

MOHAWK VALLEY
COMMUNITY COLLEGE
TITLE III EVALUATION

*Year Two
Annual
Evaluation
Report
Fall 2017*

Mohawk Valley Community College
Title III Project – *Pathways to Graduation*
Year Two Annual Evaluation Report

Mohawk Valley Community College (MVCC) began its current Title III Project –*Pathways to Graduation* – in the fall of 2015. The overall purpose of the project is to improve the quality and effectiveness of the educational experience thus enhancing student success. With a comprehensive approach, the project strengthens two programmatic components: 1) the Student Success Portal, which enables dedicated college professionals to identify at-risk students and support them with individualized guidance, mentorship and assistance from their first entry into the college onward through timely interventions during their academic journey; and 2) Gateway Course Customization, which re-energizes the learning experiences through course enhancements that address learner-needs in multiple, engaging, effective ways. Concluding in the fall of 2020, *Pathways to Graduation* will increase successful Gateway Course completion rates by 10%, persistence by 5%, and retention by 10%--with a final outcome of a 5% increase in graduation rates

During the inaugural year of the Title III project, the College contracted with Development Institute, a Boston consulting firm, to conduct the external evaluation with Dr. Katherine German, Vice President, and Dr. Philip Sbaratta, Senior Associate comprising the evaluation team. Drs. German and Sbaratta have been involved with the design, implementation and evaluation of similar programs since 1980 and have held a variety of leadership roles within higher education over the past forty years. They are currently working

with numerous institutions on the development and evaluation of Title III and Title V projects as well as other strategic change efforts within higher education.

On November 2nd and 3rd this year Drs. German and Sbaratta visited the campus to conduct an annual assessment. Prior to the campus visit, they reviewed the College’s overall five-year implementation plan as well as other related documents, outlining the evaluation criteria specified in the project year as indicated through project objectives, implementation strategies and anticipated results. These criteria have been incorporated into the evaluation report, which follows, for use as benchmarks against which to measure the progress of the project to date.

While on campus for the assessment, the evaluators conducted a series of discussions focusing on the overall goals of the project, its organization and management, as well as progress to date. During these discussions, they met with the Title III Project Director, Maryrose Eannace; Activity Director, Ibrahim Rosic; and President Randall VanWagoner. Additionally, the evaluators met with the following individuals:

Jim Lynch, Shannon Crocker, Norma Chrisman, Collen Cornmire	Starfish Team
Mike Faitell, Jim Roberts	EN101 Toolkit Team
Gary Kulis, John Swistak, Anna Radlowski	MA110 Toolkit Team
Rachel Golden, Maimun Khan, Salina Billins, Justin Johnson, Rosa Portorreal	Completion Coaches
Erin Severs, David Nackley, Kristin Raab	EN099 Toolkit Team
Gina St.Croix, Brandon Shaw, Norma Chrisman	DS090 Toolkit Team
Breanne Rathbun, Russ Penner, Gabe Melendez	MA091 Toolkit Team.
Stacey McCall, Bill Zogby, Roman Santos	HI101 Toolkit Team
Erica Brindisi, Melissa Barlett, Dick Thomas	BI141 Toolkit Team
Diana Ayers-Darling, Dina Radjelijas	SO101 Toolkit Team
Robert Huyck, Christine VanNamee	AC115 Toolkit Team
Anna Radlowski	MA115 Toolkit Team
Rosemary Fuoco, Robert Huyck	IS101 Toolkit Team
Cheryl Piescia, Kelsey Freeman	HS101 Toolkit Team

Troy Little, Richard Kelly	CJ101 Toolkit Team
Rachel Goldin, Gina St. Croix	DS051 Toolkit Team
Jocelyn Ireland	Instructional Designer
Jennifer DeWeeth, Julie Dewan, Brandon Shaw, Anna Radlowski, Dawson McDermott, Rosemary Mink, Breanne Rathburn, Kristin Raab, Rachel Golden, Franca Armstrong, James Lynch, Jim Roberts, Jocelyn Ireland, James Myers, Jennifer Fanelli, Nivia Cavic, Marie Miknavich, Kat Linaker, Lew Kahler	PGP Project Team

Throughout the evaluation process, participants described their involvement and accomplishments, sharing their commitment to and enthusiasm for the project. These discussions ultimately lead to a series of recommendations for consideration as the project continues into the next year.

Needs Assessment

The College completed a thorough analysis of its strengths, weaknesses, and major problems inhibiting self-sufficiency in concert with the design of its Comprehensive Development Plan. The analysis drew from multiple sources, including the Strategic Plan, CCSSE results, Middle States accreditation report, NCCBP, and other seminal documents, underscoring a single critical problem:

Five out of every ten students drop out within a year;
of those remaining, only two will graduate within three years.

This problem and its underlying weaknesses provide compelling evidence for the need to implement significant improvements in academics, student services, and technological support systems – all aiming to increase student engagement and achievement to graduation. As a result, the overall vitality and self-sufficiency of the institution will be significantly strengthened.

Scope of the Project

A single activity is designed to deliver dramatic improvements in success and achievement as students transition into and through the institution. *Pathways to Graduation* consists of two interrelated components supported by sophisticated technology:

Student Success Portal: A physical and virtual haven for active support of learning and navigating college, the Portal includes predictive analytics, early-alert tracking, Completion Coaching with individualized prescription pathways, a vibrant, resource-rich Learning Commons to co-locate wrap-around instructional and life-challenges supports, and an iTeach Learning Lab for faculty to develop and enhance courses as they model learning for the students.

Gateway Course Customization: Digital course toolkits, lodged in Blackboard, enliven learning engagement in 18 Gateway Courses that are highly enrolled and which currently exhibit large gaps in successful completion. Faculty teams and an Instructional Design Consultant will develop, pilot, implement and provide training to all full- and part-time faculty teaching these courses so that all students benefit from deeper, livelier learning experiences.

The Activity addresses MVCC's key problem and the attendant weaknesses in a synergistic, strategic manner, promoting student success through improved retention, persistence, and graduation rates. In so doing, *Pathways to Graduation* is intended to strengthen both the student experience and the overall vitality of the institution.

Year One Interim Assessment

Guided by an annual implementation plan, the Project's objectives identify the expected gains in student success, achievement, and engagement during the grant period. The Year One objectives focus on the start-up elements of the *Pathways to Graduation*:

1.1 To increase from 0 to 100% student participation in the student success portal enhanced analytics.

1.2 To increase student satisfaction from 4.02 to 4.25 on a 5-point scale on the Student Opinion Survey (SOS).

As a result, it is anticipated that all first-time, full-time matriculated students will participate in enhanced assessment/analytics with 640 student participating in the Learning Commons, 600 of whom will complete the SOS and indicate a 6 percent increase in satisfaction.

At the outset, a significant effort has involved the recruitment and hiring of completion coaches. As of the spring, three highly qualified coaches have been hired with an expected start date later in the summer. Similarly, a talented candidate has been named to fill the instructional designer/librarian position. Thus the team is being assembled that will carry forward the objectives of the Activity.

Component 1 – Student Success Portal

Importantly several foundational initiatives have been taken. First and foremost, an impressive space for the Learning Commons has been identified and an architect selected. Architectural renderings of the space have been approved with an expectation that renovations will be initiated immediately with construction and the installation of workstations and technological tools completed and ready for the Fall 2016 semester. The Learning Commons will serve as a multipurpose space to support tutoring, project-based learning, and coaching, as well as space dedicated to faculty for innovation and professional development – a significant addition to the learning environment. With a coffee bar just outside the door, students and faculty will surely be flocking to the Commons. At the same time, the installation of technological support through Starfish is underway including the Connect and Early Alert modules. An implementation committee is overseeing the integration of Starfish within the components of the College and developing training protocols and schedules, anticipating that the full suite will be up and running in August for use in the Fall of 2016.

Component 2 – Gateway Course Customization

The major academic initiative is to develop electronic toolkits within Blackboard for gateway courses with teams of faculty spending one semester developing the toolkit, a second semester piloting, and a third semester training colleagues. To launch the effort, Dr. Alice Voorhees-Bedard, a consultant in teaching practice and distance learning, provided training to the first cohort of faculty design teams representing English, Mathematics, and Psychology. A two and one-half day training focused on the examination of points during the semester where students run into trouble within the courses identified followed with the development of appropriate interventions underscored by the principles of universal design. This initial training was followed by phone conferences and the development of Blackboard materials using the Creative Commons to vet materials while generating considerable synergy among the faculty engaged in the process. Some of the initial work on toolkits includes:

- Psychology—selection of articles and YouTube videos related to textbook chapters for PY101 by Nivia Cavic, Hilmar VonStrunck, and Maria Ramos, Chair;
- English—creation of supplemental resources for students enrolled in EN101 by Sarah Beck, Mike Faitell, and Jim Roberts, Chair; and
- Mathematics—selection of open source materials augmented with guided notes, vocabulary and supplementary instruction by Gary Kulis, John Swistak, and Anna Radlowski, Chair.

With initial work completed, the expectation is that faculty will pilot the toolkits during Fall of 2016, make necessary adjustments and expand their use with their colleagues thereafter.

Clearly the work of the first semester has generated excitement with participants suggesting that their efforts ‘turned out better than expected’!

At the midpoint of the inaugural year of the project a significant amount of progress has been made in getting both major components of the Activity off the ground. As a result, the first year should conclude with the College well positioned to meet and exceed its objectives.

Year One Annual Assessment

For a successful launch of a Title III project, thoughtful and detailed organization is required. MVCC has done an outstanding job, fulfilling the first year objectives of the *Pathways to Graduation*:

1.1 To increase from 0 to 100% student participation in the student success portal enhanced analytics.

1.2 To increase student satisfaction from 4.02 to 4.25 on a 5-point scale on the Student Opinion Survey (SOS).

Importantly, key personnel were hired to advance the project: Salina Billins, Rachel Golden, and Maimun Khan were hired as Completion Coaches, and Jocelyn Ireland was hired as Instructional Designer. With these individuals aboard, the Activity has a full complement of staff.

Component 1—Student Success Portal

The Learning Commons, a major initiative in Year 1, is up and running. In a short span of time, the a centrally located 8,714 square foot space was redesigned and renovated so that the Learning Commons now provides a welcoming, open, and fully-outfitted space for multiple types of learning and support, including an iTeach Lab for enhanced faculty professional development. Early indications suggest a healthy use of the space as students work independently, in groups, and online. With just a few more details to be completed, a ribbon-cutting ceremony will officially mark this new resource for students and faculty.

Housed within the Learning Commons are the Completion Coaches who are the main go-to persons for students. A primary focus for the Coaches is high-risk students enrolled in gateway courses. Initially, students were assigned to Coaches alphabetically, which proved to be inefficient, requiring the invention of a new assignment system. Nevertheless, Coaches emailed and phoned students, making contact and establishing rapport. To further introduce the coaching process, Coaches visited multiple courses, introduced themselves, and handed out business cards, stating “I am your coach--come see me.” Initial coaching sessions lead to a success plan and introduce students to multiple campus resources.

A significant part of the support structure for students is the addition of Starfish, a retention software system. Students, Completion Coaches, and eight faculty members started using Starfish to monitor academic progress of students enrolled in the seventeen sections of the first three Gateway courses. During the launch, Educational Technology and the IT department worked collaboratively, resolving glitches as they were identified. The Starfish protocol is initiated through surveys at specific intervals wherein faculty raise flags as well as kudos. During the Fall semester, nine faculty members teaching gateway courses completed two surveys regarding student progress. As a result, 450 students were flagged with Coaches responding. Additionally, over 100 students used Starfish to schedule appointments with tutors and coaches.

In an effort to better assist students in need, Completion Coaches participated in professional development. The three Coaches completed a series of workshops including: *Heroin: The Addicted Person, Family, and Community Concerns, Available Treatment; University Partners and Transfer Center Workshop - How to Search for a College or University that Fits You;*

and *Center for Family Life and Recovery Presentation*. In addition, Coaches met with the Office of Accessibility Resources and Adult Learner Services to collaboratively support students. Moreover, the Coaches have read *Redesigning America's Community Colleges: A Clearer Path to Student Success* in preparation for a general discussion about their work and experiences.

Component 2 – Gateway Course Customization

The hiring of Jocelyn Ireland as the instructional design consultant is an important step in stabilizing the course redesign process and providing the necessary guidance to faculty design teams. Among her initial tasks was developing a template for the toolkits which has standardized the look and feel of the toolkits across courses. During Year 1, two sets of toolkit design teams worked on creating toolkits of promising best practices:

Toolkit Design Teams	
Spring 2016 (Pilot Phase)	
EN101	Jim Roberts, Mike Faitell
MA110	Anna Radlowski, Gary Kulis, John Swistak
PY101	Maria Ramos, Nivia Cavic, Hilmar VonStrunck
Fall 2016 (Design Phase)	
EN099	Erin Severs, David Nackley, Kristin Raab
DS090	Gina St. Croix, Brandon Shaw, Norma Chrisman
MA091	Breanne Rathbun, Russ Penner, Gabe Melendez
HI101	Stacey McCall, Bill Zogby, Roman Santos
BI141	Erica Brindisi, Melissa Barlett, Dick Thomas

The first group, Spring 2016, is in a pilot phase. Faculty are experimenting with materials from the Creative Commons, select publishers, the Khan Academy, and other open educational resources. One math faculty member is in the process of developing a series of YouTube videos as supplemental material for MA110. As the Toolkit Teams continue to refine their materials during the pilot phase, they are meeting with the instructional designer every

other month. During this period, the eight faculty members will collect data to compare successful course completion in sections using toolkits versus sections without toolkits.

In the overall, the MVCC team has created a strong foundation for success in this first critical year. With personnel hired, renovations near completion, technology installed, teaching practice enhanced, and student support expanded, MVCC is certainly on the path to institutional transformation.

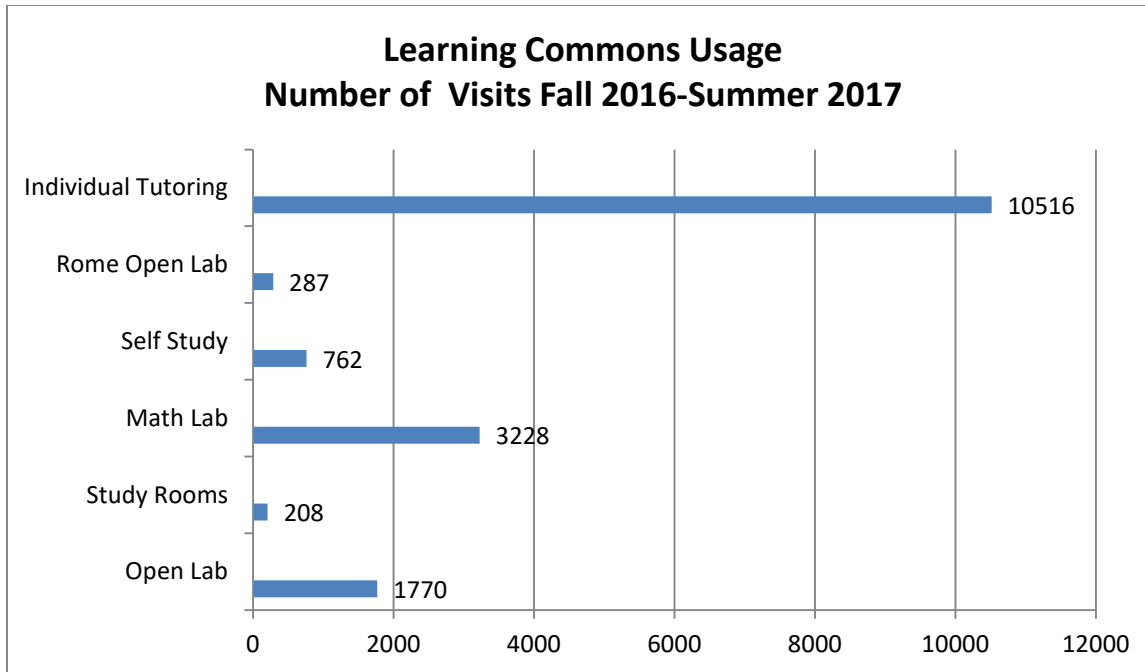
Year Two Annual Assessment

With substantial accomplishments occurring in Year One, MVCC stood on firm footing to advance the project in the second year of the grant. Guiding the initiatives were the following objectives:

- To increase student satisfaction from 4.25 to 4.5 on a 5-point scale on the Student Opinion Survey (SOS).
- To increase student persistence from first-to-second semester from 75% to 76% through the implementation of the Student Success Portal
- To increase student achievement from 63% to 73% through participation in Cohort 1 customized Gateway Courses.

Component 1 – Student Success Portal

A central feature of the Student Success Portal is the consolidation of numerous support services within the new Learning Commons. Over the last two years, a major renovation took place, transforming a poorly-used space into a bustling hub of activity that includes tutoring in multiple subjects, collaborative spaces, and numerous computerized workstations. As a consequence, a continuous flow of students occurs (see chart below).



During Year Two, the Learning Commons logged nearly 17,000 visits, including the Open Lab located at the Rome Campus. From the data, it appears that individual tutoring and the Math Lab activity predominate; however demand is increasing across the board. Importantly, the work occurring in the Commons has already produced some positive results:

Comparison of Student Performance by Department						
Department	Cumulative GPA		Term GPA		Re-enrollment Rate [%]	
	Attended LC	Did not attend LC	Attended LC	Did not attend LC	Attended LC	Did not attend LC
ARTD	2.84	2.64	2.61	2.50	63.83	52.98
APER	2.03	2.22	1.81	2.24	64.71	40.43
BCCS	2.63	2.62	2.46	2.45	51.42	44.04
EDLS	2.80	2.95	2.72	2.79	62.96	50.00
HLTP	3.16	3.15	3.21	3.02	48.91	28.89
HUEN	2.67	2.57	2.52	2.41	54.61	34.8
MNSC	2.71	2.48	2.46	2.17	38.33	38.30
PSAT	2.94	2.86	2.61	2.84	44.00	40.00
SSPT	2.53	2.57	2.39	2.34	52.45	32.91
ADI	2.45	2.49	2.15	2.45	64.29	48.94

According to the data, students who used Learning Commons services at least 10 times during the last academic year have higher cumulative and term GPAs than students who never attended the Learning Commons. In addition, students who utilize the Learning Commons services have significantly higher re-enrollment rates than students who never used those services.

A second critical element of the Student Success Portal is the availability of coaching, with coaches' offices located in the Commons, thus making their services readily available. The coaching model has evolved over time. Initially, coaches worked only with students enrolled in redesigned gateway courses. However, that approach was not efficient, in that students could wind up with multiple coaches. Now with five coaches on staff by the end of Year Two, all students are assigned a coach with each coach connected to particular programs of study. As a result, from Fall 2016 through Summer 2017, the coaches logged over 500 coaching hours. However, determining equitable caseloads remains a challenge going forward. In any case, a focus group of students, interviewed by the evaluators, was most appreciative of the coaching they received—helping students negotiate the challenges of the transition to college while also providing advice to help them solve problems as they arose and promote confidence.

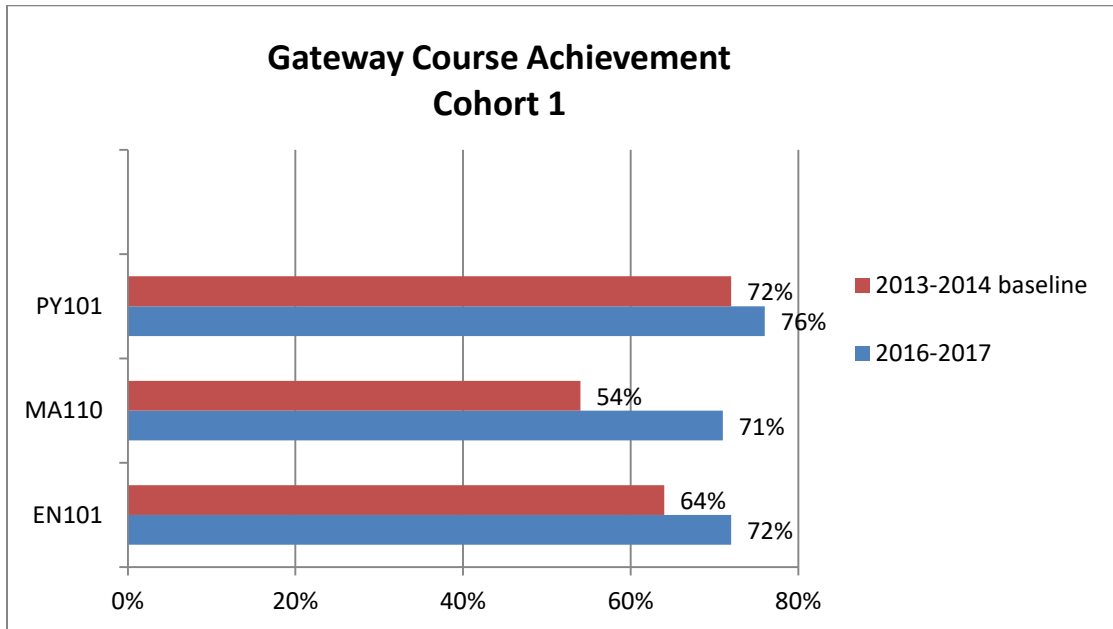
Another support element is the use of Starfish as an alert system. Targeted primarily to students in courses using toolkits with the coaches implementing outreach, faculty have both raised flags and provided kudos. However, to date Starfish has had only modest success with approximately 35 percent of faculty using the system. As a result, the Title III team is considering the development of a more intensive marketing campaign accompanied by a relaunch in an effort to involve faculty on a larger scale.

Component 2 - Gateway Course Customization

With the selection of the new instructional designer, Jocelyn Ireland the design process for gateway course customization and toolkit development was significantly improved. Focused specifically on the four primary goals of the project addressing student satisfaction achievement, retention and graduation measures, a four-month development process was outlined during which participants meet regularly with the designer to learn about toolkit design after which they focus on the subjects to be addressed, build content, and elicit collegial feedback prior to piloting. Through this process designers receive guidance and support both from the designer and from their colleagues during the design process which is followed by a pilot and refinement, implementation and assessment. Features of the toolkits include universal design principles, active learning activities, increased student interactions, expanded audiovisuals and technological tools, flexibility and use of multiple approaches all linked to life lessons. Built with an intentional focus on three fundamental neural networks, the toolkits highlight the focus on those problematic skills and concepts that often impede student achievement and inhibit progress. And so far, the evidence of usage and impact looks good!

August – November 2017 Toolkit Statistics			
Course	Hits	Non-creator Hits	% Teaching Faculty
Cohort 2			
DS 090	171	142	100
BI 141	42	2	100
EN 099	291	154	60
HI 101	1425	142	67
MA 091	584	147	83
Cohort 1			
EN 101	224	148	44
PY 101	273	182	33
MA 110	806	516	72

In Year Two, Cohort 1 Design Teams completed the pilot phase and implemented course modifications in three targeted courses. Early results are promising across the board:



For the three courses that comprised Cohort 1, student achievement (a grade of C or better) increased by an average of 17 percent, with the most striking gain in MA 110 where achievement increased from 54% to 71%. These data suggest that the course redesign and resulting toolkits have contributed to increased student performance.

Simultaneously, Cohort 2 teams who began their work with the new development process are piloting customized course materials, and Cohort 3 teams are in design phase. With the clarification of the expectations and deliverables of the design phase and the support of the instructional designer, faculty have found the kind of technical and design assistance required to support them in their effort to confidently experiment and innovate.

Taken together, the two components of the project, the portal and course customization, have begun to show positive results collegewide: student achievement has

increased in each of the three Cohort 1 courses piloted, while the fall-to-spring persistence rate has increased from 75 percent to 77 percent, exceeding the increase anticipated. With these results it is clear that the MVCC *Pathways to Graduation* project is moving forward on multiple fronts, making gains on critical student success measures, and implementing long-lasting change that benefits students. The momentum is strong and bodes well for continued success and progress.

Project Management

Mohawk Valley Community College's Title III project is strategically managed and fully integrated into the institutional structure with the President of the College, Randall Van Wagoner, assuming overall leadership responsibility. The Title III Project Director, Maryrose Eannace, Vice President for Learning and Academic Affairs, reports directly to the President and supervises the Activity Director, Ibrahim Rosic, forming a talented and dedicated leadership team. The Project Director's responsibilities include overall project oversight to ensure the achievement of project objectives and intended impact. In this capacity Vice President Eannace promulgates Title III policies and procedures and, along with the Activity Director, supervises the Title III staff; establishes and supervises data collection and reports systems; approves all grant expenditures; oversees the evaluation process; and engages the College community's support for the project. Additionally, the Title III Project Director serves as the liaison with the Program Officer, Pearson Owens, providing regular performance reports and organizational updates along with budget amendments developed as necessary.

A *Pathways to Graduation* manual addressing the administration and evaluation of the project has been developed to serve as a guide to ensure effective management. All staff hired

for Title III positions are selected and supervised in accordance with established hiring procedures at the college, and position descriptions are on file for all program personnel. Those paid directly by the project or contributing their time as outlined in the application maintain regular time-and-effort tallies to document their efforts in accordance with federal requirements, and all project records are maintained on file by the project leadership.

A Project Team involving all key stakeholders is chaired by the Project Director and meets monthly to ensure the smooth implementation of the project and the achievement of all project objectives. In this capacity, the Team oversees the direction of the Activity, assists with implementation, provides support, makes recommendations, and disseminates information about the project to all constituencies across the institution. A standardized monthly report documents achievement, while a project web page ensures transparency and open communication regarding project implementation. A data warehouse captures baseline measures, monthly reports, activity logs and professional development rosters, as well as quantitative and qualitative information from coaches and support systems to monitor and assess achievement, persistence, and retention to graduation.

All project expenditures are initiated by the appropriate individuals to be processed through the Activity Director, approved by the appropriate College officers, and reviewed by the Project Director prior to submission to the Business office for processing to ensure compliance with the approved budget as well all federal and state regulations. Program records are maintained in the business office under the proper standards of accounting, and the Title III Project Director has direct electronic access to current statements at any time. For the second year the budget was \$448,053; with carryover from the first year in the amount of

\$25,345, a total of \$473,398 was available to support the project. During the year at total of \$429,260 was spent, leaving a balance of \$44,138 to be carried over into the third year of the project. Added to the budget for the third year, a total of \$494,045 is available to sustain the continued development of the project going forward.

The Mohawk Valley Community College management plan reflects the College's intense investment in the success of the project, with everyone, from the President and the Vice President to the members of the Title III team, the faculty and staff dedicated to the effort.

Conclusions, Commendations, and Recommendations

The first year of any Title III project sets the agenda for the duration of the effort; it establishes the infrastructure to strengthen the institution and creates a framework for sustained progress. MVCC has seized the opportunity with much accomplished to support the development of the Student Success Portal and the implementation of the Learning Commons along with the development of Gateway Course Customization and the implementation of course enhancements that re-energize learning experiences from the start for all students. However, as with any massive new project, getting started presents challenges as unanticipated issues arise which require attention moving forward. Therefore, at the midpoint of the first year the leadership was encouraged to consider the importance of technological improvements such as a single sign-on as well as the selection of a talented instructional designer/librarian to fuel the development and use of course toolkits.

During the balance of the year as work continued on the two components and the remaining staff came aboard, the Title III Leadership, with the members of the design team and the members of the implementation team, explored the vision and identified the elements that

linked the two components of the Activity to create the anticipated synergy and ensure improvements in student achievement, persistence and satisfaction. As a result, the full complement of resources available were interwoven, and, by the fall semester students were flocking to the Commons to engage with tutors ready to assist with Gateway course assignments, with faculty invested in their success, and with coaches encouraging them to excel, setting the stage for the second year of implementation. To fuel this effort, four additional recommendations addressed the continued development of the coaching role, the potential of instructional toolkits, the development of assessment mechanisms, and the resolution of technology issues.

By the second year of implementation most projects have initiated each component of their projects and hired their teams, but they are still trying to get their footing as they intensify their efforts to change the trajectory for students. In the case of Mohawk Valley, the team is assembled, the initiatives are underway, and they are already beginning to produce results, a fact that bodes well for the continued development of the effort as targets become more difficult to achieve. During the course of the year, the *Pathways to Graduation* team has already begun to make adjustments to the effort with the restart of Starfish and the enhancement of the toolkit development process, for example. Now as the third year comes into focus, the MVCC Title III Team is encouraged to consider the potential impact of the following four recommendations:

- The Completion Coaches have been woven into the fabric of the Student Success Portal. The reorganization has improved the level and scope of services, reaching more students in a more efficient manner. Nevertheless, as coaching continues to grow the Title III Team needs to consider the apportionment of work so that caseloads are manageable and produce continued positive results.

- At the same time, a considerable investment has been made in the Starfish alert system, which has yet to be fully integrated. Since the Title III team is considering a “relaunch” it will be necessary to bring faculty representatives into the discussion so that buy-in exists in initial phase before implementation. Systems such as Starfish can often be “deep-sixed” before they have had a chance to demonstrate effectiveness. In part, this is a result not of the technology but a lack of clarity of the best way to use the system within the culture and resources of the institution.
- Similarly, the course customization process has stabilized with the instructional designer providing intensive support. However, like coaching, the question of sustainability needs to be considered. Currently, a lot of the redesign work is shouldered by the Instructional designer so that as more courses are being designed, the workload increases dramatically. In addition, there are issues of dissemination—how do colleagues know about toolkits; updates and improvements—how do the toolkits become “living” documents? Options such as mini-grants to support innovation and forming communities of practice may broaden participation and involvement.
- And finally, as mentioned in last year’s report, the Title III team needs to consider mechanisms to promote the necessary technology development supporting a single sign-on, creating a masterplan for Starfish rollout and training, and simplifying attendance reporting. Through this approach, the technology becomes a means of sustaining the initiatives beyond the grant period.

Kudos to the Title III Team! *Pathways to Graduation* is off and running with a strong leadership, tremendous energy, and significant accomplishments! Students are, in fact, using – and thriving – in the Learning Commons even as faculty pilot their toolkits and expand their development with plans to measure the impact using the SUNY Student Opinion Survey as it is administered in the months to come. Over the course of the next year, the mid-point of the five-year project, both components of *Pathways...* will continue to intensify and increase student satisfaction, achievement, and persistence to graduation. Given the talents of the *Pathways...* team, the success of the first two years, and the continuing effort to monitor the impact on the overarching goals of the project, the third year should again meet - and exceed –

expectations! Kudos to the MVCC leadership, the *Pathways...* implementation team, and the legions of faculty and staff contributing to the effort to significantly increase student success!