## **Mohawk Valley Community College**

#### Recommendations, Actions, and Responses

## **Student Support Design Team**

# Proposal #1

Implement institution wide changes to Developmental Education. Research the feasibility of a Department of Transitional (developmental) Education. These changes and their implementation should be directed by an individual with all the necessary authority to coordinate developmental education across departments.

**Action** – The Center for Language and Learning Design was established in Summer 2009 with a Dean and Assistant Dean to provide administrative direction and support for a coordinated developmental studies curriculum.

# Proposal #2

Establish an Office for the First Year Experience. This office would establish ongoing communication, promote student engagement, establish links to campus and community supports, and provide academic and social safety nets for all incoming students.

Implementation: Spring 2009

**Action** – The First-Year Experience function was created in Fall 2008 to enhance and expand new student orientation, advising, and other support services for first-year students.

#### Proposal #3

A) In the Master Plan, include the construction of a multi use "Learning Commons", centralizing all student supports.

**Action-** the updated Master Plan calls for a new facility to centralize all student support services in an intentionally designed area.

B) In the interim, reconfigure space to meet and centralize current student support service needs.

Action – Between 2008 and 2010, substantial changes were made to the physical space of the Student Service Center including a placement testing center (2008), office remodeling in Admissions, Advising, and Counseling (2008-2009), and the creation of an Academic Dean office (2010).

# Proposal #4

Develop a strategy to create a culture of service learning and volunteerism. This strategy should incorporate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

**Action** – TeamMVCC has provided visible and significant leadership in this area since 2008. In addition, an adjunct faculty and service learning liaison position was created in 2009-10. While individual service learning projects have been completed, a Service Learning Design Team is chartered for the 2011-12 academic year to conduct research and make recommendations for a comprehensive approach to service learning.

## Proposal #5

Expand the services and staffs of Institutional Assessment, Grants and Institutional Research, and Information Technology to collect information allowing data driven decision making. Expanded services should include a data warehousing system allowing for more effective assessment, forecasting, planning, and tracking. Additionally, these expanded services and staff should be used to aggressively seek grants and other outside funding sources to improve programming for student support, classroom initiatives, and the overall mission of the college.

**Action** – Between 2008 and 2010, the Office of Institutional Assessment was changed to the Office of Institutional Research and Analysis with the addition of a full-time research analyst. The Office of Institutional Research and Grants was changed to the Office of Grants and an additional .5 FTE was added along with the creation of a Grants Council. Three additional FTE were added to the IT function to provide programming and support for the ARGOS and DegreeWorks software.

#### Proposal # 6

The college should implement systems to promote student and academic department interactions aimed at building community. Each academic department should implement specific ongoing activities to foster and encourage student and faculty engagement that will promote a sense of shared academic experience, commitment to academic excellence, and belonging.

**Action** – The five Employee Enrichment Institutes throughout the year provide extensive opportunity for interaction between departments. Some academic programs have created intentional opportunities for students and faculty to interact at the beginning of the academic year, but nothing has been formalized across all programs.

# **Proposals Previously Made** (not included above)

The Team in its draft report recommended that MVCC implement "Quick Fixes" to some of the "missing" or "needs enhancement items". Some could be done for Fall 2008, others may require more time to put in place.

- 1. Campus Locator Maps
- 2. More sections of ED 100 offered prior to the start of classes
- 3. Enforcement of pre-requisites make them mandatory
- 4. Making sure students get a "degree checklist" showing their progress (paper or electronic) at the end of each term
- 5. Windows of opportunity for students closest to graduation to schedule classes first

#### <u>Actions – </u>

- 1. Campus locator maps have not been created.
- 2. During the 2010-11 academic year, 80 sections of ED 100 were offered compared to 35 sections in 2006-07.
- 3. Pre-requisites are mandatory in disciplines where faculty have established such parameters.
- 4. During the 2010-11 academic year, the College purchased DegreeWorks to replace the Banner-based Plan of Study for students to receive a degree checklist for advising purposes.
- 5. During the 2009-10 academic year, a priority registration process was created for students closer to graduation can register for classes before new students.