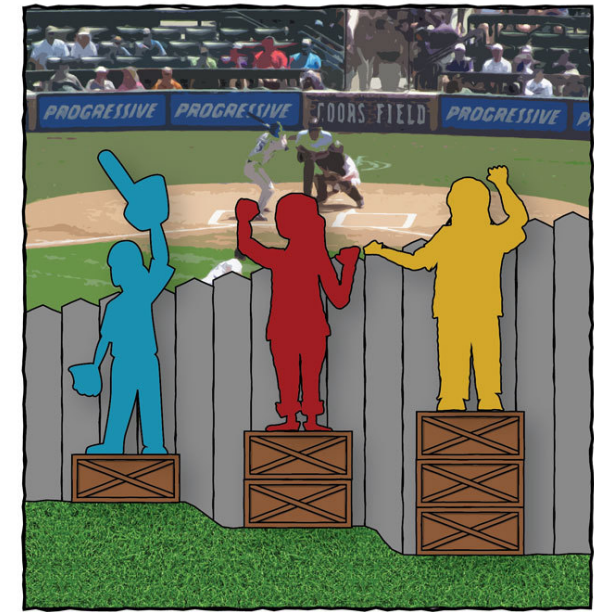# Closing the Achievement Gap Best Practices

May 15, 2020

Derek Grubb
Director of Institutional
Effectiveness & SUCCESS
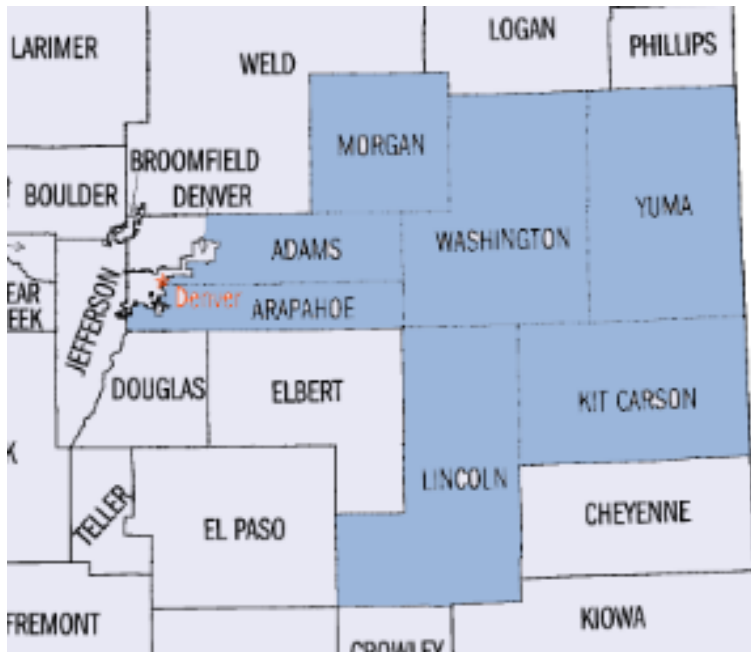

EQUALITY

EQUITY

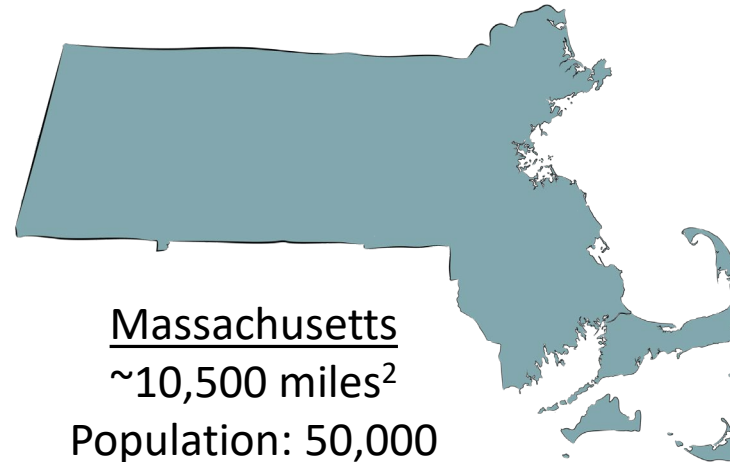# About Morgan Community College
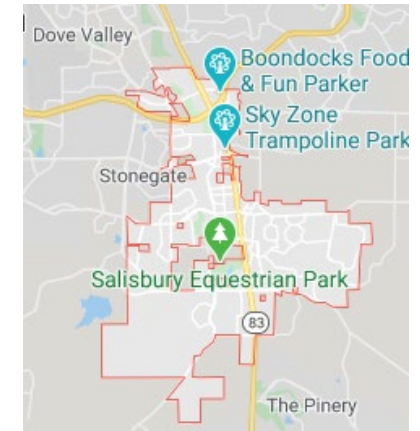

MCC Service Area
~11,500 miles^2
Population: ~58,000

Massachusetts
~10,500 miles^2
Population: 50,000

Each person in MCC service area could have 140 acres

Parker, CO
21.56 miles^2
Population: 58,578

Parker to scale
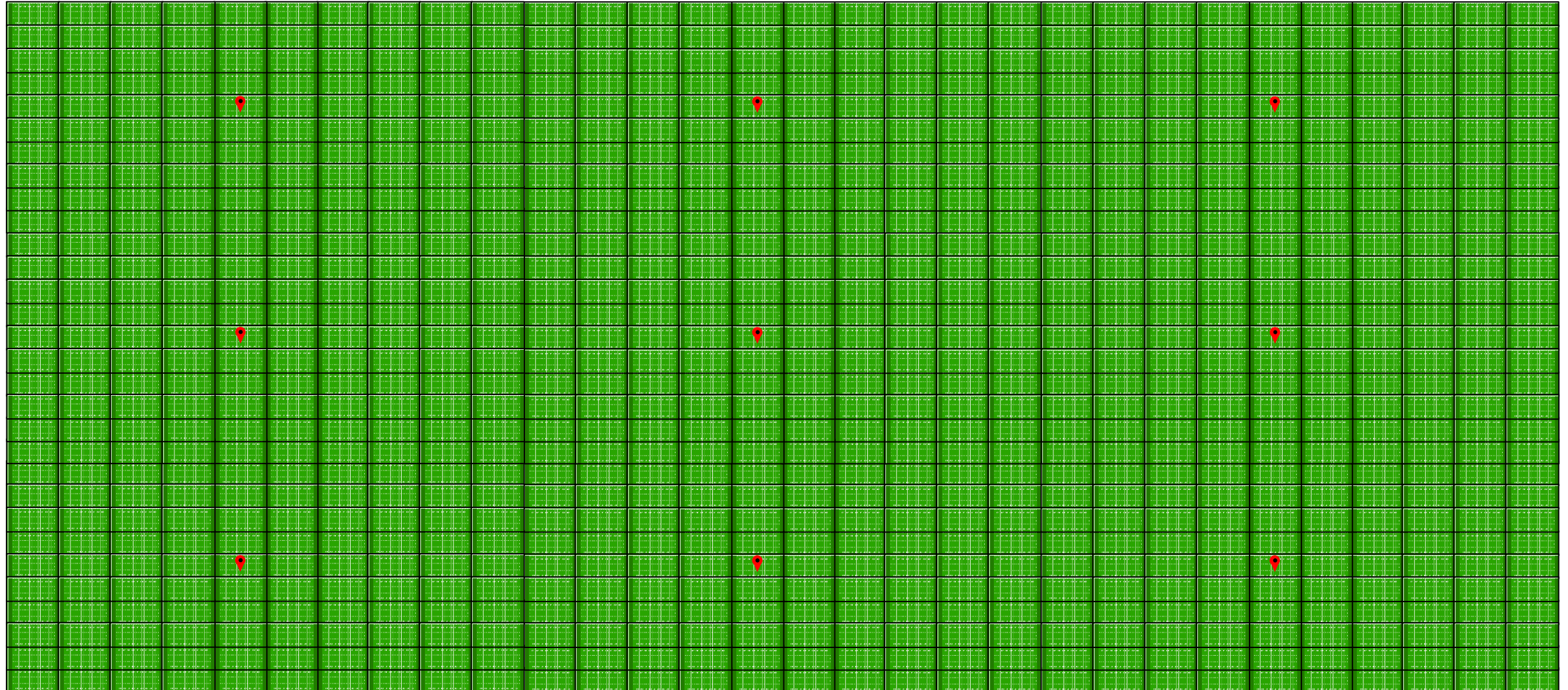
About Morgan Community College

	Service Area Counties					Total
	Morgan	Washington	Yuma	Lincoln	Kit Carson	
Population	28,558	4,909	10,020	5,610	7,163	**56,260**
Hispanic	36.3%	10.7%	23.5%	13.8%	18.4%	**27%**
Below Poverty	11.4%	12.9%	13.0%	17.6%	11.6%	**12%**
High School Graduates	80.5%	93.0%	85.4%	87.8%	86.8%	**84%**
Bachelor's Degree+	17.2%	16.6%	21.0%	13.2%	15.8%	**17%**

About Morgan Community College

	Hispanic	White	Other	TOTAL
Head Count	25%	66%	9%	**2,633**
Average GPA	2.79	3.17	3.01	**3.06**
Pell-Eligible	78%	68%	75%	**71%**
First-Generation	91%	68%	81%	**75%**
Cumulative data over past 5 fall semesters.				

About Morgan Community College

	Hispanic	White	Other
Persistence	74%	76%	76%
Retention	66%	60%	67%
Graduation (2yr)	35%	30%	29%

Equality vs. Equity

EQUALITY
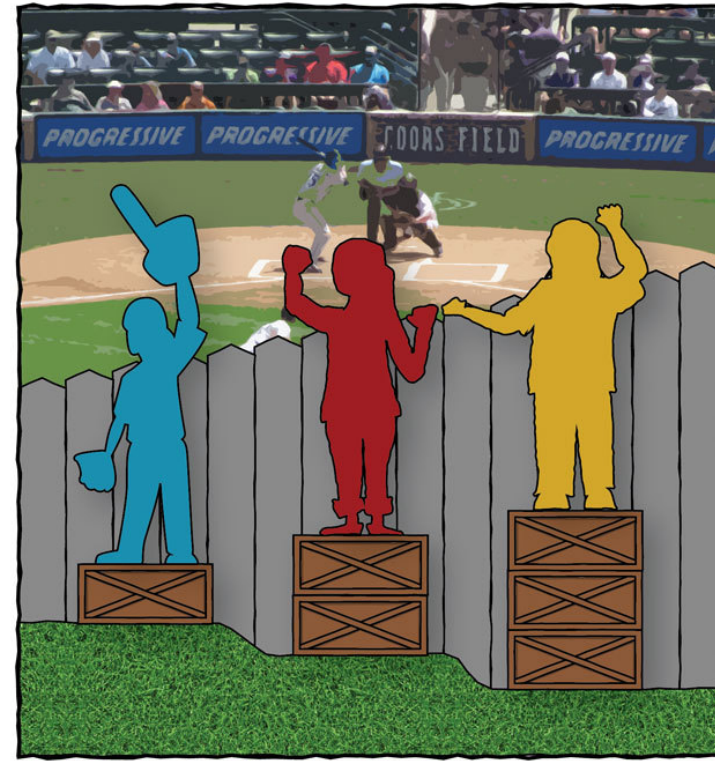
EQUITY

Keys To Success – Strategic Planning

MORGAN COMMUNITY COLLEGE

2018 - 2023 Strategic Plan

Mission	Vision	Values
To empower students and enrich communities.	To develop learners & responsive leaders who inspire innovation and passion in future generations.	The individual; Integrity; Diversity; Equity; Excellence

Objective	Strategy	Key Performance Measures/Indicators
Student Access	Develop relevant programs	• Develop 1 new program annually.
		• Have 10 students in new programs within 3 years.
	Outreach to Underserved Populations	• Reduce enrollment gap of underserved populations by at least 1% annually.
	Financial Support for Students	• Reduce median loan amount.
	Align Facilities with Community Needs	• Increase enrollment 5% annually at new facility sites.
	Concurrent Enrollment Redesign	• Increase number of concurrent enrollment students earning a Certificate/Degree.
		• Increase average credits earned by concurrent enrollment students.
Student Success	Increase Retention & Persistence	• Increase Retention rates by 1% annually.
		• Increase Persistence rates by 1% annually.
	Increase Graduation & Transfer Rates	• Increase Transfer rate by 1% annually.
		• Increase Graduation rate by 1% annually.
	Grow Community & Continuing Education Opportunities	• Develop, offer and fill 3 community or continuing education courses per year.
Teaching Excellence	Foster an Inclusive and Supportive Environment	• Increase faculty rating on "Great College to Work For" survey in "Teaching Environment" & "Policies, Resources, & Efficiency"
	Increase utilization of Professional Development	• Maintain or Increase faculty participation rates in external professional development.
	Promote Innovative Strategies to Reach Students	• Increase percentage of distance education trained faculty.
		• Exceed the Colorado Community College Distance Education enrollment rate.
Community Success	Build a Skilled Workforce	• Monitor instructional program relevancy by juxtaposing graduates against regional workforce needs.
		• Tracking employment for students in chosen positions.
	Support Economic Development	• Maintain active MCC representation with community economic development organizations.
		• Sponsor economic development activities and organizations.
		• Perform and evaluate economic impact studies.
	Enhance Arts & Culture	• Maintain/Increase number of CACE events.
		• Maintain/Increase attendance at CACE events.

https://www.morgancc.edu/about-mcc/goals/

Keys To Success – Annual Work Plan

MORGAN COMMUNITY COLLEGE

Strategic Plan	Annual Work Plan
A general guide for the management of the organization	A specific plan for the use of the College's resources in pursuit of the strategic plan.
Suggests strategies to be employed in pursuit of the organization's goals	Details specific activities and events to be undertaken to implement strategies
Is a plan for the pursuit of the organization's mission in the longer term (3 - 5 years)	Is a plan for the ongoing management of the organization (one year time frame)
A strategic plan enables management to formulate an operational plan.	A work plan should not be formulated without reference to a strategic plan
The strategic plan, once formulated, tends not to be significantly changed every year	Work plans may differ from year to year significantly
The development of the strategic plan is a shared responsibility and involves different categories of stakeholders.	*Work plans are developed by a group of designated leaders.*

Adapted from: http://www.leoisaac.com/operations/top025.htm

Keys To Success – Annual Work Plan

Objective	Strategy	Action Items	Description	Target Completion Date	Person/Area Responsible	Status
1. Student Access	1.A - Develop relevant programs	1.A.1	Revitalize Bachelors of Applied Science (Sustainable Agriculture / Applied Management / Other)	Fall 2020	Kathy	Tabled
		1.A.2b	Develop, accredit, and launch Bachelor of Science in Nursing degree	Spring 2020	Kathy	Complete
		1.A.2a	Accredit Bachelor of Science in Nursing degree	Summer 2021		In Progress
		1.A.3	Stand-alone drone program	Fall 2020		Retired
		1.A.4	Explore program options for specific population interests/needs	December 2019		Ongoing
		1.A.5	Explore/develop a study-abroad program.		Marc	Ongoing
	1.B - Outreach/Connection to Underserved Populations	1.B.1	Support to ELL students, Academic ESL, Language Lab/Milieu, Service Learning	January 2020	Kathryn, Jay	Ongoing
		1.B.2	Relevant marketing materials to schools	Fall 2020	Ariella	Ongoing
		1.B.3	Explore real-time translation technology	December 2019	Scott, Derek	In Progress
		1.B.4	Develop culturally relevant recruitment/engagement plan	December 2019	Ariella	Ongoing
	1.C - Financial Support for Students	1.C.1	More scholarships for DACA and ASSET students	Spring 2020	ACCESS	In Progress
		1.C.2	Increase support to first-generation students	Spring 2020	Scott	In Progress
	1.D - Align Facilities with Community Needs	1.D.1	Limon Center building	December 2019	Susan/Gene	Complete
		1.D.2	ADA/Safety/Site Improvements CM project	September 2019	Susan/Gene	In Progress
		1.D.3	Viticulture/Enology Center	Fall 2020	Kari	In Progress
		1.D.4	Bennett Center building	October 2019	Susan/Gene	Tabled
		1.D.5	Science and Technology Center Campaign	Fall 2022	Kari, Curt	In Progress
		1.D.6	Poplar Hall - Agriculture Center for Innovation	Spring 2020	Susan	In Progress
		1.D.7	Conference/Performance Center	Spring 2021	Curt/Susan/Kari	In Progress
	1.E - Concurrent Enrollment Redesign	1.E.1	Promote more teachers to obtain master's qualification	Fall 2019		Retired
		1.E.2	Promote servant leadership in our approach with high schools	Fall 2019	Kim, Curt	Retired
		1.E.3	Express leadership with bell schedules and annual calendars	Fall 2020	Kim	Retired
		1.E.4	Study the equitability of CE student access based on the diverse student population served	Spring 2020/ongoing	ACCESS	Highlight
		1.F.2	KPM 1.3 Assure equity in outcomes for students from underrepresented groups, as compared to overall student outcomes.	Spring 2020	ACCESS	In Progress
		1.F.3	Target marketing toward specific student populations, languages, needs; assess biggest barriers	December 2019	Ariella	Ongoing
		1.F.4	Study the hurdles for serving students; explore what other colleges/universities are doing	December 2019	Scott	Ongoing
	1.G - Offer courses and programs at times students can access	1.G.1	Explore weekend, evening, and non-traditional schedules to meet student needs	December 2019	Instructional Council/ Scott	Ongoing
2. Student Success	2.A - Increase Retention & Persistence	2.A.1	Strengthen advising with full-time advisors.	January 2020	Scott	In Progress
		2.A.2	Develop Guided Pathways	Spring 2020	Scott, Instructional Council	In Progress
		2.A.3	Mandatory first-time student orientation	January 2020	Scott, Strategic Enrollment	Ongoing
		2.A.4	Integrate AAA into first-time student experience	January 2020	Marc, Instructional Council	Ongoing
	2.B - Increase Graduation & Transfer Rates	2.B.1	Faculty training on advising including tools like Navigate.	Spring 2020	Advising	Highlight
		2.B.2	Implement transfer and career events, including at regional centers, that engage first generation students and establishes a culture of transfer.	Spring 2020	Title V	Highlight
		2.B.3	Build structure and standard processes for student intervention (i.e. applied, not registered; outstanding bills, etc.)	December 2019	Strategic Enrollment Committee	In Progress
		2.B.4	Build structure and standard processes for Early Alert Interventions (i.e. close loop on communication).	October 2019	Scott, Marc, Derek	In Progress
		2.B.5	Promote concurrent graduation through active partnerships with school districts.	Spring 2020	Kim	In Progress
	2.C - Grow Community & Continuing Education Opportunities	2.C.1	Simplify registrion process for continuing education classes and workshops.	December 2019	Andrea	Complete
		2.C.2	Provide quality continuing education courses that support recertification for local educators, health care providers, and other professions.	Spring 2020	Sandy, Andrea	In Progress
Excellence	3.A - Foster an Inclusive and Supportive Environment	3.A.1	Explore and develop a philosophy and strategies for inclusive pedagogy.	Spring 2020	Kathryn, Marc	In Progress
		3.A.2	Increase connection among faculty orientation, mentorship and professional development.	Spring 2020	Kathy	In Progress
		3.A.3	Develop robust faculty-led roundtable discussions.	Spring 2020	Deans	Ongoing
		3.A.4	Encourage part-time instructors to take part in all aspects of instructional activities.	Fall 2020	Kathy	Ongoing
		3.A.5	Develop strategies to help Web Ex and online students feel more included in the classroom and the MCC experience.	Fall 2020	Faculty	Ongoing
		3.B.1	Encourage participation in external professional development and formal sharing of those ideas and strategies learned.	Spring 2020	President's Staff	Ongoing

Keys To Success – Annual Work Plan

2. Student Success	**2.A - Increase Retention & Persistence**	2.A.1	Strengthen advising with full-time advisors.
		2.A.2	Develop Guided Pathways
		2.A.3	Mandatory first-time student orientation
		2.A.4	Integrate AAA into first-time student experience
	2.B - Increase Graduation & Transfer Rates	2.B.1	Faculty training on advising including tools like Navigate.
		2.B.2	Implement transfer and career events, including at regional centers, that engage first generation students and establishes a culture of transfer.
		2.B.3	Build structure and standard processes for student intervention (i.e. applied, not registered; outstanding bills, etc.)
		2.B.4	Build structure and standard processes for Early Alert Interventions (i.e. close loop on communication).
		2.B.5	Promote concurrent graduation through active partnerships with school districts.
	2.C - Grow Community & Continuing Education Opportunities	2.C.1	Simplify registrion process for continuing education classes and workshops.
		2.C.2	Provide quality continuing education courses that support recertification for local educators, health care providers, and other professions.

MORGAN COMMUNITY COLLEGE

Diversity Action Plan

The Morgan Community College Diversity Action Plan (DAP) is a compilation of strategies, tactics, and measures from the 5-year institutional Strategic Plan and action items from the MCC ACCESS Committee (Advancing a College Culture of Equity and Student Success). The DAP is organized around 4 overall goals: Diversity, Equity, Inclusion, and Achievement (DEI-A+). Diversity, Equity, and Inclusion (DEI) models are a rapidly growing area within higher education. These terms carry very similar and sometimes overlapping definitions. To delineate these items, MCC is adapting definitions compiled by Karen Armstrong from the UC Berkley Center for Equity, Inclusion & Diversity and University Center for Diversity and Inclusion. In addition, the MCC DAP goes on to add "Achievement" as a fourth goal along this growing model. The "A+" is intentional by design to serve as a reminder of the core mission of higher education and that DEI is only truly attainable when the model leads to achievement by all students.

Diversity: Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

When thinking about diversity it is important to remember the terminology has broadened. Ten years ago, diversity was often equated to racial and ethnic minorities. Now, factors such as socioeconomic status or gender identity may be considered when referring to diverse populations. With this broadened definition, inclusivity of someone's intersections of identity are considered.

Equity: The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.

Achievement: The level of education one successfully completes and the ability to attain success in their studies and career. This ability to succeed spans the personal, social, and economic dimensions. Beyond the building blocks of core knowledge and skills, we seek to help develop student critical thinking, personal sense of well-being, contributions to society, and personal sustainability.

The MCC ACCESS Committee manages this action plan. Results and suggestions from this action plan provide the MCC Management Leadership Team (MLT) to inform accomplishments and inform future planning efforts. This document is a "living document" such that tactics and measures will be regularly added, revised, and updated.

GOAL #1 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the college.

Strategy – Outreach to Underserved Populations – Ensuring MCC is meeting the diverse needs of service area residents is critical to achieving the overall objective of student access. (SP 1.B)

Tactics	Name/title of lead personnel	Timeline
Support to ELL students, Academic ESL, Language Lab/Milieu, Service Learning	Kathryn Wisner / Jay Lee	January 2020
Relevant marketing materials to schools	Ariella Gonzales-Vondy	Fall 2020
Outreach to underrepresented communities	COSI/Success Coaches	Spring 2020
Explore real-time translation technology	Scott Scholes / Derek Grubb	December 2019
Develop culturally relevant recruitment/engagement plan	Ariella Gonzales-Vondy	December 2019

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

- Reduce enrollment gap of underserved populations by at least 1% annually.

GOAL #2 (E: Equity): Leadership will prioritize understanding the difference needs of all stakeholders and ensure each has an equitable experience and access on campus.

Strategy – Promote Equity – The College seeks to understand where community members are coming from and providing support and resources for them to be successful. (SP 4.D)

Tactics	Name/title of lead personnel	Timeline
Multicultural Entrepreneurship Initiative	MLT	Spring 2020
DACA & ASSET Scholarship Taskforce	ACCESS	Spring 2020
Campus-wide Cultural Awareness Taskforce	ACCESS	Fall 2020
Explore EOC Concept in regional centers	Kim Maxwell & Center Staff	Summer 2020
Explore LGBTQ Education Conference for NE Colorado	Kathryn Wisner	Summer 2020

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

- Strategic Planning Team Scorecard
- ACCESS Committee Review

Keys To Success – Project Planning

MORGAN COMMUNITY COLLEGE

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Dedicated faculty **Support Services** **Navigate computer software for guided pathways** **Early alert system** **Pre-College & Transitional Studies Program** **Student Success Coach model** **Tutoring Center** **Library** **Solid employee base in student services department** **Capacity development** **Opportunities for professional development a priority** **Intentional leadership**	Develop assessment model for student needs Collect baseline and comparison data Navigate system development Develop early alert process to full capacity Dedicate space, hours, and bilingual tutors for Student Success Center Improve bridge program from new student orientation and Pre-college Transitional Studies Program Expand success coach model to Retention and Transition Specialists Develop transfer advising Faculty/ staff professional development such as cultural competency, culturally responsive pedagogical training, and diversity training	# of early alerts sent/acted on # of students receiving tutoring/ coaching/ transfer advising # of hours tutored/ coached/ advised # of tutors hired/ trained Student satisfaction with services # of faculty trained/ attend professional development # of courses with culturally-responsive and/or non-cognitive techniques Faculty/staff satisfaction with training opportunities	Increased student engagement Increased faculty engagement Increased staff engagement Development of faculty resources Increased development and use of instructional resources MID-TERM OUTCOMES Culturally competent faculty Higher grades and course completion for those who use services Higher utilization of resources on campus Cultural diversity becomes integrated into classes Culture of ongoing student support adopted Positive attitude of faculty toward pedagogical changes	Equitable outcomes in • Course Grades • Retention • Award Attainment • Time to Degree • Graduation Culture of equity institutionalized through intentional leadership Culturally relevant content embedded in courses and programs Student learning outcomes related to equity Improved transfer systems and centralized advising Increased transfer to 4-year colleges Increased retention rates for all students Improved graduation rates Institutionalized system and culture of professional development

MCC ACCESS Data Update

Advancing a College Culture of Equity for Student Success

Report Run Date: Apr 2, 2019

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	201930		
	n	Headcount %	FTE %
American Indian or Alaskan Native		0.1%	0.1%
Asian	11	0.4%	0.5%
Black or African American	108	3.9%	4.0%
Hispanic	852	30.8%	29.9%
Multiple races	38	1.4%	1.4%
Non-Resident Alien (International)	57	2.1%	1.9%
Unknown	124	4.5%	4.5%
White	1,571	56.9%	57.6%

* Blank values for "n" indicates fewer than 10 students.

Race/Ethnicity	n	Persistence Rate	Race/Ethnicity	n	2-yr Graduation Rate
American Indian or Alaskan Native	<10	33.3%	American Indian or Alaskan Native	<10	50.0%
Asian	<10	70.0%	Asian	<10	42.9%
Black or African American	34	82.9%	Black or African American	11	27.5%
Hispanic	249	74.1%	Hispanic	118	34.9%
Multiple races	15	55.6%	Multiple races	<10	42.9%
Non-Resident Alien (International)	14	82.4%	Native Hawaiian and Other Pacific Islander	<10	100.0%
Unknown	48	76.2%	Non-Resident Alien (International)	<10	33.3%
White	555	75.9%	Unknown	24	30.0%
			White	285	29.9%

Cohort Term: 201920   Cohort Term: 201720

* Race/Ethnicity for summary tables may not match due to different cohort years.
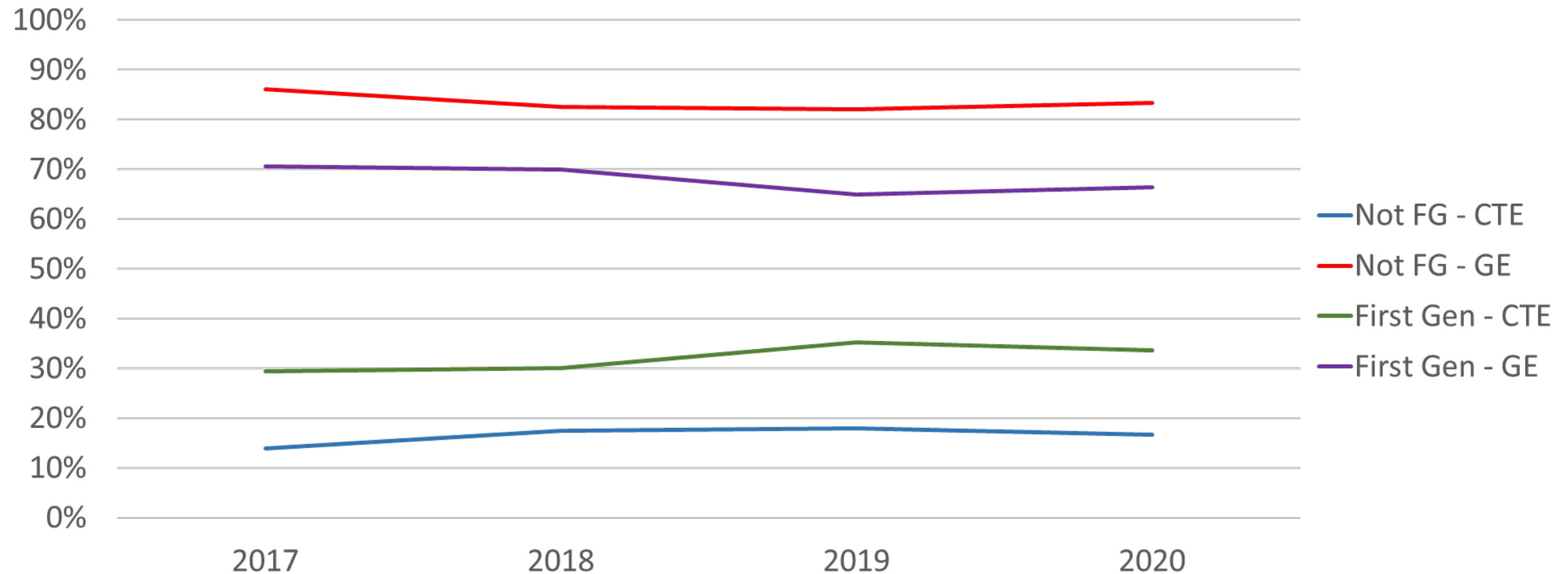
Continuous Improvement

Transfer Gap

Population	n	Any Grad or Transfer	MCC Cert Rate	MCC Assoc	Transfer Rate	6-Year Bachelors Rate
First-Generation	308	33%	12%	12%	23%	46%
Under-Represented	125	58%	12%	18%	37%	41%
FG & UR	92	54%	14%	18%	30%	39%
Not FG or UR	239	64%	11%	11%	59%	66%

QUESTIONS

?

Derek Grubb
Director of Institutional Effectiveness & SUCCESS
Morgan Community College
Derek.Grubb@MorganCC.edu