Monroe Community College
Rochester, NY

ROADMAP PROJECT

BUILDING AN ACADEMIES MODEL AT MCC

TEAM LEADERS:
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Academies at Monroe Community College

The use of Academies at Monroe Community College is both a philosophical approach and a re-designed organizational structure. Academies organize the students’ experience so that they are presented with a clear, intentional pathway into and through the College. Academies place high impact learning and meaningful relationships at the center of the students’ experience. Students are clustered according to their academic pursuit; in each academy an interdisciplinary team of faculty supports the use of innovative, high impact pedagogy. Students and teaching faculty are partnered with Academy Mentors to provide holistic support, intrusive advising, and early and frequent interventions. Faculty, Student Services professionals and Mentors work collaboratively throughout the duration of the students’ time at the college. This cross divisional, interdisciplinary model helps students more readily connect with faculty, staff and peers who no longer work in isolation from each other.

Student cohorts are intentionally guided through goal setting, career and academic planning and personal development activities. Within the Academy model, student milestones are regularly acknowledged and celebrated. Students participate in mandatory orientation, required high impact experiences and are monitored with an early alert system. Students do not necessarily go through all of their coursework as a single cohort; however opportunities for contextualized learning and cohorted experiences are possible. Regular communication and collaboration between professional staff and teaching faculty enhance meaningful connections with each student in the academy and among MCC colleagues.
MCC Roadmap Academies Action Plan: Project Goals

Develop an intentional college wide structure (academies) to increase student persistence, engagement and goal accomplishment. An Academies model will:

- Create Personalized pathways that help students develop and articulate their individual goals and persist through the necessary stages to accomplish their goals (1 – Learning First, 2 - Career Pathways)

- Develop and implement new organizational structures to ensure holistic, personalized support (1, 3 - Partnerships, 4 - Effectiveness, Efficiency)

- Establish and implement assessment processes that will inform best practices across all phases of the academies model (1, 4,)

- Require students to engage in high impact learning practices; expand the number of high impact opportunities available across MCC campuses (1, 3,)
MCC Sample Academies Pathways

**School of Stem**
- Program ready students in all academy programs, ex. Engineering EN01
- Students one level below program — i.e. “LA eligible”, ex. LAEN or LAST
- Students placed into TS01, ex. TSEN or TSST

**School of Health Related Sciences**
- Program ready students in all academy programs, ex. Nursing NU01
- Students one level below program — i.e. “LA eligible”, ex. LANU or LAHS
- Students placed into TS01, ex. TSNU or TSHS

**School of Community Development & Engagement**
- Program ready students in all academy programs, ex. CJ01
- Students one level below program — i.e. “LA eligible”, ex. LACJ or LAPS
- Students placed into TS01, ex. TSCJ or TSPS
Leveraging MCC Expertise and Energy

Academies

- Provost's Retention Council
- Faculty Senate
- Title III
- Student Life & Leadership
- Student Services & Academic Depts
- Cross Divisional Projects e.g. EED
- General Ed. Review
- Completion & Retention Goals
- Teaching Creativity Center
- Liberal Arts Program Review
- HIPs: WAC, SVL, URSICA, Global, FYE
Development of a **High Impact Culture** at MCC through Academies  
(vs. pockets of impact)

- **AAC&U HIPs**
- **“Local” HIPs**
- **SS HIPs**

### High Impact Characteristics
- TCC
  - Pedagogy Grants, faculty institutes, PD activities
- Faculty Senate:
  - Shared definitions, policies re. mandatory practices

### Connect and coordinate current HIP structures:
- LC, SVL, WR, URSICA, etc.

### Academies as the Cornerstone
- Establish criteria and measurements for assessment and review of HIPs
- General Education & Liberal Arts re-design Recommendations
MCC Roadmap Academies Steering Committee

- Co-Chairs: Kate Smith, Dean, Academic Foundations
  Kristen Fragnoli, Dean, Liberal Arts

- Mathematics/Faculty Senate
- Counseling, International & Veterans Services
- Mathematics Department
- Information and Computer Technologies
- Title III Grant
- Advisement and Graduation Services
- Health Professions
- Educational Technology Services
- Curriculum and Assessment Office
- Advisement and Graduation Services
- Career and Transfer Center
- ESOL/TRS Department
- Human Services Department/Damon City Campus
- Division of Science, Health and Business
- Office of Student Life and Leadership
- Admissions Office/Enrollment Management
- Damon City Campus Student Support Services
- Institutional Research
MCC Roadmap Academies Project Subcommittees

- Academy Curriculum
- Admissions/Registration/Financial Aid
- Advisement Processes
- Assessment
- High Impact Practices (HIPs)
- Leadership
- Orientation/COS/FYE
- Technology