 2018-2019 academic year to better understand the student experience and explore areas of opportunity for the institution. Although a variety of topics were discussed and explored during these conversations, a consistent theme resonated that student advising could be improved upon.

##### Feedback Report from Focus Sessions w/ Students

- *Many students stated that they felt they did not get the help that they needed from their advisors, particularly with choosing classes.*
- *When asked if students met with advisors, many had not done so before choosing their classes. Some participants did not meet with their advisor at all.*
- *Many students mentioned that their advisor selected their classes for them without asking what time or location they needed.*



- *Several students mentioned that other students tried to help them pick classes but were not knowledgeable enough.*
- *Several participants mentioned they would like us to have advisors present at orientation, and felt it would have been helpful to meet their advisors sooner than they did.*
- *Many students learned of their advisors by email, while several others did not know they had one until they needed their PIN to register for classes.*
- *Several advisors were on a different campus than the student, and the students felt it would be more beneficial if their advisors were more accessible.*
- *When asked if advisors discussed career plans with the participants, some responded yes but many answered no.*

Following the administration of the ICAT (N=629), all full-time employees participated in a World Café session and could provide feedback about institutional strengths and areas of opportunity. Consistent with the findings of the student focus session report, employee also reiterated that improving upon the advising model is an area of opportunity. Advising was listed as one of five top priorities that resulted from the World Café discussions.

The qualitative data from students and employees provided justification and support that more time and energy needs to be invested into improving aspects of student advising experience at the institution. Implementing and maintaining a robust student advising model can serve as a catalyst for reducing performance gaps and elevating student achievement at the institution.

**Course Module #1: Advising** - Upon analysis of the qualitative and quantitative reports, the ATD team collectively agreed that working towards reducing equity gaps through the implementation of a robust advising model is a core priority. The goal of this module is to better meet students where they are in their lives, personalizing the process to meet individual needs and to promote student success. The ATD team will monitor the outcomes associated with under-performing student subgroups to gauge success of the Advising module.

### **Key Findings that Led to Priority #2: Financial Literacy Module**

The cost of higher education can be a significant barrier for students. Trends reported by The National Center for Educational Statistics reveal that the total cost of undergraduate tuition, fees, room and board have increased by 34% during the 10 year span from 2005-06 to 2015-16. The rising cost of higher education has contributed to students taking out more money for loans. It is estimated in the year 2019 that 44 million students owe 1.5 trillion in student loan debt in the United States alone.

#### *Key Findings from Quantitative Reports:*

The ATD team wanted to explore initiatives related to student financial literacy after learning that an estimated one out of every five MGCCC students who takes out a loan, defaults on the loan. The three most current default rates supplied by the U.S. Department of Education are as follows: FY13 cohort - 23.8% of students defaulted, FY14 cohort - 23.9% of students defaulted, and FY15 cohort - 21.9% of students defaulted.



These default rate are not within an optimal range. In addition to reviewing default rates, federal student loan activity is also monitored at the end of each fiscal year.

#### Average Student Federal Loan Amounts by Fiscal Year of Student Body

- During the fiscal year 1718, 17.026M in federal/external/alternate-private loans was paid out to 3,179 students. The average loan amounted to 5.4k
- During the fiscal year 1617, 18.888M in federal/external/alternate-private loans was paid out to 3,474 students. The average loan amounted to 5.4k
- During the fiscal year 1516, 15.850M in federal/external/alternate-private loans was paid out to 2,790 students. The average loan amounted to 5.7k

From a student perspective, evidence suggests that students want to receive more education in financial literacy. The Noel Levitz Student Satisfaction Inventory is administered on an annual basis and is used as the primary college student satisfaction survey. Students scored the item, *“This institution helps me identify resources to finance”* received the third lowest out of 50 questions (n=841). Recognizing that financial literacy can be a contributing factor as to why students are not enrolling, being retained, and/or defaulting on a loan, the ATD team concluded that more time and resources should be invested into improving training aspects of student financial literacy.

**Course Module #2: Financial Literacy** – The ATD team recognized that the cost associated with pursuing higher education is a significant barrier to some students and collectively agreed that the institution needs to improve student financial literacy in light of the elevated default rates. The aim of this initiative is to provide training and education to the student body in the areas of budgeting, borrowing, and repayment options early in their academic career.





Area of Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale
Early Momentum Metrics such as credit accumulation 1 <sup>st</sup> term/year, gateway course completion in 1 <sup>st</sup> year, term-to-term persistence (specify)	Y	Y	The rationale is to identify trends in these metrics that can show student subgroups most at-risk for not succeeding.
Success rates in high enrollment courses	Y	Y	The rationale is to find trends in these metrics that can show student subgroups most at-risk for not succeeding.
Meta-major/ Program of Study selection	Y	N	Report used to monitor student performance metrics by educational program.
Student voice (Early Engagement metrics like SENSE, focus groups, etc.)	Y	Y	MGCCC monitors student engagement levels by administering the SENSE and CCSSE once every three years. The SENSE was administered in Fall 2018 and the CCSSE was administered in Spring 2019. Additionally, 159 students volunteered to participate in an ATD student focus group session.
Faculty and staff voice (focus groups or surveys)	Y	N	Solicited input from students via focus sessions and from employees via a series of World Café meetings.
Institutional Capacity Assessment (ICAT); Capacity Cafe	Y	N	A total of 629 employees completed the ICAT. The ICAT findings report was used as a tool to gauge performance levels in the following 7 capacities: leadership & vision, data & technology, equity, teaching & learning, engagement & communication, strategy & planning, and policies & practices.
Business process mapping	Y	N	The business process mapping was completed in the Student Affairs Areas to determine loss momentum



#### **Section 4: Our Student Success Vision (50-100 words)**

Please describe the overarching student success vision that describes the ideal student experience at your institution. To what extent were students involved in the creation/evolution of your vision? How have you communicated this vision?

- *A strong vision statement is a concise, specific, and inspiring understanding of what the institution aspires to become or achieve that can be used by all stakeholders to set priorities and guide action. It is a forward-looking statement that engages and motivates the college community and clearly articulates the benefits for student success.*

#### *The MGCCC Student Success Vision*

*MGCCC students will develop focused career, financial, and academic goals and gain the means to achieve these goals. Through individualized advising, equitable education strategies and interventions, and clearly communicated student support services, successful Gulf Coast students will be prepared to continue their academic and career paths with confidence and commitment and to contribute to the economic and civic potential of their communities.*



## Section 5: Our Action Plan Priority Goals

Combining (a) your **Student Success Vision** with what you have learned about the (b) **current student experience, barriers and gaps**, and (c) **your institutional capacities**, please outline 2-3 strategic **Priority Goals** that you will focus on over the next two years. Explain briefly how the **Priority Goals** relate to your vision and what you learned. Identify the **Key Strategies, Interventions, and Activities** that you will implement to accomplish your **Priority Goals**. **Priority Goals** should be measurable and be obtainable in the near-to-medium term, as compared to metrics such as graduation rates that serve as long-term, lagging indicators.

Through our ATD research and progress—World Cafes, ICAT, and student focus groups—we identified two primary concerns impeding MGCCC students: Advising and Financial Literacy. In an effort to address these areas and others that are providing obstacles to student success and retention, we will design a course (The Success Keys Course) to facilitate student success in other areas as well as academics. While many of our efforts have been considered successful in previous years when viewed independently (see first bulleted list in Section 1), we need an overarching vehicle to communicate available information in a holistic manner that is engaging to students. Unlike a standard course, the Success Keys Course will not result in earned credits; however, like a standard course, the Success Keys Course will provide resources in a relevant and timely manner in relation to the students' academic progress. To increase participation, certain modules will be required (i.e. a student must complete the Financial Literacy module before appealing financial aid decisions), while others will be incentivized by providing "bonuses" (priority registration) upon completion. "Pulse checks" will also be offered at certain intervals for students to monitor their progress. Later, we hope to include modules such as Career Steps (internships, interest inventories, major employers), Big Dogs (people to know around campus), Survival Skills (study strategies, test-taking skills), and more. To continually monitor the course, we will evaluate it using student and employee feedback to determine which modules need addition and adjustment.

Teams will begin developing eight Success Keys Courses based on our eight Academic Pathways in the fall of 2019. This phase will include documenting policies and procedures and establishing the positive incentives to encourage student participation. In the spring of 2020, the college will pilot the first two modules—Advising and Financial Literacy—within one of the eight Success Keys Courses. Also during this semester, we will begin wide scale communication concerning the Course and the rationale for its development, and faculty and staff will be trained in administering the Course and have the opportunity to provide insight and input. Full implementation of all eight Success Keys Courses will occur in the fall of 2020, though it is undecided whether new or continuing students will be involved. At this time, evaluation measures will be put in place.

Action Plan Strategic Priority Goals	Rationale: How our Priority Goals relate to our Student Success Vision and what we learned	Key Strategies, Interventions and Activities to accomplish Priority Goals (are these new or updates to current efforts?)	Institutional Strengths to leverage and/or Areas to Build Additional Capacity
<p><b>Strategic Priority Goal 1:</b> <b>Develop a Proactive Advising Module within the Success Keys Courses.</b></p> <p>Improve Individualized Student Information through early and frequent contact between students and advisors in a manner that aids in identifying at risk students early.</p> <p>Increase Retention.</p>	<p>Through our ICAT, World Cafés and Student focus groups, we identified the need to assist our students in developing focused career, financial, and academic goals.</p> <p>Through individualized advising, equitable education strategies and interventions, and clearly communicated student support services, we hope to provide our students with the means to achieve these goals.</p>	<p>Develop a new online advising module within the Success Keys Course.</p> <p>Enroll new and continuing students into the Course during orientation and/or registration and introduce them to the advising module.</p> <p>Engage faculty advisors and student services personnel in determining the content of the advising module specific to department-assigned pathways.</p> <p>Use the Individual Retention Profile to help identify at-risk students, who will be provided additional individual intrusive advising through the Advising module.</p>	<p>Faculty and enrollment specialists are already serving as advisors and have a strong desire to help students.</p> <p>Canvas was selected as a means of communication because all courses are loaded into Canvas, and almost every instructor uses Canvas for web enhancing their classes.</p> <p>By forming a relationship with students early on, we can identify areas of concern and use one of our most valuable resources, the LRC's Learning Lab.</p> <p>The relationships between the faculty advisors, enrollment specialists, financial aid personnel, and Learning Lab staff will be key in ensuring equity and student success.</p>



<p><b>Strategic Priority Goal 2: Develop a Financial Literacy Module within the Success Keys Courses</b></p> <p><i>Improve overall financial literacy in students regarding paying for college, cost of attendance, implications of loans, and management of personal finances</i></p> <p><i>Decrease the default rate.</i></p>	<p><i>Through our ICAT, World Cafés and Student focus groups, we identified the needs to assist our students in developing focused career, financial, and academic goals.</i></p> <p><i>Through individualized financial literacy training and awareness programs, we hope to provide our students with the means to achieve these goals.</i></p>	<p><i>Develop a new online financial literacy module within the Success Keys Course.</i></p> <p><i>Provide resources for students to become educated and to aid in determining the appropriate or needed amount to borrow through the Award Letter.</i></p> <p><i>Encourage students who request loans to show documentation of completed financial literacy module(s) as part of entrance and exit counseling.</i></p> <p><i>Require students appealing loss of aid due to satisfactory academic progress (SAP) status to provide documentation of completed financial literacy module(s) as part of the appeal process.</i></p> <p><i>Incorporate successful completion of financial literacy training into “Grad Fest” to reinforce importance of loan repayment.</i></p>	<p><i>The College recently invested in two financial aid software products which will aid in financial literacy training and awareness.</i></p> <p><i>Administrative support for policy changes designed to promote, encourage, and require financial literacy training through the Financial Literacy module</i></p>
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## Section 6: Our Detailed Action Plan

Please expand on each **Key Strategy, Intervention and Activity** outlined in Section 5 in the work plan template below.

*Priority One: The Academic Advising Module*

<b>Key Strategies, Interventions and Activities</b>	<b>Deliverables and Timing</b>	<b>Organizational unit(s) responsible for design, implementation and evaluation</b>	<b>Scaling the Work</b> (if not implementing at scale initially, what is the plan for scaling?)	<b>Measurable indicators of progress with measurement dates</b> (be specific)	<b>Resources Needed</b> (policy or procedural changes, staffing, technology, professional development)	<b>Challenges</b> (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
<p><b>Strategy 1</b></p> <p><i>Develop an Advising Module and improve student advisement using advising information built into the Success Keys Course.</i></p> <p><i>The Advising module will be used as a portal of information and a tool for communication between the student and the faculty advisor.</i></p>	<p><b>Fall 2019</b></p> <p><i>Identify one department on each campus to participate in the pilot process.</i></p> <p><i>Develop an advising module in the Success Keys Course.</i></p> <p><i>Begin enrolling students into the pilot version of the Course.</i></p> <p><b>Spring 2020</b></p> <p><i>Implement pilot advising module.</i></p>	<p><i>Each department will be responsible for maintaining its advising information, but will work closely with IT and Elearning during the design and implementation process.</i></p> <p><i>Advisors and Enrollment Specialists will be responsible for identifying information that they need to post for students in the Course, as well as monitoring the discussion board specific to their</i></p>	<p><b>Spring 2020</b></p> <p><i>Begin expanding and developing additional modules for inclusion in the Success Keys courses (career assessment, big dawgs, etc.)</i></p>	<p><i>Data will be collected on Fall to Spring retention.</i></p> <p><i>Faculty advisors will keep data on the number of advisees seen/number of meetings and successful completion of courses</i></p> <p><i>Student satisfaction surveys concerning advisement will be developed and distributed to students at the conclusion of the Spring 2020 term.</i></p> <p><i>Feedback will be used to improve the existing Canvas</i></p>	<p><i>Employee Development and Canvas Training for Faculty Advisors and Student Services employees will be necessary.</i></p>	<p><i>The foreseen challenges to implement this model will include, the amount of time it takes initially to set up the advising modules, training, and resistance to change.</i></p>



	<p><i>Begin expanding the program to all eight Academic Pathways</i></p> <p><b>Fall 2020</b></p> <p><i>Implement all eight Success Keys Courses.</i></p> <p><i>Review data.</i></p>	<p><i>area, as students post questions/concerns.</i></p> <p><i>Enrollment Specialists and Advisors will be responsible for monitoring IRPs and reaching out to at-risk students.</i></p>		<p><i>advising courses and to help other departments create their shells as they come aboard in Fall 2020.</i></p>		
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<b>Key Strategies, Interventions and Activities</b>	<b>Deliverables and Timing</b>	<b>Organizational unit(s) responsible for design, implementation and evaluation</b>	<b>Scaling the Work</b> (if not implementing at scale initially, what is the plan for scaling?)	<b>Measurable indicators of progress with measurement dates</b> (be specific)	<b>Resources Needed</b> (policy or procedural changes, staffing, technology, professional development)	<b>Challenges</b> (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
<p><b>Strategy 2</b></p> <p><i>Implement a Proactive Advising Plan within the advising module</i></p> <p><i>Assign students to faculty advisor “sections” within the advising module.</i></p>	<p><b>Fall 2019</b></p> <p><i>Begin assigning continuing and/or new students to pilot advising sections.</i></p> <p><b>Spring 2020</b></p> <p><i>The faculty advisor will make contact with the students within the first 3</i></p>	<p><i>IT will be responsible for writing the script so student can be assigned to the advising class upon enrollment.</i></p> <p><i>Department chairs will be responsible for assigning students to faculty advisors section.</i></p>	<p><b>Summer 2020</b></p> <p><i>Expanding and advising modules for all academic pathways on all campuses for full implementation by Fall 2020.</i></p>	<p><i>Data will be kept by faculty advisors on how many advisees they meet with, and how many meetings/contacts they have.</i></p> <p><i>Data will be collected on how many students are successfully completing the pre-requisite courses they</i></p>	<p><i>Procedural changes in the assignment of advisees will have to occur, as well as employee development in some cases as faculty advisors become more aware of degree plans and programs that they are advising for.</i></p>	<p><i>IT logistics to have students assigned to advising courses</i></p> <p><i>Department chairs to develop process to assign advisees to advisor sections.</i></p>



<p><i>Faculty advisors will proactively reach out to and communicate with students via meetings and email early in the semester as well as near priority registration.</i></p>	<p><i>weeks of classes beginning.</i></p> <p><b>Summer 2020</b></p> <p><i>Begin expanding the program to all academic pathways.</i></p> <p><i>Review data.</i></p>	<p><i>Faculty advisors will be responsible for maintaining records of advisee meetings/contact, helping to identify students needing more inclusive advisement, and directing them to the correct resource, i.e. the Learning Lab for intervention when needed.</i></p>		<p><i>need, and subsequently how many students are completing the degree program they are following.</i></p>		
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*Priority Two: The Financial Literacy Module*

<p><b>Key Strategies, Interventions and Activities</b></p>	<p><b>Deliverables and Timing</b></p>	<p><b>Organizational unit(s) responsible for design, implementation and evaluation</b></p>	<p><b>Scaling the Work</b> (if not implementing at scale initially, what is the plan for scaling?)</p>	<p><b>Measurable indicators of progress with measurement dates</b> (be specific)</p>	<p><b>Resources Needed</b> (policy or procedural changes, staffing, technology, professional development)</p>	<p><b>Challenges</b> (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them</p>
<p><b>Strategy 3</b></p> <p><i>Build a financial literacy training module into the Success Keys Course.</i></p> <p><i>Improve student financial literacy using Whichway</i></p>	<p><b>Fall 2019</b></p> <p><i>Develop a financial literacy module in the Success Keys Course.</i></p> <p><b>Spring 2020</b></p>	<p><i>Faculty</i></p> <p><i>Financial Aid Offices</i></p> <p><i>Dean of Students Services Responsible for Student Aid</i></p> <p><i>VP of Student Services</i></p>	<p><b>Fall 2020</b></p> <p><i>Plan to implement at full scale in Fall 2020</i></p>	<p><i>During Spring 2020 at least 30% of students enrolled will complete the module.</i></p>	<p><i>Executive Council Approval</i></p> <p><i>Employee Development</i></p> <p><i>Technology</i></p>	<p><i>Administrative support for policy changes designed to promote, encourage, and require financial literacy training through the Financial Literacy module</i></p> <p><i>Record Keeping</i></p>





<p>software integrated in to the Success Keys Course.</p>	<p>Implement pilot financial literacy module.</p> <p>Begin expanding the program to all eight Academic Pathways</p> <p><b>Fall 2020</b></p> <p>Implement all eight Success Keys Courses.</p> <p>Review data.</p>					
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Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
<p><b>Strategy 4</b></p> <p>Provide resources for students to educate and aid in determining the appropriate or needed amount to borrow through the Award Letter.</p>	<p><b>Fall 2019</b></p> <p>Benchmark loan debt and number of students borrowing</p> <p><b>Spring 2020</b></p> <p>Roll out new award letters</p>	<p>Dean of Students Services Responsible for Student Aid</p> <p>Financial Aid Offices</p>	<p>Plan to implement at full scale in Spring 2020</p>	<p>Decrease in the dollar amount of loans accepted</p>	<p>technology</p>	<p>Educating students on opening, reading and understanding the new award letter.</p>



<b>Key Strategies, Interventions and Activities</b>	<b>Deliverables and Timing</b>	<b>Organizational unit(s) responsible for design, implementation and evaluation</b>	<b>Scaling the Work</b> (if not implementing at scale initially, what is the plan for scaling?)	<b>Measurable indicators of progress with measurement dates</b> (be specific)	<b>Resources Needed</b> (policy or procedural changes, staffing, technology, professional development)	<b>Challenges</b> (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
<p><b>Strategy 5</b></p> <p>Encourage students who request loans to show documentation of completed financial literacy module(s) as part of entrance and exit counseling.</p>	<p><b>Spring 2020</b></p> <p>Pilot Success Keys Course with STEM class</p> <p><b>Fall 2020</b></p> <p>Begin encouraging all student who request loans to complete the “paying for college” chapter as part of entrance and exit counseling</p>	<p>Financial Aid Offices</p> <p>Dean of Students Services Responsible for Student Aid</p> <p>VP of Student Services</p>	<p>Plan to implement at full scale in Fall 2020</p>	<p>During Fall 2020 at least 50% of students taking out loans will complete the “paying for college” chapter.</p>	<p>Student Services Council Approval</p> <p>Executive Council Approval</p> <p>Employee Development</p> <p>Technology</p>	<p>Resistance from students</p> <p>Record Keeping</p> <p>Technology</p>

<b>Key Strategies, Interventions and Activities</b>	<b>Deliverables and Timing</b>	<b>Organizational unit(s) responsible for design, implementation and evaluation</b>	<b>Scaling the Work</b> (if not implementing at scale initially, what is the plan for scaling?)	<b>Measurable indicators of progress with measurement dates</b> (be specific)	<b>Resources Needed</b> (policy or procedural changes, staffing, technology, professional development)	<b>Challenges</b> (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
<p><b>Strategy 6</b></p>	<p><b>Fall 2019</b></p>	<p>Financial Aid Offices</p>	<p><b>Fall 2020</b></p>	<p>100% of student appealing SAP</p>	<p>Student Services Council Approval</p>	<p>Resistance from students</p>



<i>Require students appealing loss of aid due to satisfactory academic progress (SAP) status to provide documentation of completed financial literacy chapter(s) as part of the appeal process</i>	<i>Revise SAP appeal policy to incorporate strategy</i>  <i>Obtain approval from Student Services Council</i>	<i>Dean of Students Services Responsible for Student Aid</i>  <i>VP of Student Services</i>	<i>Plan to implement at full scale in Fall 2020</i>	<i>suspension will have completed financial appeals chapter</i>	<i>Executive Council Approval</i>  <i>Employee Development</i>	<i>Record Keeping</i>
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<b>Key Strategies, Interventions and Activities</b>	<b>Deliverables and Timing</b>	<b>Organizational unit(s) responsible for design, implementation and evaluation</b>	<b>Scaling the Work</b> (if not implementing at scale initially, what is the plan for scaling?)	<b>Measurable indicators of progress with measurement dates</b> (be specific)	<b>Resources Needed</b> (policy or procedural changes, staffing, technology, professional development)	<b>Challenges</b> (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
<b>Strategy 7</b>  <i>Incorporate successful completion of financial literacy training into “Grad Fest” to reinforce importance of loan repayment</i>	<b>Fall 2019</b>  <i>Develop plans to incorporate financial literacy training into Grad Fest</i>  <b>Fall 2020</b>  <i>Implement plan</i>	<i>Deans of Student Services</i>  <i>Enrollment Services Directors</i>  <i>Financial Aid Directors</i>	<b>Fall 2020</b>  <i>Plan to implement at full scale in Fall 2020</i>	<i>19-20 30% of students who apply for graduation will complete financial literacy training</i> <i>20-21 50% of students who apply for graduation will complete financial literacy training</i>	<i>Employee Development</i>  <i>Technology</i>	<i>Record Keeping</i>  <i>Technology</i>



**Section 7: Results Framework and Monitoring**

Please describe the progression from your current baseline performance to intermediate progression targets and the end-target for each of the **Key Strategies, Interventions, and Activities**.

- Please remember to tie the goals to outputs or outcomes that are measurable in a relevant time frame (e.g., implementing a new onboarding process will not drive increased graduation in the near term, but it may result in increased credits completed and/or completion of key math and English courses in the first year).

Key Strategy, Intervention or Activity	Measurable Indicator of Progress	Baseline Level (specify year)	End of 2019-20	End of 2020-21	End Target (may be further out than 2020-21)
Proactive Advising Model	Percentage of students earning 0 credit hours at the end of the first term – Caucasians	15%			
Proactive Advising Model	Percentage of students earning 0 credit hours at the end of the first term - African American	25%			
Proactive Advising Model	Percentage of course withdrawals – Caucasians	9%			
Proactive Advising Model	Percentage of course withdrawals - African American	15%			



Proactive Advising Model	SENSE – Monitor student engagement levels from baseline 1819 year	<p>800 MGCCC students completed the SENSE during weeks #4 and #5 of the Fall 2018 term.</p> <p>SENSE 2018 - Clear Academic Plan &amp; Pathway Results</p> <p>-MGCCC: 50.3 - Cohort Standardized Mean: 50.0</p> <p>* The SENSE is administered once every three years.</p>			
Proactive Advising Model	Comparison of average credit hours from fall-to-fall and spring-to-spring	<p>Fall 2018 111,877 total credit hours / 11.2 average credit hours per student</p> <p>Spring 2019 100,393 total credit hours / 11.3 average credit hours per student</p>			
Financial Literacy	Percentage of student body taking out a loan	Fall 2018 – 2,368 of 9,049 students took out a loan (26%)			



Financial Literacy	Monitor percentage of students who complete a FAFSA	Fall 2018 – 6,131 of 9,049 enrolled students completed the FAFSA (67.75%)			
Financial Literacy	Average loan amounts for students who received Pell	FY1718 \$5,323  46% of students who received pell took out a loan			
Financial Literacy	Average loan amounts for students who did not receive Pell	FY1718 \$5,450  3,913 students received student aid in 1718 but not pell. 21% of students in this subgroup took out a loan.			
Financial Literacy	Average loan amounts for students who received any type of aid (federal, state, institutional, external)	FY1718 \$5,296  31% of students who received any type of aid, also took out a loan. The average loan amount was \$5,296			



Financial Literacy	Average loan amount for students who did not receive any aid (federal, state, institutional, external)	FY1718 \$5,662  522 students received \$0 in student aid but took out a loan. The average loan amount for this subgroup was \$5,662			
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## **Section 8: How we will approach Sustainability and Continuous Improvement (200 words)**

Please describe how you will know if your strategic priority is helping you achieve your student success vision, and what you will do to sustain it and/or modify your priorities and actions, if necessary, to achieve your goals. Please touch on topics such as

- A. Communication plan for sharing progress, celebrating successes, and learning with your college-community
  - 1. *Identify stakeholders*
  - 2. *Communicate progress and successes through a link on the Website.*
    - i. *Results of ICAT, World Café & Focus Groups*
    - ii. *Timeline of rollout*
    - iii. *Details of Advising and Financial Literacy Action Plans*
  - 3. *Communicate through State of College meetings, Faculty & Staff Convocation, and student association meetings.*
  - 4. *Provide relevant information to students via Website, Canvas, and Regroup.*
  - 5. *Develop posters and brochures to be distributed around the college.*
  - 6. *Take discussions to the classrooms via Business Office and Financial Aid personnel.*

- B. Evaluation process for identifying opportunities for change, modification, and ongoing improvement
  - Student progress and completion of the financial literacy program WhichWay will be monitored in the following ways*
    - 1. *Students will show proof on completion to gateway course instructors to receive grade*
    - 2. *Instructors will report the students who completed the training in Success Keys.*
    - 3. *Analytics of WhichWay provided by the StudentConnections*

*Loan amounts will be measured and monitored through financial aid office institutional research to ensure positive impact of financial literacy and AwardLetter*

- 1. *Percentage of students taking out loans (accompanied by demographics)*
- 2. *Average loan amount*

*Default rates will be monitored through StudentConnections*

- 1. *Monthly meetings with Financial Aid and StudentConnections Team to address*
  - a. *Projected default rates*
  - b. *Delinquent borrower profiles*
  - c. *Current intervention strategies and success*

- C. Alignment of all your student success and equity work
- D. Connection to professional development resources and peer learning opportunities that your coaches and/or Achieving the Dream can provide to support your work.