

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Concurrent Enrollment and Guided Pathways Pilot Programs  
Coordinating Board for Higher Education  
February 2, 2017

### DESCRIPTION

Legislation passed in 2016 (SB 997) directs the Coordinating Board to develop pilot programs in Guided Pathways to Success and Concurrent Enrollment. This agenda item reports on institutions selected to participate in those pilot programs.

### Background

The Commissioner issued a request for proposals (RFP) for participation the Guided Pathways to Success and Concurrent Enrollment pilot projects on November 7, 2016. The RFP identified the parameters and expectations for each initiative, including the department's responsibilities. For both projects, the MDHE will facilitate meetings, share information regarding the programs' development and progress, and disseminate information through its office of communications about the pilots. For the Guided Pathways Pilot only, the department will develop and publicly maintain materials that describe the elements of Missouri's guided pathways to success project and assist students in understanding the operation of each component. Finally, the CBHE will, by January 1, 2020, report to the governor and the general assembly on the outcomes of both pilot programs and provide a recommendation regarding their expansion statewide. Based on the outcomes of these pilots, as stipulated in the statute, the CBHE may request funding to provide competitive grants to institutions of higher education to assist in defraying the costs incurred to implement guided pathways to success and concurrent enrollment statewide.

### Guided Pathways to Success

The primary intent of the Guided Pathways to Success Act is to provide students with information about clear curricular paths to a degree. For many students, having a clear path to completion is more helpful than having to navigate a wide range of degrees and courses. Providing students with a clear path forward will reduce "wasted" credits, time to completion, and the overall costs of obtaining a degree. Proposals for this pilot had to include *at least two of the following components*:

1. Majors organized into semester-by-semester sets of courses that lead to *on-time completion*.
2. Degree-based transfer pathways between participating institutions to assist students who enroll in multiple institutions to complete their degree;
3. Available *meta-majors* to minimize the loss of credit due to changes by students in their degree majors;
4. Student commitment to a *structured schedule* of courses and electives; and
5. Clear *degree maps*, proactive advising and guarantees that required courses are available when needed by students.

Participating institutions were asked to identify the two or more components in the pilot program, provide a timetable and milestones for the work, and agree to engage with the department as the program is developed and implemented. Cooperating institutions also will collect appropriate data and report to the CBHE annually, beginning one year after the CBHE approves the pilot program, on the program's progress and effectiveness.

Institutions submitting proposals for Guided Pathways to Success:

- Metropolitan Community College
- North Central Missouri College
- Ozarks Technical Community College
- Southeast Missouri State University
- University of Missouri-Kansas City

MDHE staff reviewed the proposals to ensure they met the expectations and parameters of each initiative. MDHE staff recommends the acceptance of all proposals and encourages institutions to begin implementation as soon as is feasible.

### **Concurrent Enrollment**

The primary intent of the Concurrent Enrollment Pilot Program is to provide students with a broader range of academic and student support services while streamlining the path to degree completion. A concurrent enrollment program allows for any person who satisfies the admissions requirements of any two-year public institution and any four-year public institution to be admitted to both institutions. Concurrent enrollment programs could include coordinated advising, a single online application, and the ability to receive financial aid from both institutions. The advantages of concurrent enrollment for students are many:

- Flexibility of taking courses at both institutions at the same time;
- Having an expanded selection of courses and schedules to fit their needs;
- Access to the resources of both institutions; and
- Possibility of earning an associate degree while working toward a bachelor's degree.

The Concurrent Enrollment Pilot required the participation of one or more public four-year institution and one or more public two-year institution. Institutions were asked to identify the responsibilities of participating institutions in the program, including how costs, work load, and other considerations will be addressed, as well as specifying the services the program will provided to concurrently enrolled students. Cooperating institutions agreed to provide periodic updates to MDHE staff and to remain engaged with the department as the program is developed and implemented, and will collect appropriate data and report to the CBHE annually, beginning one year after the CBHE approves the pilot program, on the program's progress and effectiveness.

Institutions submitting proposals for Concurrent Enrollment:

- Missouri University of Science & Technology and East Central College
- Northwest Missouri State University and Metropolitan Community College
- Southeast Missouri State University, Jefferson College, and Three Rivers College

MDHE staff reviewed the proposals to ensure they met the expectations and parameters of each initiative. MDHE staff recommends the acceptance of all proposals and encourages institutions to begin implementation as soon as is feasible.

### **Conclusion**

Removing barriers to student success is key to increasing educational attainment and keeping postsecondary expenses down. The Guided Pathways to Success and the Concurrent Enrollment Pilot Programs hold great promise in achieving both of those goals.

### **STATUTORY REFERENCES**

Section 173.2515, RSMo – Development of a Guided Pathways to Success Pilot Program

Section 173.2520, RSMo – Development of a Concurrent Enrollment Pilot Program

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board establish the Guided Pathways to Success and Concurrent Enrollment pilot programs and accept the proposals submitted.**

### **ATTACHMENTS**

Attachment A: Guided Pathways to Success Pilot Program Request for Proposals

Attachment B: Concurrent Enrollment Pilot Program Request for Proposals

Attachment C: Proposals received for Guided Pathways to Success Pilot Program

Attachment D: Proposals received for Concurrent Enrollment Pilot Program

## REQUEST FOR PROPOSALS

### GUIDED PATHWAYS TO SUCCESS PILOT PROGRAM

The Missouri Department of Higher Education, on behalf of the Coordinating Board for Higher Education, requests proposals for a Guided Pathways to Success Pilot Program, as required by RSMo 173.2515 (SB 997). Based on the outcomes of these pilot programs, as stipulated in the statute, the CBHE may request funding to provide competitive grants to institutions of higher education to assist in defraying the costs incurred to implement guided pathways to success on a statewide basis.

The primary intent of the Guided Pathways to Success Act is to provide students with effective information and directions that specify clear curricular paths to a degree. For many students, having a clear path to completion is more important than having to navigate a wide range of degrees and courses. Providing students with a clear path forward will reduce “wasted” credits, time to completion, and the overall costs of obtaining a degree.

The parameters for Guided Pathways to Success Pilot Program are intentionally broad to encourage innovation and creativity. The specific requirements for each pilot program are listed below.

Proposals must be received no later than January 13, 2017. Proposals selected as pilot programs will be announced at the February 2017 meeting of the Coordinating Board for Higher Education.

#### Guided Pathways to Success Pilot Program

##### I. Definitions

- (1) Degree maps: a list of all course sequences available to fulfill the requirements for a specific degree program;
- (2) Meta-majors: a collection of academic programs that have common or related courses;
- (3) Proactive advising: an advising model in which advisors reach out to students in anticipation of their needs, connect students with resources and support early in their studies, and motivate students to succeed;
- (4) Structured schedule: a specific sequence of required and elective courses each semester that, when taken as prescribed, represent a direct path to complete a chosen program of study.

##### II. Required elements of Pilot Program

Each proposed pilot program shall include *at least two of the following components*:

- (1) Majors organized into semester-by-semester sets of courses that lead to *on-time completion*, which shall have the same meaning as described pursuant to section 173.2510;
- (2) Degree-based transfer pathways between participating institutions to assist students who enroll in multiple institutions to complete their degree;
- (3) Available *meta-majors* to minimize the loss of credit due to changes by students

in their degree majors;

(4) Student commitment to a *structured schedule* of courses and electives; and

(5) Clear *degree maps*, proactive advising and guarantees that required courses are available when needed by students.

III. Responsibilities of Participating Institutions

(1) The proposal must identify the two or more components the institution will use to develop and implement its pilot program.

(2) The proposal should include a timetable for the work, including milestones.

(3) Participating institutions agree to provide periodic updates to MDHE staff and to remain engaged with the department as the program is developed and implemented.

a) This shall include at least one face-to-face meeting annually to discuss the pilot program with MDHE staff, institutions participating in similar pilot programs, and other interested parties.

(4) Cooperating institutions will collect appropriate data and report to the CBHE annually, beginning one year after the CBHE approves the pilot program, on the program's progress and effectiveness.

IV. Role of the MDHE

(1) The department shall develop and publicly maintain materials that describe the elements of Missouri's guided pathways to success project and assist students in understanding the operation of each component.

(2) The MDHE will facilitate meetings and the sharing of information regarding the pilot program's development and progress.

(3) The MDHE will disseminate information through its office of communications about the pilot program.

(4) By January 1, 2020, the coordinating board shall report to the governor and the general assembly on the outcomes of the pilot program created in this section.

## REQUEST FOR PROPOSALS

### CONCURRENT ENROLLMENT PILOT PROGRAM

The Missouri Department of Higher Education, on behalf of the Coordinating Board for Higher Education, requests proposals for a Concurrent Enrollment Pilot Program, as required by SB 997.

The pilot program is intended to determine the feasibility of extending a concurrent enrollment option to other institutions in the state. The CBHE shall report on the outcomes of the pilot program and provide a recommendation regarding its expansion statewide to the governor and the general assembly by January 1, 2020,

The primary intent of the Concurrent Enrollment Pilot Program is to provide students with a broader range of academic and student support services while streamlining the path to degree completion. A concurrent enrollment program allows for any person who satisfies the admissions requirements of any two-year public institution and any four-year public institution to be admitted to both institutions. The advantages of concurrent enrollment for students are many:

- Flexibility of taking courses at both institutions at the same time
- Having an expanded selection of courses and schedules to fit their needs
- Access to the resources of both institutions
- Possibility of earning an associate degree while working toward a bachelor's degree.

Concurrent enrollment programs could include coordinated advising, a single online application, and the ability to receive financial aid from both institutions.

Proposals must be received no later than January 13, 2017. Proposals selected as pilot programs will be announced at the February 2017 meeting of the Coordinating Board for Higher Education.

#### Concurrent Enrollment Pilot Program

##### I. Definitions

- (1) Concurrent postsecondary enrollment: coordinated enrollment in coursework at both a four-year and a two-year postsecondary institution at the same time and for which the coursework is officially recorded by both institutions.

##### II. Required elements of Pilot Program proposal

###### (1) Participating Institutions

- a) The proposal must include the participation of one or more public four-year institution and one or more public two-year institution.

###### (2) Responsibilities of Participating Institutions

- a) The agreement should identify the responsibilities of each participating institution in launching and running the program, including how costs, work load, and other considerations will be addressed.
- b) The agreement should also specify the services the program will provide to concurrently enrolled students.
- c) Cooperating institutions agree to provide periodic updates to MDHE staff and to remain engaged with the department as the program is developed

and implemented. This shall include at least one face-to-face meeting annually to discuss the pilot program with MDHE staff, institutions participating in similar pilot programs, and other interested parties.

- d) Cooperating institutions will collect appropriate data and report to the CBHE annually, beginning one year after the CBHE approves the pilot program, on the program's progress and effectiveness.

III. Role of the MDHE

- (1) The MDHE will facilitate meetings and the sharing of information regarding the pilot program's development and progress.
- (2) The MDHE will disseminate information through its office of communications about the pilot program.
- (3) By January 1, 2020, the coordinating board shall provide a report to the governor and the general assembly on the outcomes of the pilot program and provide a recommendation regarding the expansion of the program statewide.

## **Proposal to Participate in the Guided Pathways to Success Pilot Program**

Metropolitan Community College – Kansas City (MCC) is committed to increasing student completion and is poised for participation in the Guided Pathways to Success Pilot Program. The Guided Pathways to Success Program aligns with the following strategic themes from the District Strategic Plan for 2016-2021:

1. **Student Success:** Metropolitan Community College will maximize student success through data-informed decisions to support excellence in teaching, learning, and student-centered support services.
  - Create an environment focused on student success by empowering faculty and staff to adopt best practices to improve student success and engagement.
  - Move from a more generalized student success approach to adopting a personalized/individualized approach to student success.
  - Identify and remove institutional barriers to student completion.
  
2. **Teaching and Learning:** Metropolitan Community College will provide opportunities that enable success in academic, career, and personal pursuits by developing and delivering teaching to support learners at every stage of their lives.
  - Identify and provide clear pathways for students to transfer or complete degrees and certificates.

These strategic themes will be supported by action items in the district-wide unit plans and the campus plans for each of the five MCC campuses (MCC-Blue River, MCC-Business and Technology, MCC-Longview, MCC-Maple Woods, and MCC-Penn Valley). Components required for Guided Pathways are included in the example action items for both the Student Success and the Teaching and Learning strategic themes and current planning documents.

In addition, in 2013, MCC was awarded three federal Department of Education Title III: Strengthening Institutions grants (one district-wide, and one at each of MCC-Blue River and MCC-Penn Valley campuses), to address curricular improvements in developmental education and key college-level gateway courses and to develop a comprehensive first year experience with a redesigned orientation, intrusive advising and an array of wrap around services. The funding from these five-year grants are supporting the technology tools that will be used for implementation of Guided Pathways at MCC. Most specifically, is Hobson's Starfish Retention Solutions, which includes a degree planner for students, student and advisor dashboards to track student progress, early alert system, and connects students to the support services they may need at any point in their academic career.

### Required Elements of Pilot Program

MCC is committed to implementing the following four of the six components by July 1, 2019, the end of the pilot program.

- At least one-half of the majors offered by the institution organized into semester-by-semester sets of courses that lead to on-time completion.
- The establishment of degree-based transfer pathways for at least the top five transfer program areas between participating institutions to assist students who enroll in multiple institutions to complete their degree.
- At least one meta-major designed to minimize the loss of credit due to changes by students in their degree majors.
- Clear degree maps and proactive advising available to all enrolled students.

Guided Pathways to Success will be integrated into a larger student retention and completion initiative, which includes transforming academic advising services from walk-in advising to a case management system. As part of the Title III grants, MCC is currently in the process of implementing the degree planning portion of the Hobson's Starfish Retention Solutions. Through this initiative, MCC plans to improve student success with the support of technology that: 1) provides students with a degree planning tool; 2) allows advisors to provide proactive advising through academic planning and early intervention; 3) allows faculty and advisors to monitor progress and identify at-risk students to inform early intervention plans; 4) provides students with feedback on their own academic progress; and, 5) allows advisors to track student progress through completion. The degree planning technology provides a platform for organizing each degree program into the semester-by-semester courses needed to complete a degree on time.

### Implementation Timetable and Milestones

MCC is in the midst of redesigning its academic advising processes in preparation for proactive case management advising in fall 2017. Therefore, the work for organizing program plans into semester-by-semester sets of courses and implementing the technology to support proactive advising is already in progress. The following implementation timetable is for the specific required elements of the Guided Pathways to Success pilot program.

Element	Milestones	Target Completion Date
At least one-half of the majors offered by the institution organized into semester-by-semester sets of courses that lead to on-time completion.	The Associate of Arts program and the top 50 enrolled program plans are mapped prior to academic advising sessions for degree planning with first time in college students, as part of case management.	September 1, 2017
	Remaining program plans are mapped prior to the start of fall 2018 enrollment.	April 1, 2018
The establishment of degree-based transfer pathways for at	The targeted program areas for establishing degree-based transfer	October 31, 2017

least the top five transfer program areas between participating institutions to assist students who enroll in multiple institutions to complete their degree.	pathways will be identified.	
	Articulation agreements will be updated/completed for the targeted transfer programs, with the courses in the pathways determined.	July 1, 2018
	The targeted pathways will be mapped out in the degree planning software to academic advising sessions for degree planning with first time in college students, as part of case management.	September 1, 2018
At least one meta-major designed to minimize the loss of credit due to changes by students in their degree majors.	Utilizing data from the degree planning software during the first year of use, at least one cluster of degree plans will be identified for designing the meta-major.	September 1, 2018
	Faculty from programs in the identified cluster will collaborate throughout the 2018-19 academic year to map out the meta-major(s).	April 1, 2019
Clear degree maps and proactive advising available to all enrolled students.	Proactive advising and clear degree maps for the Associate of Arts and top 50 enrolled programs are available to first time in college students enrolled for the Fall 2017 semester.	September 1, 2017
	Proactive advising and clear degree maps for all programs of study will be available to all degree-seeking students at MCC.	September 1, 2018
	Two-year completion data on the effectiveness of clear degree maps and proactive advising will be available for the Fall 2017 first time in college cohort.	July 1, 2019

Data from the implementation of these first four elements will inform the approach to addressing the other two elements. By December 2018, MCC will have a critical mass of students with degree plans in the software with both the fall 2017 and fall 2018 cohorts of new first time in college students. This will inform the development of a guaranteed schedule of required courses that aligns with student planning for completion. We will also be able to assess student engagement with their advisors, commitment to their degree plans, effectiveness of our new advising case management system, and impacts of course scheduling. This will inform how we approach increasing student commitment to a structured schedule in the future.

These actions will provide students with effective information and directions that specify clear curricular paths to a degree. Providing students with a clear path forward and support services will reduce “wasted” credits, time to completion, and the overall costs of obtaining a degree.

#### Leadership for Guided Pathways at MCC

The Guided Pathways to Success pilot program will be a collaborative effort between academic affairs and student services, co-led by Dr. Carlos Peñaloza, Vice Chancellor for Academic Affairs, and Dr. Kathrine Swanson, Vice Chancellor of Student Success and Engagement. Faculty, staff, and administrators from all five campuses are engaged in this important work. The project implementation team includes representation from faculty, instruction, academic advisors, enrollment services, learning support services, information technology and marketing and communications.

MCC will commit to providing periodic updates to MDHE staff, collecting appropriate data to report to CBHE annually, and looks forward to an opportunity to collaborate with MDHE and other participating institutions through face-to-face meetings to discuss the pilot programs and learn from each other.

Questions about this proposal may be directed to:

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### Guided Pathways to Success Pilot Program Proposal

#### Introduction

North Central Missouri College is a community college offering Certificate, Associate in Applied Science, Associate in Arts in Teaching, Associate in General Studies, and Associate in Arts degree programs to its student population. Enrollment in the Fall 2016 semester was approximately 1,700 students.

NCMC's Academic Advisors provide advisement and enrollment services for all new students. Returning students are assigned either a faculty advisor or an Academic Advisor for the remainder of their enrollment at NCMC, depending on their chosen degree program.

The Director of Advising & Retention oversees all intake advising for new students and works in collaboration with faculty advisors and Academic Advisors to ensure students are receiving appropriate and thorough advisement and enrollment information.

#### Pilot Program Components

The following components of the Guided Pathways to Success Pilot Program will be implemented if the proposal is chosen:

- (1) At least one-half of the majors offered by the institution organized into semester-by-semester sets of courses that lead to on-time completion which shall have the same meaning as described pursuant to section 173.2510;
- (2) The establishment of degree-based transfer pathways for at least the top five transfer program areas between participating institutions to assist students who enroll in multiple institutions to complete their degree;
- (3) At least one meta-major designed to minimize the loss of credit due to changes by students in their degree majors;
- (5) Clear degree maps and proactive advising available to all enrolled students.

#### Timetable

A timetable for each component has been established to meet the implementation deadline of July 1, 2019. The Director of Advising & Retention will be responsible for making sure the tasks are completed on time or before the stated deadline. The NCMC Academic Advisors will be involved in the entire process as contributors.

Component One: Semester-by-Semester Course Plans		
Task	Milestone	Date
Identify each degree program and its requirements; gather information for each required course in the program	Draft of courses listed in appropriate sequence, by semester, for each degree program at NCMC to guide	August 2017

such as prerequisites, in which semester the course is offered, in what format (online or on-ground) the course is offered, and how often the course is offered; map out course sequence draft utilizing the gathered information and ensuring the student would complete the degree on-time according to "15 to Finish".	students to on-time completion.	
Send draft to department chairperson and faculty member that oversees the program; use feedback and suggested edits to make changes and finalize the draft.	Finalize the draft course sequencing plan.	September 2017
Use course sequencing plan to develop degree maps for each degree program offered at NCMC.	See Component Five Timetable	

**Component Two: Establish Degree-Based Transfer Pathways**

<b>Task</b>	<b>Milestone</b>	<b>Date</b>
Identify top 5 institutions to which NCMC students transfer in each meta-major area by using Clearinghouse, data from the Registrar involving to what institutions NCMC transcripts are sent, student tracker data, surveying students in the AA transfer degree program, and collection of input from faculty and academic advisors.	Obtain the data to support the identification of the top 5 institutions to which NCMC students transfer upon completion of the AA transfer degree.	July 2017
Research course requirements at the top 5 transfer schools for each meta-major; list suggested courses, organized by transfer institution, on each meta-major advisement sheet.	Establish course suggestions for top 5 transfer institutions for all nine identified meta-majors.	November 2017
Publish meta-major advisement sheets in the student portal (or identify a more relevant area to make the information available); disseminate information to faculty, staff, and students; provide training sessions for faculty advisors and academic advisors on how to effectively use the top 5 transfer institution information when advising students.	Information is accessible and being utilized by students, staff, and faculty.  Provide training sessions for advisors.	January 2018  February 2018
Continue to update yearly as new college catalogs are updated and program changes go into effect.	Yearly updates based on availability of college catalogs.	Continuous

Component Three: Meta-Major		
Task	Milestone	Date
Identify meta-majors being used by partner institutions and create a table to list majors would be categorized into each meta-major; collaborate with advisors and gather feedback from students to determine what majors are most popular among NCMC transfer students.	Identify meta-major categories.	August 2017
Develop draft guide sheet for each meta-major that outlines a two-semester plan for that meta-major; use in conjunction with degree-based transfer pathways (Component Two) to guide students into coursework during their first year; adhere by 15 to Finish and Math Pathways guidelines when outlining suggested coursework; identify pertinent information to be included on the guide sheet such as milestones, advisor information, and registration/enrollment dates.	Development of meta-major advisement sheet which includes transfer pathways information on the reverse side.	December 2017
Publish meta-major advisement sheets in the student portal (or identify a more relevant area to make the information available); disseminate information to faculty, staff, and students; provide training sessions for faculty advisors and academic advisors on how to effectively use the top 5 transfer institution information when advising students.	Information is accessible and being utilized by students, staff, and faculty.  Provide training sessions for advisors.	March 2018  February 2018
Identify a space on campus that can house printed copies of the course plans for easy access for students.	Establishing a space to be used for advising/degree program materials.	June 2019
Continue to update yearly as new college catalogs are updated and program changes go into effect.	Yearly updates based on availability of college catalogs.	Continuous

Component Five: Degree Maps and Proactive Advising		
Task	Milestone	Date
Utilize information from Component One to develop degree maps for each degree program at NCMC; send to faculty and department chairpersons for final approval.	Draft degree maps are approved by faculty and department chairs.	November 2017
Update the degree maps on the website; make accessible to staff, faculty, students and prospective students.	Maps are accessible electronically.	March 2018

<p>Research proactive advising; develop a training plan for advising staff to put proactive advising techniques into practice. Implement training plan among academic advisors only (pilot the training program).</p>	<p>Develop proactive advising tools and training plan.</p> <p>Implement the plan in pilot phase.</p>	<p>February 2018 (Development)</p> <p>March 2018 (Implementation)</p>
<p>Gather feedback from advisors and students regarding satisfaction with proactive advising plan by creating a survey and encouraging word of mouth feedback from advisees/advisors; create SWOT analysis of the proactive advising plan.</p>	<p>SWOT analysis of the proactive advising approach.</p>	<p>June 2018</p>
<p>Develop an advisor training and communication plan to determine when information should be distributed (just in time), use SWOT analysis and proactive advising tools and information to develop an advisor handbook that is updated each academic year, schedule trainings for advisors to cover proactive advising techniques, utilize Blackboard and other technology to create informative and useful videos and tools for use among faculty advisors and academic advisors. Training and communication plan to be used throughout each academic year with changes made as needed.</p>	<p>Development of Advisor Training and Communication Plan</p> <p>Implementation of Advisor Training and Communication Plan</p> <p>Development and distribution of Advisor Handbook</p>	<p>July 2018 (Advisor Training and Communication Plan)</p> <p>September 2018 (Implementation)</p> <p>September 2018</p>
<p>Disseminate information about using the degree map as an advising and planning tool for students and advisors by including the information in the Advisor Training and Communication Plan</p>	<p>Advisors and students are aware of the course plans and utilize the document during advising sessions.</p>	<p>September 2018</p> <p>Continue to distribute information about course planning tool each semester.</p>
<p>Identify a space on campus that can house printed copies of the course plans for easy access for students.</p>	<p>Establishing a space to be used for advising/degree program materials.</p>	<p>June 2019</p>

Proposal submitted by:

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# Ozarks Technical Community College

## Guided Pathways to Success Pilot Program

### Proposal

#### Pilot Program Elements

Ozarks Technical Community College's pilot program would involve the following required elements:

##### **Clear degree maps and proactive advising available to all enrolled students**

Ozarks Technical Community College will develop sequenced course pathways for degrees to provide improved guidance to students in the registration process. These pathways will be presented to students by implementing the Educational Advisory Board's Navigate software. The registration function in Navigate will use the developed course pathways to provide personalized course recommendations to students based upon their work/personal schedule and course location preferences. Students will also receive additional guidance on selecting the degree program that is the best fit for their interests and career goals, as well as tailored information on campus resources based upon student characteristics.

##### **At least one meta-major designed to minimize the loss of credit due to changes by students in their degree majors**

Upon development of the sequenced course pathways, OTC will evaluate common courses that occur early in the sequence for programs of study which show the greatest loss of credit due to student program changes or non-completion. Ozarks Technical Community College will also study non-completing students to evaluate their credit attainment, programs of study, intended outcomes and any transfer or employment activity after leaving. These study results will be used to form recommendations on steps, including the creation of a meta-major, to minimize the loss of student credit.

##### **The establishment of degree-based transfer pathways for at least the top five transfer program areas between participating institutions to assist students who enroll in multiple institutions to complete their degree**

As the top destination for Ozarks Technical Community College's transfer students, Missouri State University has committed to collaborating in this pilot program to develop transfer pathways for the top program areas. After jointly identifying the top program areas, the two institutions will work together on the development and presentation of transfer pathway guides. This will be supplemented by cooperative work on the development of a co-branded transfer pathway for all OTC students interested in transferring to Missouri State. Elements considered for this co-branded pathway include: early access to Missouri State advising resources, clear transfer pathway guides, relevant support resources and incentives for degree completion prior to transferring.

## Reporting

Ozarks Technical Community College will provide periodic reporting to the Missouri Department of Higher Education containing progress updates on the program elements described above.

As data becomes available, the reports will also include information on student utilization of the new guided pathways resources. The effectiveness of the pilot will also be analyzed by conducting a comparative cohort analysis evaluating student success and retention rates prior to and after guided pathways implementation.

## Project Timeline Milestones

- Fall 2017
  - Develop sequenced course pathways for majority of academic degrees.
  - Implement Educational Advisory Board's Navigate product to provide additional guidance to students in selection of degree programs and present students with personalized structured schedule recommendations for course registration.
  - Pilot Navigate with all new OTC students and evaluate utilization of course pathways.
- Spring 2018
  - Complete study of non-completers, credit loss and sequenced course pathway commonalities for evaluation of meta-major development.
  - Identify the top five, or more, transfer program areas for OTC students transferring to Missouri State University and develop transfer pathways.
- Fall 2018
  - Promote the use of Navigate's registration function, including the sequenced course pathways, to current students.
  - Develop recommendations to minimize student credit loss based on the meta-major study results.
  - Develop co-branded pathway for students intending to transfer to Missouri State University that includes additional support for course pathway guidance and supplemental advising.
- Spring 2019
  - Reach utilization rate of Navigate's structured schedule registration function by more than 50% of degree seeking students.
  - Implement recommendations to minimize student credit loss based on data analysis.

### Contact Information:

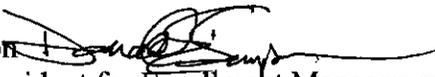
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**Missouri State.**  
U N I V E R S I T Y

January 12, 2017

**TO:** Missouri Department of Higher Education  
Guided Pathways Pilot Proposal Review Committee

**FROM:** Donald E. Simpson   
Associate Vice President for Enrollment Management and Services

**RE:** Support for Ozarks Technical College Guided Pathways to Success Pilot Program Proposal

Missouri State University (MSU) is committed to supporting Ozarks Technical Community College (OTC) in the development, implementation, and evaluation of its proposed Guided Pathways to Success Pilot Program.

Our two institutions have enjoyed a strong partnership since OTC opened in 1991. To sustain that partnership, the two campuses have a close working relationship on many levels, from the presidents through deans and other academic administrators to staff in student service units. We presented on our partnership at a national conference on transfer student issues in 2014. As a result of our efforts, nearly 800 students transfer from OTC to MSU each year and those students now account for over 12 percent of the total enrollment of undergraduates at MSU. Enhancing the transfer experience and improving graduation rates and time to graduation for those students are priorities for us. We believe that the Guided Pathways to Success program will help us to achieve both.

If we can provide additional information in support of OTC's proposal, we would be pleased to do so.

c: Clif Smart, President

## **GUIDED DEGREE COMPLETION PATHWAY WEBSITE FOR STUDENT SUCCESS**

**Karl R. Kunkel, Provost  
Southeast Missouri State University  
kkunkel@semo.edu**

Southeast Missouri State University proposes a Guided Pathway to Success Pilot Project providing undergraduate students with clear pathways for bachelor's degree completion along with enhanced opportunities for success reaching graduation. This project involves creating a comprehensive website posting and integrating three and four-year suggested pathways/course scheduling for the most popular 70% of undergraduate degree programs at Southeast, two-year course rotations for each department offering these programs, and meta-majors for the three most common undergraduate degree program sectors. All of this information will be provided through a specific "Guided Degree Completion Pathway Website" hosted on the Southeast server. This resource will be linked from each relevant department page along with appropriate locations on the University site, such as the Advising Center, the Provost's website, college home pages, and the University A-Z index.

### **Posting Three and Four-Year Degree Completion Pathways**

To demonstrate organized manners and realistic perspectives for students to complete undergraduate degree programs Southeast proposes to build a website of three and four-year course schedules/degree maps leading to bachelor's degree completion for the most popular 70% of majors. In addition to mapping a traditional four-year degree completion schedule, three-year schedules also are provided for students wanting to minimize time and cost involved with completing these degree programs.

### **Committing to Two-Year Course Rotations**

A critical element facilitating successful timely undergraduate degree completion, and a realistic opportunity to follow established three or four-year degree paths, is academic departments committing to offer the courses students need to follow a pathway. This pilot project requires each involved academic department creating and publishing, on the comprehensive website, a course rotation showing students and advisors when specific courses will be offered (Fall, Spring, and Summer semesters) during a forthcoming two-year period. The course rotation will be consistent with the degree three and four-year degree paths. This posted course rotation will be updated each semester so course schedules for two years into the future always is accessible.

### **Developing Meta-Majors**

Southeast Missouri State also will develop meta-majors for three academic program clusters based on the 70% most popular majors. Once determined, common general education, gateway, and entry-level courses will be identified and sequenced as pathways for students to take during the first year when pursuing majors in any of these clusters. Developed meta-

majors will be linked with the three and four-year pathways/degree plans and two-year course rotations discussed above.

### **Required Elements for an MDHE Pilot Program**

The Request for Proposals (RFP) distributed by MDHE for the Guided Pathways to Success Pilot Program requires the proposal involve at least two components from the provided list. This program proposal actually involves FOUR of the listed elements:

- (1) *At least one-half of the majors offered by the institution organized into semester-by-semester sets of courses that lead to on-time completion.* The proposed program aspires to have three-year degree plans for the most popular 70% of Southeast undergraduate majors and 100% of four-year degree plans illustrated.
- (2) *At least one meta-major designed to minimize the loss of credit due to changes by students in their degree majors.* This proposal seeks to identify the three most popular undergraduate academic program sectors and develop meta-majors for each of these areas.
- (3) *Clear degree maps and proactive advising available to all enrolled students.* The proposed project involves a prominent website with available undergraduate degree paths, two-year course rotations, and meta-majors. This online resource will be available to all students, staff advisors, and faculty advisors facilitating proactive advising as students navigate these degree programs.
- (4) *Guarantees that required courses included in the degree maps and meta-majors are available when needed by students.* The resource described in this proposal includes involved departments creating, posting, and committing to an ongoing and continually updated two-year course rotation, including summer terms. This aspect of the pilot project involves departments working with the Office of Institutional Research to use data analytics for ensuring seat availability in courses.

### **Resources Needed**

- **Project Coordinator-** Oversees the project, performs and takes primary responsibility for processes, tasks, and outcomes described in the proposed timeline. Coordinates with Department Chairs, faculty, Advising Center staff, and Institutional Research for various tasks involved with the project. Regularly reports to the Provost on progress of the project, outcomes, deliverables, along with required MDHE submissions.
- **Web Author-** University Communications and Marketing will provide a web author who will be responsible for creating the project website, posting all information regarding the project, and working with the University web services to place appropriate links on the Southeast site once the resource goes live. This individual also is responsible for ongoing and continuous updates and revisions to the project website.

## Proposed Timeline and Milestones

- **July 1, 2017-** Project Coordinator begins working with Institutional Research to identify the most populated majors at Southeast Missouri State. The top 70% of undergraduate programs will be identified. Templates for departments/programs to provide necessary information will be developed.
- **August 2017-** A meeting with Deans and Department Chairs overseeing the selected programs is held explaining the initiative and asking Chairs to work with faculty to create three and four-year degree paths for the included academic programs. Chairs submit required information to the Project Coordinator by September 20, 2017.
- **October 2017-** The Project Coordinator works with the Web Author to begin building the project website posting the degree plan/pathway information. Chairs work with Department faculty to devise an initial two-year course rotation, beginning with Summer 2018, making certain this rotation corresponds to the three and four-year degree plans. Chairs submit the initial two-year course rotation to the Project Coordinator by November 1, 2017.
- **November 2017-** The Project Coordinator works with the Web Author to post course rotations on the project website.
- **December 1, 2017-** The project website initially goes live.
- **January 2018-** The Project Coordinator partners with Institutional Research and the Advising Center Staff to determine three sectors among the most populated majors as the first step in creating meta-majors. The Advising Center conducts a curriculum analysis of the undergraduate major programs in each sector to find common lower-division, gateway, and prerequisite courses.
- **February 2018-** The Project Coordinator, working with Advising Center staff, creates and proposes meta-major with sequenced and stacked courses for each academic program sector. Meta-majors will be consistent with the degree pathways and course rotations. Proposed meta-majors are presented to each involved academic department for comment and feedback.
- **April 1, 2018-** Feedback on proposed meta-majors due from departments.
- **May 2018-** The Project Coordinator works with the Web Author to post meta-majors on the project website. The Project Coordinator begins creating an assessment plan, with data gathering techniques, for the pilot project.

- **June 2018-** Summer and Fall 2020 semester course rotations (corresponding to the pathways and meta-majors) are submitted by Department Chairs and posted by Web Author to update the course rotation element of this project.
- **June 15, 2018-** The Project Coordinator submits to the Provost for review a draft of the required MDHE progress report describing outcomes and deliverables.
- **July 1, 2018-** The required progress report is submitted to MDHE by the Provost.
- **September 2018-** The assessment data gathering process begins and continues throughout the academic year. The Project Coordinator checks with Department Chairs to determine if changes need to occur in three or four-year pathways or course rotations.
- **February 2019-** To update the course rotations, Spring 2021 semester courses are submitted by Department Chairs and posted by the Web Author.
- **June 1, 2019-** The required close-out report authored by Project Coordinator is submitted to the Provost for review.
- **July 1, 2019-** The required close-out report is submitted by the Provost to MDHE.

**Guided Pathways to Success Pilot Program**  
**University of Missouri – Kansas City (UMKC) Proposal – Maximizing Steps Taken**

Please accept this communication as an official request to be selected as an institution to participate in the MDHE Guided Pathways to Success Pilot. We believe that we have taken significant steps toward the key elements identified, have learned much that may be beneficial to share with other institutions, and have final elements currently in development (which would be advanced by additional funding) that would allow us to fully leverage our current investments in this effort and significantly improve our students' success. The following is a summary of our progress as it relates to the identified elements of the Success Pilot.

The University of Missouri – Kansas City has taken steps toward providing clearer, guided pathways to degree completion over the last several years. **Steps taken to date relative to the MDHE Required Elements for Guided Pathways include:**

- (1) At least one-half of the majors offered by the institution organized into semester-by-semester sets of courses that lead to *on-time completion*, which shall have the same meaning as described pursuant to section 173.2510;

UMKC Status - Completed: All UMKC undergraduate degree options have determined a semester-by-semester set of courses that lead to on-time completion. UMKC's "Major Maps" are available for review at: <https://cf1.umkc.edu/majormaps/>

UMKC has implemented "On Time" messaging to incoming students emphasizing the advantages of full-time enrollment. UMKC Campaign information available at: <http://www.umkc.edu/15tofinish/>

UMKC is currently implementing an online planning tool that will individualize each student's semester-by-semester plan from their first semester at UMKC through degree completion. This tool is integrated with UMKC's degree audit system to allow students and their advisors to easily see and plan the most efficient path to graduation. This tool is anticipated to be fully developed for the entering Fall 2017 cohort of both first-year and transfer students for all undergraduate academic programs

- (2) The establishment of degree-based transfer pathways for at least the top five transfer program areas between participating institutions to assist students who enroll in multiple institutions to complete their degree;

UMKC Status – Completed for Metropolitan Community College-Kansas City (MCC), UMKC's top two-year partner institution. These guides are available online at: <http://www.umkc.edu/transferguides/>

Transfer guides for all undergraduate degree options indicate:

- 1) MCC courses that satisfy specific UMKC degree requirements
- 2) The distribution of courses that may be transferred to UMKC to fulfill requirements in specific degrees

Potential students interested in having their coursework evaluated through the UMKC Degree Audit system prior to applying may do so through “Transferology” online. Available at: <https://www.transferology.com/school/umkc>

(3) At least one *meta-major* designed to minimize the loss of credit due to changes by students in their degree majors;

UMKC’s University College is an academic unit designed for “Exploratory” or undecided students. Students in University College select from one of four Mega-Majors designed to build critical skills, explore students’ interests and values relative to academic and career goals. UMKC’s Mega Majors include:

Arts, Culture, and Human Expression

Numbers, Functions and Technology

Individual and Group Behavior

Health, Life Science and Our World

Additional information regarding curricular components of each University College Mega Major are available at: <https://catalog.umkc.edu/colleges-schools/university-college/>

**UMKC has identified the following elements to develop and implement that may be advanced by MDHE Pilot Funding.**

(5) Clear *degree maps* and proactive advising available to all enrolled students;

UMKC has developed degree maps that identify “critical courses” each term in the first two years for each plan of study. These critical courses assist the student in determining interest and academic “fit”. Currently, academic progress evaluation focuses primarily on term and/or cumulative GPA progress only.

Advising loads necessitate our ability to utilize technology to alert both advisors and students when critical changes in enrollment or advising interventions are called for.

UMKC must develop tracking systems to:

- 1) Confirm appropriate “on-track” enrollment prior to the start of each term and alert students, and their academic advisors, when enrollment modification prior to the beginning of a term must occur. Our current system’s capability is not linked to the degree audit system and is not effective for transfer students that make up approximately 50% of our student population.
- 2) Identify students whose academic performance (both ongoing and final) indicates a mismatch in study strategies and/or a lack of fit with the student’s skills, interests and values. This tracking tool is critical to target proactive advising for students early in their academic careers.

UMKC has already invested in an updated degree audit system integrated with a semester-by-semester planner (*u.achieve* and *u.direct* by College Source), as well as an early alert and advising online tool (Starfish Early Alert and Connect by Hobsons).

(6) Guarantees that required courses included in degree maps and meta-majors are available when needed by students.

UMKC must develop a system to coordinate course scheduling to ensure that courses are available that block the required course sequences in coherent, connected schedules.

As outlined above, UMKC is launching a semester-by-semester planning tool that will allow us to capture/predict course capacity needs.

Our next step is to coordinate the class scheduling across the university to ensure that our students have the access to the combination of classes they need to graduate on time. Scheduling courses, particularly for first-time college students, involves units from across campus. For this reason, courses required by students may be offered each term, but become essentially unavailable because overlapping schedules.

**Completion of the pilot outlined above will provide the tools to move toward the final MDHE element.**

(4) Student commitment from at least one-half of degree seeking students to a *structured schedule* of courses and electives;

**Funding Requested:**

We have identified a tool that will significantly improve the course scheduling process and coordinate efforts across campus, *CourseLeaf* Section Scheduler (CLSS). The cost of this tool is: Year 1, \$32,000; and Year 2, \$24,000.

Additional funding is needed to provide ongoing support and maintenance, to integrate tools together, develop reporting mechanisms, and, for a project manager, to coordinate the various activities including interfacing with University of Missouri System EAS, working with vendors, and ensuring appropriate training and support structures are put in place. Funding is requested to support: two programmers at \$85,315.91 each (63,024.24 salary + 22,291.67 benefits), and a half time project manager at 50% of \$85,147.78 (salary of \$62,900.04 and benefits of \$22,247.74) for the two years of the pilot.

**Total funding request:** \$490,411.42

Year 1 - \$245,205.71

Year 2 - \$237,205.71

(2) The proposal should include a timetable for the work, including milestones.

February 1, 2017	Hire programmers and project management staff.
July 1, 2017	<i>CourseLeaf</i> Section Scheduler (CLSS) Implemented & Scheduling Officers Trained for use.
November 30, 2017	Individualized student plans of study (semester-by-semester) submitted through <i>u.direct</i> tool for incoming Fall 2017 Cohort approved by academic unit so that enrollment demand, specific to course scheduling, can guarantee course availability for all students meeting with unit advisors.
January 1, 2018	All UMKC Major Map Semester-by-Semester coordinated scheduling to ensure availability without overlaps through the use of <i>CourseLeaf</i> Section Scheduler (CLSS).  Dashboards and Alerts developed to ensure progress and identify where interventions must take place.  Identify <i>Structured Schedules</i> for pilot units for Fall 2018 cohort.

Again, UMKC believes that we have taken significant steps toward the key elements identified, have learned much that may be beneficial to share with other institutions. We have final elements currently in development (which would be advanced by additional funding) that would allow us to fully leverage our current investments in this effort and significantly improve our students' success. Selection as one of the pilot institutions would provide an opportunity for us to share our success and challenges with other institutions, but more importantly give us an opportunity to learn from the experiences of other Missouri institutions with similar goals. Thank you for your consideration.

Submitted on behalf of:  
Barbara Bichelmeyer, Provost and Executive Vice Chancellor  
University of Missouri – Kansas City

For questions or further information, please contact:  
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**Proposal to the Coordinating Board for Higher Education  
Concurrent Enrollment Pilot Program  
A Partnership between East Central College and Missouri University of Science and  
Technology**

Proposal Team:

**East Central College**

Shelli Allen  
Nathaniel Mitchell  
Tia Robinson  
Sarah Scroggins

**Missouri S&T**

Debra Anderson  
Jeff Cawlfild  
Tim Albers  
Lynn Stichnote  
Deanne Jackson  
Bridgett Betz

**Purpose**

This proposal is a response to a request for proposals from the Coordinating Board for Higher Education for a Concurrent Enrollment Pilot Program as required by SB 997. The purpose of this program is to promote student success and degree attainment by supporting students as they combine coursework from both East Central College and Missouri S&T leading to the completion of the East Central College associate's degree requirements and, subsequently, to the completion of the Missouri S&T bachelor's degree. The program aspires to decrease time to graduation and total credits at graduation while increasing enrollment, retention, transfer, and graduation rates.

**Participating Institutions**

2-yr Public Institution: East Central College, Union and Rolla, Missouri

4-year Public Institution: Missouri University of Science and Technology, Rolla, Missouri

**History of ECC Partnership**

East Central College and Missouri University of Science and Technology have a thriving transfer partnership that was established more than 40 years ago. Originally established for the benefit of engineering students, the partnership has expanded to include students majoring in more than 40 different degree programs. Transfer guides posted online detail ECC transfer coursework satisfying Missouri S&T degree requirements. (See [futurestudents.mst.edu/apply/transfer/courseguides/.](http://futurestudents.mst.edu/apply/transfer/courseguides/)) The establishment of the ECC extension campus in Rolla has opened a new path for local students, especially those using A+ funding, to earn an ECC associate's degree, and, subsequently, an S&T bachelor's degree. S&T transfer merit scholarships, awarded automatically to all transfer students that meet GPA requirements, further support transfer student success at S&T. (See Appendix 1.)

Historically, ECC students that transfer to Missouri S&T experience success. Since 2006, 237 students who have transferred from ECC have earned 254 degrees at Missouri S&T. Data since 2008 indicate that ECC/S&T graduates transferred with an average 3.16 transfer GPA and graduated with an average 3.25 GPA. On average, 29 new ECC students transfer to S&T each year with an average of 65 transfer credits. Currently, 121 ECC transfer students are enrolled at S&T in 29 different degree programs. This data highlights the effectiveness of student preparation at ECC and the effectiveness of the Transfer Assistance Program and the transfer experience at Missouri S&T. (See Appendix 2.)

ECC and Missouri S&T work collaboratively to recruit students and promote student access, success, and degree attainment. Each year the two institutions participate in a joint recruitment event, Math, Science, and Engineering Career Night, to promote the ECC/S&T transfer pathway to high school students interested in STEM fields. The event is typically attended by 50 to 75 high school students and their families. Another annual event is the ECC Transfer Student Alumni Dinner hosted by ECC in Rolla each fall. The Alumni Dinner brings former ECC students currently attending S&T together with current ECC students as well as faculty, staff, and administrators from both ECC and S&T. Other collaborative activities include a lab activity at the S&T nuclear reactor for ECC engineering students, a group visit to S&T for ECC students planning a future transfer, class visits to ECC by S&T transfer counselors, class presentations to ECC classes by S&T faculty, ECC student participation in the S&T student chapter of the Missouri State Teachers' Association (SMSTA).

### **Program Description**

This Concurrent Enrollment Program (CEP) provides a pathway for students to enroll concurrently in coursework at both East Central College (ECC) and Missouri University of Science and Technology (S&T), to access a wide range of services on both campuses, including advising, student financial assistance, student success programs, academic support services, student activities, library resources, and other services. The program will facilitate student success by supporting associate degree attainment while preparing students to transfer for bachelor's degree completion. For some students, the program will provide access to a Missouri S&T bachelor's degree for students who were not initially admissible to the program of their choice at the University by giving them a graduated, guided transition to the university as they build their academic background with a combination of ECC and S&T courses. It provides access for A+ eligible students to the University experience while minimizing their costs. It provides all students with a more cohesive advising experience and a wider range of student activities and services.

### **Services Provided to Concurrently Enrolled Students**

- Online Joint Application for Admission and Reverse Transfer Opt-in
- Financial Aid Consortium Agreement
- Transcript Exchange between ECC and S&T
- Reverse Transfer Processes
- New Student Orientation
- Academic advisors at ECC and S&T
- Coordinated associate's-to-bachelor's degree plan
- S&T Student Success Mentor
- S&T Library Services Access
- S&T IT/CLC Services Access
- S&T COER Services Access
- Experiential Learning through S&T research opportunities, student design teams, study abroad.
- S&T student activities, clubs, sporting events

### **Responsibilities of Participating Institutions**

- Designate a CEP Program Facilitator
- Assign a CEP Student Advisor
- Attend monthly joint ECC/S&T planning and implementation meetings
- Promote program to eligible students according to jointly-established guidelines.
- Plan and implement a joint ECC/S&T CEP new student orientation program at start of semester.
- Assist each CEP student with developing a coordinated associate's-to-bachelor's degree plan.
- Provide a mechanism for seamless reverse transfer or development for students that elect to pursue associate's degrees or that struggle academically
- Develop website with information and resources for current and prospective CEP students.
- Develop mechanism for tracking CEP student interest, enrollment, and success.
- Develop and document all internal processes including those for applications, admission, enrollment, awarding and disbursement of financial aid, recruitment, outreach, advising, student engagement, mentoring.
- Establish appropriate metrics for student success and program participation.
- Provide verbal and written progress reports to CBHE as requested by CBHE.
- Provide appropriate data to CBHE annually.

### **Student Eligibility**

- Fully Admissible Students are those who satisfy college, university, and department admission criteria for both ECC and S&T.
- Provisionally Admissible Students are those who satisfy admission criteria for ECC but not for S&T.

## **Resources and Costs**

Implementing this program will require human, fiscal, and technological resources. The associated expenses will be the responsibility of the home institution. During the pilot phase of the program, all CEP responsibilities will be handled by existing staff. No additional hiring is anticipated to support the program during this phase. Staff duties will be temporarily reassigned as necessary to allow time to be devoted to the development and implementation of the pilot program. Those staff assignments will be temporary and student numbers may be limited for the first cohort. For the program to grow in student numbers and in services offered to students, additional more permanent resource allocations will need to be examined.

### Human Resources

CEP Program Facilitator at each institution  
CEP Student Advisors at each institution  
CEP Financial Aid Technician

### Fiscal Resources Required

Travel expenses  
Marketing expenses  
Postage expenses  
Ancillary expenses related to event provisions

### Technological Resources

Online application development  
Website development  
Tracking database

## **Program Assessment/Measures of Success**

ECC will monitor the transfer intent of its students by using a number of strategies, including applications for admission, surveys such as the Community College Survey of Student Engagement and the Ruffalo Noel-Levitz Student Satisfaction Inventory, and annual reports of course, certificate, and degree completion.

CEP students will be tracked in the areas of:

- Persistence Rate – The enrollment headcount of the entering cohort compared to the headcount on the official census date.
- Progression Rate – The rate at which the cohort completes courses and rates of academic probation
- Retention Rate – The rate at which students continue in the CEP program from Fall to Fall

The following data will be gathered each semester and reported on an annual basis to assess student success and the effectiveness and viability of the CEP:

- Total number of CEP enrolled students.
- Credits enrolled at each institution.
- Average GPA at each institution, average cumulative GPA.
- Associate's degree attainment
- Bachelor's degree attainment

## Appendix 1

### Merit-based Scholarships for Transfer Students

Amounts per academic year

Missouri S&T's tradition of welcoming and supporting transfer students from around the country includes merit-based scholarships. Current scholarship amounts and GPA requirements are:

GPA TO QUALIFY	MISSOURI RESIDENTS	NON-MISSOURI RESIDENTS	GPA TO RENEW
2.75 – 2.99	\$500	\$1,000	NO RENEWAL
3.00 – 3.24	\$1,000	\$2,500	3.00
3.25 – 3.49	\$1,500	\$3,000	3.25
3.50 – 4.00	\$2,500	\$4,500	3.25

2016 Fall Transfers  
 Missouri University of Science and Technology  
 Transfer Admissions 2016 October 18

East Central College Fall 2016 Missouri S&T Transfer Report											
Fall 2016 New Transfers	30										
Fall Enrolled Undergraduate	112										
Fall Enrolled Graduate	9										
Fall Enrolled Total	121										
Fall 2016	Total Credits Transferred	Average Transfer Credits per Student	Average Transfer GPA	Average Cumulative GPA							
New Transfers	1953	65	3.10	na							
All Enrolled Transfers	7746	64	3.10	3.12							
Gender	New Transfers	% of Transfers	All Enrolled	% Enrolled							
Female	8	27	32	26							
Male	22	73	89	74							
Total	30	100	121	100							
Fall Transfers by Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Average
New Transfers	29	24	23	36	28	35	29	29	30	263	29
All Enrolled Transfers	140	106	104	102	99	122	131	132	121	1057	117
GPA Data	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Average
Enrolled GPA at Transfer	3.15	3.28	3.25	3.25	3.18	3.15	3.15	3.12	3.10	na	3.18
Enrolled Cumulative GPA (1+semesters)	3.08	3.19	3.15	3.17	3.13	3.15	3.16	3.12	3.12	na	3.14
Change in GPA (Transfer to 1+ Semesters)	-0.07	-0.09	-0.1	-0.08	-0.05	0	0.01	0	0.02	na	-0.04
UM GPA	2.85	3.09	3.10	3.10	3.04	3.11	3.19	3.15	3.02	na	3.07
Change in GPA (Transfer to UM)	-0.30	-0.19	-0.15	-0.15	-0.14	-0.04	0.04	0.03	-0.08	na	-0.11
Graduation Data	2009	2010	2011	2012	2013	2014	2015	2016*	Total	Average	
Graduates	20	14	30	17	21	28	37	15	182	23	
Degrees Awarded	27	20	45	23	36	40	59	24	274	34	
Transfer GPA	2.87	3.35	3.28	3.22	3.24	3.15	3.18	3.01	na	3.16	
Graduation GPA	3.15	3.46	3.35	3.25	3.28	3.18	3.24	3.09	na	3.26	
Change in GPA (Transfer to Graduation)	0.28	0.11	0.07	0.03	0.04	0.03	0.06	0.08	na	0.09	
									*2016 Spring Only		





# PATHWAY PARTNERSHIP PROGRAM



ACCELERATED | FOCUSED | AFFORDABLE

TO: Rusty Monhollon, Assistant Commissioner  
FROM: Timothy Mottet, Provost, Northwest Missouri State University  
Jamie Hooyman, Vice Provost, Northwest Missouri State University  
Carlos Penalosa, Vice Chancellor of Academic Affairs, Metropolitan Community College  
Fran Padow, Director of Educational Services, Metropolitan Community College  
DATE: 1-13-2017  
RE: RFP Pilot Program SB997 Concurrent Enrollment  
Due January 13 to Samantha.dickey@dhe.mo.gov

## PARTNERS

Northwest Missouri State University (Northwest) and Metropolitan Community College (MCC) are proposing a concurrent enrollment model to begin Fall 2017 to meet our joint goal of increasing the number of students completing an associate's and bachelor's degree in an accelerated format reducing time to degree and cost of degree. The innovative program will be marketed in Kansas City as the **Pathway Partnership Program**. Both institutions have senior-level support to ensure this concurrent enrollment pilot is successful.

Currently, Northwest offers three completion programs at Northwest-Kansas City, which is located at the Northland Innovation Center in Gladstone, Mo. This Fall (2017) Northwest will launch four additional programs. The majority of students who finish these completion programs are from MCC.

The Pathway Partnership Program will allow MCC and Northwest to develop a more seamless transfer process removing existing challenges that tend to add time to degree completion and therefore cost of a degree.

## PARTNER RESPONSIBILITIES (refer to attached draft MOU)

If given the opportunity to pilot the Pathway Partnership Program, senior leaders at both MCC and Northwest are committed to working to meet the following proposed 15 features:

1. The institutions will work together to provide students a seamless application process without fees.
2. Students must meet Northwest's admissions requirements. Students who do not meet Northwest's admissions requirements when applying for the Pathway Partnership Program will be tentatively accepted and allowed to enroll in specified courses within their pathway until after completing at least 24 hours of coursework from MCC and Northwest with a minimum 2.0 cumulative GPA. Once students have met all the requirements, they will be automatically granted full admission to Northwest.
3. Pathway Partnership Program students will be provided with laptop computers and textbooks (for Northwest courses).

4. Students will enroll in one of four degree programs including Education (Elementary, Special Education, Early Childhood), Business Management, Communication/Public Relations, or Applied Health Science.
5. Students will participate in a single orientation process that on-boards them to both institutions.
6. Students will work closely with an advisor for the duration of their program.
7. Students who enroll in this program will agree to a **“specific, prescribed, and narrow pathway”** that will prepare them for a specific professional career in: education, business, communication, or applied health sciences.
8. Degree pathways will maximize dual credit to minimize cost and time to degree.
9. Students will be enrolled as full time students, taking at least one course per semester with Northwest during the first two years. During the final semesters, they will be full time students at Northwest. The student will pay MCC tuition (fees) during the first 4 semesters and Northwest tuition (fees) during the final semesters.
10. Financial aid will be managed between the two institutions.
11. All students will have a profession-based, credit-earning learning experience (i.e., internship, practicum) that allows students to see the recursive relationships between work and education while cultivating the desire to be a lifelong learner.
12. The goal is that all students will complete an associate’s degree from MCC and a bachelor’s degree from Northwest.
13. MCC will provide Northwest students with student support services that are currently not available at Northwest-Kansas City.
14. All students will be strongly encouraged to work with a career coach throughout their degree program.
15. Northwest and MCC, together, will brand, promote, and market the Pathway Partnership Program immediately upon receiving permission in order to enroll students for Fall 2017 semester.

## **STUDENT IMPACT**

The Pathway Partnership Program will provide students with the opportunity to complete both an Associate of Arts and a Bachelor's degree in four years or less. This approach will emphasize profession-based learning at a reduced cost and shortened timeline getting students into the workforce more quickly and with a greater level of academic and practical experiences than traditional academic programming.

## **MEASURING STUDENT SUCCESS**

To assess the effectiveness of the Pathway Partnership Program, both institutions will assess the below statistical performance metrics as well as report the actual cost savings to students.

- Cost saving – goal, to reduce total degree cost
- Retention rates – goal, maintain or improve upon MCC and Northwest current high standards
- Completion rates – goal, maintain or improve upon MCC and Northwest current high standards
- Placement – goal is to perform above current national standards provided by NSSE

## **EXPANDING PATHWAY PARTNERSHIP PROGRAM**

When this pilot meets with success, the goal is that MCC and Northwest will expand this Pathway Partnership Program to include more profession-based academic majors that can be completed in an accelerated format. It is expected that MCC and Northwest will continue to build on this success and continue fostering seamless transfer and maximizing dual credit with area high schools to assist in reducing cost of degree and time to degree.

## **TRANSFER MENTOR PROGRAM: A CONCURRENT ENROLLMENT PILOT PROGRAM**

“Will my credits transfer?” To answer this question, Southeast Missouri State University will partner with two Missouri community colleges, Jefferson College and Three Rivers College, to develop and implement a concurrent advising and enrollment program – the Transfer Mentor Program. This program is uniquely focused on the academic experience of community college students who plan to transfer to a four-year university. While many tools exist to assist transfer students in degree planning, community college students often feel uncertain about the process, for good reason. The path to graduation for a transfer student can be influenced by course substitutions, course availability, catalog years, out-of-date information on websites, conflicting advice from the two institutions, and/or a change in major.

To be assured their needs were considered, Southeast students who recently completed a college transfer were engaged in the design of this program. Focus group students expressed dismay about the number of credits they accumulated, and anticipate earning well beyond the 120 hours required for most degree programs. They also expressed a need for more support and individual guidance through their advising appointments and orientation programs. Time to degree was the greatest concern for the students.

**This partnership is intended to improve degree completion rates by offering students guided pathways to success, concurrent enrollment opportunities, and facilitated reverse transfer to earn the Associate of Arts degree.**

Missouri Senate Bill 997 requires institutions to offer proactive advising. Proactive advising is “an advising model in which advisors reach out to students in anticipation of their needs, connect students with resources and support early in their studies, and motivate students to succeed.” To that end, the Transfer Mentor Program was developed to encourage students to plan and track their degree program at Southeast beginning in their first semester at a community college.

Services Offered and Responsibilities of Participating Institutions:

1. **Transfer Mentor:** A Southeast Transfer Mentor will provide individual support to the student while they are enrolled at a participating community college through their first semester at Southeast:
  - a. A Southeast admissions counselor will serve as a transfer mentor to Jefferson College students. An additional transfer admissions coordinator has been hired at Southeast to assist with this program.
  - b. The Southeast academic advisor at Three Rivers College will serve as the transfer mentor to Three Rivers College students.
  - c. When a student declares an intent to pursue an online degree at Southeast, an Online Program Specialist will serve as the Transfer Mentor.
2. **Degree Audit:** Transfer Mentor Program participants will have access to the Southeast degree audit system, Degree Works. As the student earns credit at the community college, the credits will be applied to their major at Southeast and will be viewable in

Degree Works:

- a. A Jefferson College academic advisor will be trained and granted access to the Southeast Degree Works system to assist students participating in this program.
  - b. The Southeast academic advisor at Three Rivers College will fulfill this role for TRC students.
3. **Transcript Sharing:** The community college agrees to send an official college transcript to Southeast at the end of every semester at no cost to the student. Likewise, Southeast will send an official college transcript free of charge to the community college (Jefferson College or Three Rivers College) every semester the student is enrolled and until the Associate of Arts Degree is earned.
  4. **Individualized Transfer Plan:** The Registrar at Southeast will provide Individualized Transfer Plans to students upon request. Additionally, community college students and academic advisors can use the Transfer Equivalency System (TES) and the Southeast degree maps for advisement.
  5. **Program Articulation:** Faculty and advisors are encouraged to collaborate and develop program-to-program articulation agreements.
  6. **Concurrent Enrollment:** Advisors at the community college and the Transfer Mentor will assist with concurrent enrollment as appropriate, to reduce time to degree completion.
  7. **Scholarship Eligibility:** A student who transfers will be considered for a community college scholarship in their first semester as a degree-seeking student at Southeast. Enrollment as a visiting student in a prior term will not negate scholarship eligibility.
  8. **Application Fee Waiver:** Southeast will waive the application fee for active Transfer Mentor Program participants enrolling directly from a participating community college.
  9. **Reverse Transfer:** The Transfer Mentor Program will facilitate the Reverse Transfer process on behalf of participating students.
  10. **Data Collection and Reporting:** Student records will be maintained to identify and track the progress of Transfer Mentor Program participants at Southeast. An end of term activity report will be shared with participating community colleges. Records of Individualized Transfer Plans will be scanned and accessible to advisors at both institutions.

In January 2017, Southeast will enter into a formal partnership and begin recruiting students into the program (agreement attached). At this same time, academic advisors at Jefferson College will receive training and access to Southeast's degree audit system, Degree Works.

A website, [semo.edu/transfementor](http://semo.edu/transfementor), provides more details about this program and an information piece developed for students is attached.

Southeast Missouri State University proposes to expand this pilot program to additional regional community colleges in 2017.

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