

TABLE OF CONTENTS

McLennan Community College

Cultivating Student Success and Persistence with Growth Mindset Intervention

Project Narrative

Part I: Comprehensive Development Plan	1
Overview of the Institution	1
Institutional and Title V Planning	4
Analysis of Strengths, Weaknesses and Significant Problems.....	6
Institution’s Goals	16
Measurable Objectives	16
Institutionalizing Practices and Improvements	18
Five-Year Plan for Improving Services to Hispanic and Low-Income Students.....	19
Part II: Project Design	21
Logic Model	21
Promising Evidence	22
Part III: Activity Objectives	24
Activity Objectives	24
Part IV: Implementation Strategy and Timeline.....	25
Introduction to Activity and Overview	25
Rationale for Implementation Strategy	26
Implementation Strategies Timetable.....	37
Part V: Project Management Plan	42
Plan for Efficiently and Effectively Implementing Project	45
Authority to Conduct Project Effectively	43
Part VI: Key Personnel	46
Key Personnel	46
Part VII: Evaluation Plan.....	51
Data Elements and Data Collection Procedures	52
Evaluation Plan to Measure Success of Project	52
Part VIII: Budget	57
Budget Narrative	57
Competitive Preference Priorities	60

PART I: COMPREHENSIVE DEVELOPMENT PLAN

Cultivating Student Success and Persistence with Growth Mindset Intervention

Overview.

McLennan Community College (MCC) is a public, two-year Hispanic-Serving Institution. Located in Waco (McLennan County), Texas, halfway between Dallas and Austin, MCC serves a diverse student population of over 7,300 students. The Waco metropolitan area is the largest metro area in the state not served directly by a four-year public college or university. That puts the burden of post-secondary education in Waco primarily on MCC and MCC's main University Center partners: Tarleton State University and Texas Tech University. Students at MCC can work and live in McLennan County while working toward a four-year degree.

Waco is experiencing an economic rebirth through business investment and tourism due in large part to the popularity of television show *Fixer Upper*. However, the images of Waco depicted on television do not capture the full story. The city of Waco has a population of 138,486 and a high level of poverty (U.S. Census Bureau, 2020). **Twenty-five percent of the population inside the Waco city limits live in poverty--significantly higher than the statewide rate of 13.4%.** The U.S. Census Bureau also estimates a **low educational attainment rate; only 25.4% of Waco's population aged 25 or older have a Bachelor's or post-baccalaureate degree,** compared to the Texas rate of 30.7% (U.S. Census Bureau, 2020).

In McLennan County, less than 60% of graduating high school seniors immediately matriculate into higher education in Texas. In order to serve the community and to reach the goals of the Texas Higher Education Coordinating Board (THECB) strategic initiative, Building a Talent Strong Texas, MCC must increase the college-going rate of local high school graduates and must keep costs low and access open to students.

Since 1968, MCC has maintained a status of “accredited” by the oversight of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Additionally, MCC has an elected governing board of seven members, which is an active policy-making body and is ultimately responsible for ensuring that the financial resources of the institution are adequate for a sound educational program. Programs and curricula are approved and monitored for effectiveness by the THECB. MCC offers courses leading to the Associate in Arts, the Associate in Science, and the Associate in Applied Science in 69 programs, as well as 69 certificates. Areas of study include Business and Industry, Creative Arts, Health Professions, Liberal Arts, Public Service, and STEM.

Through sound business and financial management, MCC has maintained financial stability since its inception in 1965. Currently, the funding for the institution consists of 20% state appropriations, 43% local taxes, and 37% tuition and fees.

Student Characteristics: MCC's credit-seeking students reflect the high poverty area that the college serves. In fall 2021, MCC served 3,382 students who identified as first-generation college students, and 46% were Pell Grant eligible. Ethnic minority populations on campus reflect the service area and have increased from 35% in Fall 2005 to 54% in Fall 2021. Hispanic students totaled 2,476, or 34%, of the fall 2021 student population, and of those 2,476

Total Enrollment		7,337
Gender	Male:	31.9%
	Female:	68.1%
Ethnicity	Hispanic:	33.7%
	African-American	13.0%
	White:	46.3%
	Other:	7.0%
First-Generation		46.1%
Pell Eligible (excluding dual credit)		46.9%
Age Category	Less than 18:	23.5%
	18 - 21:	37.0%
	22 - 24:	10.9%
	25 - 30:	11.8%
	31 - 35:	6.2%
	36 - 50:	8.6%
	50+:	2.0%
	Major Type	Transfer:
Workforce:		26.0%
Course Load	Full-Time:	29.1%
	Part-Time:	70.9%
Employment Status	Full-Time:	36.0%
	Part-Time:	35.9%

Hispanic students, 47% received the Pell Grant, indicating that they were low-income students.

Faculty Characteristics: While the number of adjuncts is close to the number of full-time faculty, 79% of sections in Fall 2021 were taught by full-time faculty. The standard full-time teaching load is 15 semester credit hours, and many faculty teach

Table 2: Fall 2021 Faculty Profile		
Total Faculty		382
	Full-Time:	53%
	Part-Time:	47%
Gender	Male:	34%
	Female:	66%
Ethnicity	Hispanic:	8%
	African-American:	7%
	White:	83%
	Other:	2%
Highest Degree	Doctorate:	39%
	Masters:	48%
	Other:	13%

additional courses or have additional administrative duties. MCC is making a concerted effort to increase faculty diversity as evidenced by its annual priority to create a more diverse, inclusive, and welcoming environment by developing and implementing innovative recruiting, hiring, retaining, and training strategies.

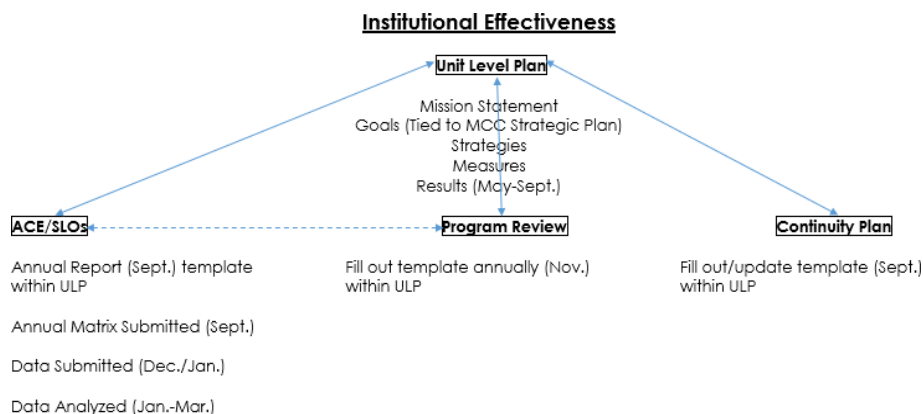
Current Title V support.

The college is currently implementing a Title V grant (2020-2025) *First Year Focus: Developing Academic and Co-Curricular Student Support Structures to Improve First year Outcomes* that is focused on restructuring the first year experience to address student resilience, integrating and building academic support structures to promote persistence, and cultivating student engagement and inclusiveness across campus. Some of the grant’s accomplishments include the following:

Current Title V Grant Accomplishments
<ul style="list-style-type: none"> • Learning Frameworks (LF) courses and curriculum restructured to better address student resilience • Centralized academic support located in a cohesive Learning Commons • Implementing Supplemental Instruction for developmental education courses

Institutional and Title V Planning Processes.

The Title V planning and proposal development process is an extension of MCC’s ongoing planning work, including the institution’s strategic plan, Vision 2030: Focus on the Future. MCC’s strategic plan centers on four strategic directives: 1) Help all students succeed at the highest level possible; 2) Take care of our people; 3) Impact the community; and 4) Provide resources to fund success. Having divided these goals into specific objectives, the senior Leadership Team is charged with achieving annual progress on the strategic plan. Additionally, MCC engages in an ongoing, comprehensive, and integrated research-based planning and evaluation process that focuses on institutional quality and effectiveness consistent with its mission: *"to educate our students - improving their lives and enriching our community."* The planning and evaluation process includes Unit Level Plans (ULP) that all departments at the institution with a budget complete, as well as Assessing College Effectiveness/Student Learning Outcomes (ACE/SLO) and program review assessments completed by all academic programs.



In addition to the College’s strategic plan and assessment processes, this Comprehensive Development Plan takes into consideration MCC’s master facility plan and the overarching goal of the THECB’s Building a Talent Strong Texas strategic plan, which states that by 2030 at least 60% of Texans ages 25-64 will have a post-secondary credential. The table below outlines the Title V planning and proposal development process.

Title V Planning and Proposal Development Process

- Identify strategic vision and long-term outcomes through a strategic planning process
- Identify institutional strengths, weaknesses, and major problems
- Develop Title V objectives that support institutional goals and objectives
- Research appropriate strategies to achieve Title V objectives
- Develop outcome measures and evaluation methods to assess programs
- Develop budget adequate to support project activities
- Pilot strategies (e.g., Cohort Development, Faculty/Staff to Student Mentoring)
- Continuously assess the impact of strategies on achievement of objectives

Constituent Groups Involved in Institutional Strategic Planning

College Constituents: Board of Trustees, President's Leadership Team, President's Council, Faculty Council, Professional Staff Advisory Committee, Support Staff Advisory Committee, College Success Team, Strategic Enrollment Management Task Force, students

Community Constituents: Local business and industry, K-12 partners, community groups, program advisory committees, community members

Strategic Planning Resources: 2017 Fifth Year Interim Report, Vision 2030 Strategic Plan, 2019-22 Strategic Plan, Unit Level Planning Reports, Assessing College Effectiveness/Student Learning Outcomes (ACE/SLO) reports, institutional data, institutional surveys, Strategic Enrollment Management Plan

Title V Planning Team: President/CEO, Dr. Johnette McKown; Vice President of Instruction & Student Engagement, Dr. Fred Hills; Vice President of Finance and Administration, Dr. Stephen Benson; Chief Research & Effectiveness Officer, Dr. Laura Wichman; Director of Resource Development, Kathy McLendon; Dean of Arts and Sciences, Dr. Brad Christian; Dean of Workforce and Public Service, Dr. Frank Graves; Dean of Health Professions, Glynnis Gaines; Chief Human Resources Officer, Missy Kittner; Director of Student Development, Paul Hoffman; Director of Center for Teaching and Learning, Dr. Staci Taylor; Professor & Coordinator, Sociology, Director, Title V Grant 2020-2025, Paula Unger; Associate Professor, Philosophy, Director of the Honors College,

Dr. John Spano; Research Librarian, Cynthia Soll; Information Desk & Electronic Resource Librarian, Library Services, Kristen Cook

Analysis of Academic Programs, Institutional Management, and Fiscal Stability.

The analysis below has resulted from MCC's yearly systematic review of institutional goals and outcomes, MCC's recent strategic planning effort, and the Title V planning process.

Strengths: Academic Programs

MCC's academic programs are strong and driven by industry and student needs. The College has 69 associate degree programs, most designed to facilitate transfer to a four-year institution in order to complete a bachelor's degree. An on-campus University Center with two major university partners allows students to complete their educational goals without leaving Waco. Further, the College has implemented comprehensive academic pathways to assist students in focusing on their goals, beginning with a new student orientation and comprehensive advising program. MCC has incorporated Learning Frameworks into the College's core curriculum, a course which attends to student emotional intelligence and contributes to student self-efficacy and resilience. The College has also begun to expand student services, including free tutoring for all students, and has completed the Learning Commons, a central space for students to meet their academic needs. *The work so far has led to an increase in the three-year graduation and transfer rate from around 20% for the 2011 entering class to around 30% for the 2018 entering class.*

The College routinely breaks out these metrics and many others by gender, ethnicity, socioeconomic status, and other variables to ensure all student groups are achieving success.

Weaknesses: Academic Programs

First semester course completion rates are low, with up to 20% of first time in college students (FTIC) in fall 2021 completing **no** credits. One reason for this is the **inadequate usage of academic support services**. Students who are not ready for college still do not

proceed at acceptable rates from developmental education classes to college-level coursework, and these issues are particularly prevalent in MCC students of color and adult learners.

Significant Problem #1 (Academic Programs): A large percentage of adult learners enter college with one or more developmental education needs.

In developmental education and college-credit courses, course completion rates fall below MCC's goals for adult learners aged 25 and older. According to the Texas Success Initiative Assessment (TSIA), the official college placement test for the state, 66% (758) of all FTIC students at MCC in fall 2021 were not college-ready because they were deficient in one of three TSIA subject areas (Mathematics, Reading, and Writing). **Sixty-three percent of adult learners 25 years old or older were not college-ready. Specifically, 40% of adult learners were not college-ready in all three areas, 6% were not college-ready in two areas, and 17% were not college-ready in one subject area.** These students are at risk of extending their time to graduation because they are required to take at least one developmental education course each semester until they have met the state's standards for college readiness.

Significant Problem #2 (Academic Programs): First-semester course completion and withdrawal rates are low among adult learners.

In fall 2021, the successful course completion rate for all students was 71% and the withdrawal rate was 12%, while first time in college (FTIC) students rates were 68% and 14% respectively. When looking at FTIC adult learners, the success rate is three percent lower than the campus average at 68%, however, the withdrawal rate was two percent higher at 14%. The differences are more drastic when comparing first term success and withdrawal rates by the

modality in which students are taking their courses. In fall 2021 FTIC adult learners withdrew from face to face courses at a 7% higher rate than the campus average and had a 12% lower success rate in face to face courses in comparison to their peers. Furthermore, of the 1,207 FTIC students in fall 2021, 20% (223) finished their first term with zero credits earned. Of those FTIC with zero credits earned, 13% were adult learners, which means 28% of all FTIC adult learners finished their first semester of college with no earned credits.

First Term Success Rates				
	Overall	Face to Face	Internet	Blended
Less than 18	70%	79%	60%	69%
18 - 24	62%	69%	54%	66%
25+	61%	65%	55%	78%
Overall	68%	77%	58%	69%

First Term Withdrawal Rates				
	Overall	Face to Face	Internet	Blended
Less than 18	12%	8%	17%	12%
18 - 24	20%	21%	20%	16%
25+	17%	18%	19%	12%
Overall	14%	11%	18%	13%

Moreover, in review of student persistence rates, pervasive academic challenges exist for the MCC student body, as demonstrated by the chart below.

Academic Behaviors and Persistence Rates

- Full-time students (65.8%) are more likely to persist than part-time students (51.8%).
- Students who place into college-level courses (63.8%) are more likely to persist than students who place into developmental (below college level) courses (55.0%).
- Students who do not receive a Pell grant (61.6%) are more likely to persist than students who do receive a Pell grant (55.6%).
- Students who make satisfactory progress with a GPA of 2.0 or better (76.3%) are more likely to persist than students who do not make satisfactory progress (35.5%).
- Students are more likely to successfully complete face-to-face (77%) or hybrid/blended (69%) courses than fully-online courses (58%).

In order to address these pressing academic challenges, MCC has implemented a variety of strategies to address the transition of FTIC students to the college environment. According to a focus group conducted in Fall 2019 with MCC academic advisors, success coaches, and financial aid counselors, students struggle to properly identify circumstances where they need to ask for additional assistance. In fall 2021 MCC participated in the Trellis Student Financial Wellness Survey (SFWS) and found 84% of the 759 students who participated indicated they strongly agreed or agree that the “coronavirus (COVID-19) outbreak of 2020 added to my levels of stress, anxiety, or depression.” Additionally, the SFWS found 51% of respondents over 25 years of age strongly agreed or agreed that they “have more of an obligation to support my family financially compared to before the coronavirus (COVID-19) outbreak of 2020.”

According to the Community College Student Survey of Student Engagement (CCSSE), many students underestimate the hours required to study, are resistant to tutoring due to stigma, and have a fear of talking with instructors. Nationally, the CCSSE identified 1.3% of participants did not study in the prior seven days, 33.3% studied one to five hours, 30.0% studied six to 10 hours, and 35.5% studied 11 or more hours. CCSSE also identified 65.7% of respondents did not

use peer or other tutoring services available in the last year; 11.0% used tutoring one time, 13.7% two to four times, and 9.6 five or more times. Both of these data points are interesting considering 75.6% of the same CCSSE respondents indicated their college very much or quite a bit encouraged them to spend significant amounts of time studying.

Adult learners have unique needs as they are typically juggling a job, family, and education. Better understanding the adult learner and providing a sense of belongingness, appropriate academic and nonacademic support, and helping students with their basic needs will help retention and ultimately, completion.

Significant Problem #3 (Academic Programs): The academic support services provided by the College are under-used by adult learners and English Language Learner need to be identified earlier.

MCC has made a concerted effort to centralize services for academic support in the Learning Commons facility where Academic Support & Tutoring is also located. Combining services and resources into a single-location reduces student frustration by decreasing time-to-support, removing distance between inquiry and assistance, and promoting consistency and productivity. In fall 2021 and spring 2022, Academic Support & Tutoring served 2,769 of 9,683 students enrolled during the fall and spring semester. Those students accounted for over 8,200 visits for services in areas, such as, but not limited to, computer tutorials, essay assistance, meeting with tutors/instructors, personal study time, computer use, or lab resources. Adult learners accounted for 31% of those served, Hispanic students accounted for 41%, 45% were low income, and 51% were first generation students.

In fall 2021 MCC participated in the Trellis Student Financial Wellness Survey (SFWS), where the average age of respondents was 27 years old. Of the respondents, 70% indicated they

work for pay. Of those students who indicated they work, 17% work less than 20 hours per week, 31% work 20 - 39 hours per week, and 52% work 40 or more hours per week. Additionally, the Trellis SFWS identified 39% as a parent, primary caregiver, or legal guardian to child(ren), 38% provide financial support to a child or children, and 17% provide financial support to a parent or guardian. The external responsibility indicators of students who work and/or provide support to children, parents, or guardians could explain the low utilization of current supports offered.

Identifying student needs early is critical in impacting student success. MCC strives to do this; however, MCC does not currently have a way of systematically identifying English Language Learners (ELL) students. As part of the Perkins V grant, MCC's Office of Institutional Research conducts a local needs assessment every other year. In fall 2021 23% of the respondents indicated they are ELL. However, not all students responded to the survey. To address this issue and to ensure proper data collection, MCC will add a question to the Apply Texas admissions application and internal admissions application asking if applicants are English Language Learners. By identifying ELL students earlier, MCC can connect the student with academic support services earlier, and ensure those students are properly identified. Additionally, having access to the number of students who are ELL students will allow MCC to determine the needs of campus and ensure all students are receiving the services needed to best support their educational goals.

Strengths: Institutional Management

MCC strives for excellence and supports faculty innovation and development across campus. In 2020 and 2021 the college was recognized as a Great Colleges to Work by Modern Think LLC, with the 2021 recognition being at the Honor Roll level, with special recognition in Professional Development. The college offered 257 professional development course sections in 2021-2022 with 3,927 participants, 1,276 of which were faculty. MCC currently offers classes in emotional intelligence, metacognition, and various education theories such as problem-based

earning, cooperative learning, flipped classrooms, and inquiry based learning.

Mentoring currently is part of the first-year faculty experience. All new faculty are paired with an experienced teaching mentor who can help guide them through the campus and classroom policies and practices. In addition, MCC also offers peer review training for faculty in face-to-face and online classes through Teaching Squares and Online Peer Review Training.

The College's values and strategic goals are communicated regularly to campus and are an integral part of the institutional planning and assessment cycle. Reporting and data analysis are particularly strong, with the Office of Institutional Research partnering with departments to analyze and improve operations and services to students. Information Systems and Services provides strong classroom, help desk, and data center support for instruction and operations.

MCC provides academic and nonacademic support through a myriad of student supports through a Completion Center where Success Coaches provide much needed academic support for students; an early alert and referral system for the campus community to refer students needing assistance or who are at-risk; established services and partnerships in place such as a food pantry, community clinic, counseling center, a free Waco Transit Authority bus pass, academic supports including tutoring, access to emergency aid grants, First-Generation program, Veterans Specialist in staff, a Diversity, Equity and Inclusion department, and many others. MCC has several grant-funded programs that support many of these efforts: a Title V Developing Hispanic Serving Institutions grant, DOE Basic Needs grant, an AEL (Adult Education and Literacy) program, and three TRIO programs (Student Support Services, Upward Bound and Educational Opportunity Center).

Weaknesses: Institutional Management

Although MCC offers high quality and varied professional development classes, the faculty enrollment does not reflect high attendance. In regards to the various education theory course sections in the 2021-2022 academic year there was an enrollment of 18 employees, 10 of which were faculty. In regards to the mentor course sections there was an enrollment of 31 employees, 9 of which were faculty. There are currently no incentives for faculty to increase or advance their training within the areas of mentoring, pedagogy, or mindfulness. In addition, not only are there no current mentor relationships for the 25 and older student population but there is also no mentorship program which gives faculty and staff the ability to mentor students.

Significant Problem #4 (Institutional Management): College faculty and staff would benefit from training and professional development to become more aware of growth mindset for themselves and for the students they encounter. This will allow faculty to use growth mindset and similar educational philosophy to instill persistence, confidence and knowledge.

In spite of the College's efforts to engage students in Emotional Intelligence (EI) within the beginning college success course, Learning Framework, there is still a gap in moving from EI to course persistence and ultimately transfer and/or graduation. In order for students to persist and complete, students need to see they are capable, intelligent, that failing is normal, and how to move forward from adversity. Faculty are on the front lines on a daily basis with students and make an impact on the confidence and sense of belonging that is needed for students to continue to graduation.

It has been found that students who are nontraditional benefit from Growth Mindset Intervention (GMI). In addition, the more nontraditional the student is, the more they have been found to benefit from GMI. The Professional Development office at MCC will provide training for all faculty on the demographics and culture of MCC students, creating a culture on campus where students feel they can be successful, growth mindset, flipped classrooms, teacher presence, and building classroom communities. These trainings will give faculty the ability to structure their courses with the help of an Instructional Designer to provide opportunities for students to be challenged but do so in an environment of support and a commitment for success.

The Community College Faculty Survey of Student Engagement (CCFSSE) is a national survey conducted by the Center for Community College Student Engagement. In fall 2021, the CCFSSE found 82% of respondents indicated they had participated in professional development in the last 12 months. Of those, 92% found professional development valuable to them.

Strengths: Fiscal Stability

MCC has remained fiscally stable through the ups and downs of the past decade. The College's funding comes from three major streams: tuition and fees, state funding, and local property taxes. Tuition and fees and state funding have been essentially flat or declining, but the growing local economy has enabled the College to continue operations without significant cuts. Through conservative budgeting, the College has been able to keep the same tuition rate since 2012. The College maintains strong reserves, and has been able to retain 25% of the operating budget in reserves each year. Money retained in excess of the 25% of the operating budget is transferred to a specific capital improvement reserve fund that is used for larger projects instead of needing to issue bonds. The College has used Higher Education Emergency Relief Funds to increase the technology capacity of the College to offer better online courses.

Weaknesses: Fiscal Stability

Similar to national trends in higher education, the pandemic has had a negative effect on MCC's enrollment. Enrollment has remained fairly static or slightly declined in the last three to five years, and dual credit enrollment has grown to 26% of the College's total enrollment (a challenge since dual credit student tuition is significantly discounted). To address declining enrollment, MCC developed a Strategic Enrollment Committee and engaged an external consulting firm (Cicero) to identify areas of process improvement for enrollment. MCC is actively evaluating enrollment processes, researching innovative solutions, and improving communications to ensure the enrollment process is not a hindrance for prospective students, especially the adult learner. Improving the enrollment process will contribute to more equitable access across all demographics and will benefit ethnic minorities as well as the adult learner.

Significant Problem (Fiscal Stability) #5: The impact of COVID and the decline in state funding creates significant challenges for the College as it seeks to innovate for students, faculty, and staff. The College has become dependent on dual credit enrollment, and for it to stay on a growth trajectory, the College is seeking new prospective student populations, particularly non-traditional students over the age of 24. Doing so will maximize the benefit to the community and the ongoing health of the College's financial outlook.

Despite prudent financial management and strong reserves, MCC faces continued demand

on its resources. Funding from the state depends mostly on enrollment, and large schools in the major metro areas of the state are drawing off funds from smaller colleges simply due to population growth in their areas. Despite these challenges, the College has made significant investments in student support services (advising, coaching, tutoring, counseling, etc.) by reallocating available resources.

While MCC's strong academic support services have proved to promote student success, MCC is still short of its completion goals. There is a need for comprehensive and cost-effective modes of engaging and supporting students, promoting their academic success, and enabling them to achieve their educational goals as quickly as possible to increase first semester and first year success. The College is in a position of fiscal strength overall, but there remains a need to increase the size of MCC's student population to meet the state goals for higher education. The College has identified adult students in the Greater Waco area as a population that has not yet been fully engaged, and the work detailed in this grant application is vital to the support of, and ongoing creation of a culture that encourages those students' success.

One of the focuses of MCC's new Strategic Enrollment strategy is reaching non-traditional students. This strategy is consistent with the state's higher education Building a Talent Strong Texas plan. MCC has embarked on several initiatives to reach the adult (over 25) students population including Highlander Restart; ExpressPath; Reskilling Funds (a reskilling scholarship grant funding from the state); the MCC-led Adult Education and Literacy program, and the U.S. Department of Education TRIO Educational Opportunity Center. MCC has strong initiatives and incentives for adults to attend MCC; but it is critical to retain them. Withdrawal rates for non-traditional students are higher than traditional students. Better addressing their needs and creating a sense of belongingness will improve retention.

Measurable Project Goals & Objectives Relationship to College Goals		
Institutional Goals	HSI Project Goals	Measurable Objectives
<ol style="list-style-type: none"> 1. Help all students succeed at the highest level possible 2. Take care of our people 3. Impact the community 4. Develop resources to fund success 	<ol style="list-style-type: none"> 1. Build academic cohorts with the adult students age 25+ to better address student persistence through campus community relationships [Adult Cohort Environments (ACE)] 2. Enhance faculty support systems by providing professional development for instructors of developmental education and gateway courses to better engage adult, Hispanic, first generation, and low income students 3. Build faculty/staff to student mentoring relationships among the students with developmental needs to improve academic success through increased course completion, credit accumulation, transfer and graduation rates, and employability. 	<ul style="list-style-type: none"> • By September 30, 2027, MCC will: <ul style="list-style-type: none"> • Decrease the rate of zero credits earned by first term FTIC adult learners by 5%. • Increase the average FTIC student first year course completion to 80% of adult learners • Increase first fall to spring FTIC student persistence rate to 76% of adult learners • Increase annual FTIC student persistence rate to 62% of adult learners • Increase the percentage of FTIC adult learners completing a degree or certificate within three years to 30% • Increase the percentage of FTIC adult learners transferring to a four-year institution post MCC graduation to 34% • Increase the percentage of FTIC adult learners who become employed within one year of completing a degree or certificate.

Institutional Objectives	Relation to CDP Goals and Problems
<p>Objective 1: Decrease the rate of zero credits earned by FTIC adult learners. The rate of zero credits earned in the first term for FTIC adult learners will decrease 5% by 2027 from a baseline of 34% in Fall 2021.</p>	<p><i>Institutional Goals</i> 1, 2, 3; <i>HSI Goals</i> 1, 2, 3; <i>Problems</i> 1, 2, 3;</p>
<p>Objective 2: Increase the rate of successful course completion during the first year by FTIC adult learners. The average course completion rate in the first year for FTIC adult learners will increase 10% by 2027 from a baseline of 61% in Fall 2021.</p>	<p><i>Institutional Goals</i> 1, 2, 3; <i>HSI Goals</i> 1, 2, 3; <i>Problems</i> 1, 2, 3;</p>
<p>Objective 3.1: Increase the percentage of FTIC adult learners entering in fall who return for the spring term. The percentage of FTIC adult learners returning for their second semester will increase by 10% by 2027 from a baseline of 66% in Fall 2020.</p> <p>Objective 3.2: Increase the percentage of FTIC adult learners entering in the fall who return for the following fall term. The percentage of FTIC adult learners for their second year will increase 10% by 2027 from a baseline of 52% in Fall 2020.</p>	<p><i>Institutional Goals</i> 1, 2, 3; <i>HSI Goals</i> 1, 2, 3; <i>Problems</i> 1, 2, 3;</p>
<p>Objective 4.1: Increase the percentage of FTIC adult learners completing a degree or certificate. The percentage of FTIC adult learners completing a degree or certificate within three-years will increase 5% by 2027 from a baseline of 16% in Fall 2019.</p> <p>Objective 4.2.: Increase the percentage of FTIC adult learners transferring to a four-year institution. The percentage of FTIC adult learners transferring to a four-year</p>	<p><i>Institutional Goals</i> 1, 2, 3,4; <i>HSI Goals</i> 1, 2, 3; <i>Problems</i> 1, 2, 3;</p>

institution post graduation will increase 5% by 2027 from a baseline of 34% in Fall 2019.

Objective 4.3.: Increase the percentage of FTIC adult learners who become employed within one year of completing a degree or certificate. The percentage of FTIC adult learners who become employed within one year of completing a degree or certificate will increase 2% per year of the grant, starting at year three.

Institutionalizing practices and improvements.

Post-grant Continuation of Personnel and Fringe Benefit Expenses

College leaders have analyzed each of the positions necessary for achievement of the grant's objectives and have determined that two of the four positions will be institutionalized following the term of the grant. Further detail is provided below:

- *Project Director*: Since this employee is .5 FTE and the grant activities will each be housed under normal organizational units moving forward, the Director will return to a normal full-time role on the faculty.
- *Student Success Coach (Adult Cohort Coordinator)*: The College plans to continue this role as part of the normal student development budget. This portion of the College's work is extremely important, and this commitment will ensure consistency moving forward. This position is college funded at 75% by Year 5 and will be institutionalized at 100% beyond the term of the grant.
- *Instructional Designer*: The College plans to assess the effectiveness of this role in order to continue as part of the normal professional development budget beyond the term of the grant. This work is integral to the College's faculty development work and impacts faculty growth mindset. This position is college funded at 75% by Year 5 and will be institutionalized at 100% beyond the term of the grant.
- *Professional Development Technician*: The College plans to assess the effectiveness of this role to continue as part of the normal professional development budget beyond the term of the grant. This position is college funded at 75% by Year 5 and institutionalized at 100% beyond the term of the grant as budget allows.

Five-year Plan to Improve Services to Hispanic and Other Low-Income students	
Five-year Institutional Goals	Five-year HSI Plan Goals
1. Build academic cohorts with the adult students age 25+ to better address student persistence through campus community relationships [to be called the Adult Cohort Environments (ACE)]	<p>1a. Build academic engagement and community through campus activities</p> <p>1b. Build student connections by establishing smaller cohort community pods within this group to build personal relationships and belonging</p> <p>1c. Provide GMI workshops to students</p>
2. Enhance faculty support systems by providing professional development for instructors of developmental education and gateway courses in order to better engage adult learners, Hispanic, first generation, and low income students	<p>2a. Provide training for faculty on the nontraditional student population characteristics and needs to promote empathy and adaptive instruction</p> <p>2b. Provide training for faculty on teacher presences and classroom communities to promote classroom engagement, support resource connection, and sense of belonging.</p> <p>2c. Provide training for faculty on instructional strategies which allow for a collaborative and supportive classroom including flipped classrooms, problem-based learning, and GMI</p> <p>2d. Provide training for faculty on how to transfer instructional strategies to online, hybrid, hyflex and face-to-face instruction to accommodate flexibility needs of nontraditional students who often work</p>

	<p>and have families.</p>
<p>3. Build faculty/staff to student mentoring relationships among the students with developmental needs</p>	<p>3a. Develop a mentoring network comprised of faculty/staff to mentor students</p> <p>3b. Offer robust mentor training so mentors are prepared</p> <p>3c. Increase awareness of available student support services so utilization increases</p> <p>3d. Improve academic success through increased course completion, credit accumulation, and transfer and graduation rates</p> <p>3e. Improve employability of students through increased course completion, credit accumulation, and transfer and graduation rates.</p>

PART II: PROJECT DESIGN

McLENNAN COMMUNITY COLLEGE					
LOGIC MODEL					
Rationale	Inputs	Activities	Outputs	Outcomes and Impacts	
				Measurable Outcomes	Long-term Impact
<ul style="list-style-type: none"> *Adult Learners lack a sense of belongingness on campus *First term and first year course completion rates and retention rates are low for FTIC. *Students self-identify their lack of resilience and do not seek academic, life or language support services. *ELL pre-health professions success rates are lower than non-ELL peers *College serves a community with a large number of low-income students. 	<ul style="list-style-type: none"> * Institutional commitment to students success * Institutional commitment to faculty and staff professional development * Diverse student population * Comprehensive academic pathways structure with mandatory advising each semester * Completion Center and success coaches * Tutoring and academic support services available * Strong institutional research office * Faculty and staff have access to Professional Development through institutional PD course and certificate offerings 	<ul style="list-style-type: none"> * Expand contextualized cohorts Adult learners. * Hire Success coach(es) for adult cohort. * Access and integrate external professional dev. for faculty and staff. * ELL software for pre-health professions students 	<ul style="list-style-type: none"> * Adult learners will have the opportunity to participate in cohort activities to encourage their success. * All students in the cohort will report to a Success Coach. * All students in the cohort will have access to a mentor * All students in the cohort will have access to additional service or ELL software * Faculty and staff professional development opportunities available to all * Redesigned classes/Instructional design available to all faculty * Faculty will have an increased understanding of GMI 	<ul style="list-style-type: none"> *Increase the average of first year course completion to 61% *Increase first term persistence rate to 66% *Increase annual persistence rate to 52% *Increase graduation rate to 21% *Increase transfer rate to 39% *Increase student resilience and use of campus resources *Increase in faculty interactions and perceptions of student success per the CCFSE survey 	<ul style="list-style-type: none"> *Improved outcomes for Hispanic and low- income students *Increased number of Hispanic graduates successfully employed with low college debt *A College campus that provides a sense of belonging for all students, particularly for Hispanic, Low-income and FTIC. *Increased career awareness and preparation for all students

Planned Activity	Supporting Research
<p>1. Build academic cohorts with the adult students age 25+ to better address student persistence through campus community relationships [to be called the Adult Cohort Environments (ACE)]</p>	<p>Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education.</p> <p>Brock, T., & Richburg-Hayes, L. (2006). Paying for persistence: Early results of a Louisiana scholarship program for low-income parents attending community college. New York, NY: MDRC.</p> <p>Goldrick-Rab, S., Clark, K., Baker-Smith, C., & Witherspoon, C. (2021). Supporting the Whole Community College Student: The Impact of Nudging for Basic Needs Security. The Hope Center. https://hope4college.com/wp-content/uploads/2021/10/ARC_ImpactPaper.pdf</p> <p>Miller, Cynthia, Weiss, Michael. (2021). Increasing Community College Graduation Rates: A Synthesis of Findings on the ASAP Model from Six Colleges across Two States. MDRC.</p> <p>Murphy, M., Gopalan, M., Carter, E., Emerson, K., Bottoms, B., & Walton, G. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. <i>Science Advances</i>. 6(29), 1-7. https://doi.org/10.1126/sciadv.aba4677</p> <p>Ratledge, A., O'Donoghue, R., Cullinan, D., & Camo-Biogradlija, J. (April, 2019). A Path from Access to Success: Interim Findings from the Detroit Promise Path Evaluation. MDRC. Retrieved May 12, 2019, from https://www.mdrc.org/</p> <p>Sommo, C., Cullinan, D., & Manno, M. (2018). Doubling graduation rates in a new state: Two-year findings from the ASAP Ohio evaluation. MDRC Policy Brief, December. Accessed at: https://www.mdrc.org/sites/default/files/ASAP_brief_2018_Final.pdf.</p> <p>Walton, G. M. & Cohen, G.L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. <i>Science</i>, 331(6023), 1447-1451. https://doi.org/10.1126/science.1198364</p>

<p>2. Enhance faculty support systems by providing professional development for instructors of developmental education and gateway courses in order to better engage adult, Hispanic, first generation, and low income students</p>	<p>Aronson, J., Fried, C.B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. <i>Journal of Experimental Psychology</i>, 38(2), 113-125. https://doi.org/10.1006/jesp.2001.1491</p> <p>Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., and Associates. (2005). Student success in college: Creating conditions that matter. San Francisco, CA: Jossey-Bass.</p> <p>Clausen, D. (2017). Empowering English Language Learners in Postsecondary Classrooms An Inquiry into Best Practices. <i>Journal of Alternative Perspectives in the Social Sciences</i>, 8(4), 452–473. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=ofm&AN=124571308&site=ehost-live</p>
<p>3. Build faculty/staff to student mentoring relationships among the students with developmental needs to improve academic success through increased course completion, credit accumulation, transfer and graduation rates, and employability</p>	<p>Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D., Ritter, G., Duckworth, A. L., Urstein, R., Gomez, E. M., Markus, H. R., Cohen, G. L., & Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale [Experiment 2]. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 113(24), E3341-E3348. https://doi.org/10.1073/pnas.1524360113</p> <p>Strayhorn, T. L. (2012). College students' sense of belonging: A key to educational success for all students. New York, NY: Routledge.</p> <p>Germano, D. M. (2007). The effects of combining developmental education with life skills on first semester retention and first semester grade point average. Available from ProQuest Dissertations & Theses Global. (304701607). Touro University International.</p>

PART III: ACTIVITY OBJECTIVES

Activity Objectives	Relation to CDP Goals and Problems
<p>Objective 1: The rate of zero credits earned in the first term for FTIC adult learners will decrease from a baseline of 34% in 2022 by 1% (2023), 2% (2024), 3% (2025), 4% (2026), and 5% (2027).</p>	<p><i>Institutional Goals 1, 2, 3;</i> <i>HSI Goals 1, 2, 3</i> <i>Problems 1, 2, 3</i></p>
<p>Objective 2: The average course completion rate in the first year for FTIC adult learners will increase from a baseline of 61% in 2022 by 1% (2023), 3% (2024), 5% (2025), 7% (2026), and 10% (2027).</p>	<p><i>Institutional Goals 1, 2, 3;</i> <i>HSI Goals 1, 2, 3</i> <i>Problems 1, 2, 3</i></p>
<p>Objective 3.1: The percentage of FTIC adult learners who return for the second semester will increase from a baseline of 66% by 1% (Spring 2023), 3% Spring (2024), 5% Spring (2025), 7% Spring (2026), 10% (Spring 2027).</p> <p>Objective 3.2: The percentage of FTIC adult learners who return for the second year will increase from a baseline of 52% in Fall 2019 by 1% (Fall 2023), 3% (Fall 2024), 5% (Fall 2025), 7% (Fall 2026), and 10% (Fall 2027).</p>	<p><i>Institutional Goals 1, 2, 3;</i> <i>HSI Goals 1, 2, 3</i> <i>Problems 1, 2, 3</i></p>
<p>Objective 4.1 The percentage of FTIC adult learners completing a degree or certificate within three years of matriculation will increase from a baseline of 16% in Fall 2021 by 1% (Fall 2023), 2% (Fall 2024), 3% (Fall 2025), 4% (Fall 2026) and 5% (Fall 2027).</p> <p>Objective 4.2 The percentage of FTIC adult learners transferring to a four-year institution will increase from a baseline of 34% in Fall 2018 by 1% (Fall 2023), 2% (Fall 2024), 3% (Fall 2025), 4% (Fall 2026) and 5% (Fall 2027).</p> <p>Objective 4.3 The percentage of FTIC adult learners who become employed within one year of completing a degree or certificate will increase. Baseline data will be collected in fall 2023 if awarded the grant, and assessed again in years 3 and 5.</p>	<p><i>Institutional Goals 1, 2, 3;</i> <i>HSI Goals 1, 2, 3</i> <i>Problems 1, 2, 3</i></p>

PART IV: IMPLEMENTATION STRATEGY AND TIMETABLE

ACTIVITY: Cultivating Adult Cohorts: Building Academic Communities and Developing Faculty Support Systems to Improve Retention, Transfer, and Graduation Rates

Overview: The components for the proposed project are to (1) **build academic cohorts with the adult students age 25+** to better address student persistence through campus community relationships [to be called the Adult Cohort Environments (ACE)]; (2) **enhance faculty support systems** by providing professional development for instructors of developmental education and gateway courses in order to better engage adult, Hispanic, first generation, and low income students, (3) **build faculty/staff to student mentoring relationships** among the students with developmental needs to improve academic success through increased course completion, credit accumulation, transfer and graduation rates, and employability.

Year 1	Year 2	Year 3	Year 4	Year 5
<i>Component 1: Cultivate academic cohorts with adult students age 25+27</i>				
*Hire a Success Coach *Split cohort into groups of 25 students in community pods *Meet with cohort participants and schedule ACE activities for the year	*Split cohort into groups of 25 students in community pods *Meet with new cohort participants and schedule ACE activities for the year	*Split cohort into groups of 25 students in community pods *Meet with new cohort participants and schedule ACE activities for the year		*Split cohort into groups of 25 students in community pods *Meet with new cohort participants and schedule ACE activities for the year *Assess and institutionalize successful strategies
*Assess cohort development effectiveness by measuring its impact on course completion, credit accumulation, graduation rates and transfer rates, and employment.				
<i>Component 2: Enhance faculty classroom best practices (online and on campus) training</i>				
*Hire Instructional Designer *Select faculty participants for online and	*Select faculty participants for online and on campus classroom professional development training *Train faculty on classroom (online and on campus) strategies to improve course completion, credit			*Select faculty participants for online and on campus classroom professional

<p>on campus classroom professional development training *Train faculty on classroom (online and on campus) strategies to improve course completion, credit accumulation, transfer and graduation rates * Identify an external expert who can lead faculty training session(s) on student success strategies * Develop a training series on important equity issues of engagement with Hispanic, first generation, and low income students</p>	<p>accumulation, transfer and graduation rates</p>	<p>development training *Train faculty on classroom (online and on campus) strategies to improve course completion, credit accumulation, transfer and graduation rates *Assess and institutionalize successful strategies</p>
<p><i>Component 3: Develop faculty/staff to student mentoring relationships among adult students</i></p>		
<p>*Develop criteria for faculty and staff mentor participation * Select faculty and staff participants for the mentor-mentee program *Train faculty and staff on mentoring strategies to improve goal achievement, course completion, credit accumulation, transfer and graduation rates</p>	<p>*Invite adult students (25+) to participate in the mentor-mentee program *Hold Kick-off Week event for mentors-mentees to meet</p>	<p>*Assess and institutionalize successful strategies</p>

Rationale for implementation strategy.

The identification of MCC’s weaknesses, major problems, goals, and institutional objectives involved broad campus and community participation. The Title V Planning Team, made up of faculty, administrators, student services staff, conducted extensive research and analysis before recommending the strategies proposed in this application, all of which follow directly from the College’s strategic planning process. Members of the team reviewed research from the What Works Clearinghouse and other resources, attended workshops, visited peer institutions, consulted websites,

conversed with colleagues, and investigated successful models of the proposed strategies, which were selected for implementation based on (1) evidence in both literature and at peer institutions of their success; (2) cost-effectiveness and sustainability; (3) pilot projects and current and past successes at MCC; and (4) alignment with the college's mission, goals, and strategic priorities.

Workshops/Conferences Attended	Focus
Accessing Higher Ground Conference	Best practices for accessible design and compliance with Section 598 and ADA stipulations.
National Institute for Staff and Organizational Development Conference	Provides resources, ideas and solutions that drive excellence in all areas of community and technical college campuses.
Texas Digital Learning Association Conference	Explore new trends in educational technology, best practices, faculty and student support for digital learning.
Exploring Flexible Education Models for Student and Institutional Success webinar	Flexible learning environments designed specifically for nontraditional students.

Listed below are successful cohorts which have been established and are ongoing at McLennan. For the purpose of comparison, a cohort is students who are intentionally grouped together for a year or more. Some of these groups are connected by a set sequence of courses, such as Engineering; and some by extracurricular and academic supportive activities, such as honors, TRIO Student Support Services, and Presidential Scholars. Best practices from the existing cohorts will be applied to the adult cohort development.

Select Publications and Research Consulted
Aronson, J., Fried, C.B, & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. <i>Journal of Experimental Psychology</i> ,

38(2), 113-125. <https://doi.org/10.1006/jesp.2001.1491>

Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.

Bean, J. P., & Metzner, B. S. (1985). A Conceptual Model of Nontraditional Undergraduate Student Attrition. *Review of Educational Research*, 55(4), 485–540. <https://doi.org/10.2307/1170245>

Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. **Clausen, D. (2017).** Empowering English Language Learners in Postsecondary Classrooms An Inquiry into Best Practices. *Journal of Alternative Perspectives in the Social Sciences*, 8(4), 452–473.

Fink, A., Mattson, P. S., Cahill, M. J., Frey, R. F., & McDaniel, M. A. (2022). Growth Mindset Intervention Improves Performance of Highly Nontraditional Introductory Psychology Students at a Community College. *Teaching of Psychology*, 1. <https://doi.org/10.1177/00986283211053806>

Goldrick-Rab, S., Clark, K., Baker-Smith, C., & Witherspoon, C. (2021). Supporting the Whole Community College Student: The Impact of Nudging for Basic Needs Security. The Hope Center. https://hope4college.com/wp-content/uploads/2021/10/ARC_ImpactPaper.pdf

Laude, D.A. (2016b). Creating a campus culture where every student graduates [Slideshow]. The University of Utah. http://1h7atwl03t311yuor39mlfjs-wpengine.netdna-ssl.com/wp-content/uploads/2016/03/Laude_forweb.pdf

McMurtrie, B. (2022, April 11). It feels like I'm pouring energy into a void. *The Chronicle of Higher Education*. https://www.chronicle.com/article/it-feels-like-im-pouring-energy-into-a-void?cid=gen_sign_in

Miller, Cynthia, Weiss, Michael. (2021). Increasing Community College Graduation Rates: A Synthesis of Findings on the ASAP Model from Six Colleges across Two States. MDRC.

Murphy, M., Gopalan, M., Carter, E., Emerson, K., Bottoms, B., & Walton, G. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances*. 6(29), 1-7. <https://doi.org/10.1126/sciadv.aba4677>

Ratledge, A., O'Donoghue, R., Cullinan, D., & Camo-Biogradlija, J. (April, 2019). A Path from Access to Success: Interim Findings from the Detroit Promise Path Evaluation. MDRC. Retrieved May 12, 2019, from <https://www.mdrc.org/>

Sommo, C., Cullinan, D., & Manno, M. (2018). Doubling graduation rates in a new state: Two-year findings from the ASAP Ohio evaluation. MDRC Policy Brief, December. Accessed at: https://www.mdrc.org/sites/default/files/ASAP_brief_2018_Final.pdf.

Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.

Tinto, Vincent. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. 2nd ed. Chicago: The University of Chicago Press.

Walton, G. M. & Cohen, G.L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447-1451. <https://doi.org/10.1126/science.1198364>

Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D., Ritter, G., Duckworth, A. L., Urstein, R., Gomez, E. M., Markus, H. R., Cohen, G. L., & Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale [Experiment 2]. *Proceedings of the National Academy of Sciences of the United*

States of America, 113(24), E3341-E3348. <https://doi.org/10.1073/pnas.1524360113>

As a leader among Texas community colleges, MCC has had great success through curricular innovation, robust academic support, and welcoming all into an inclusive academic community. Nevertheless, as noted above, the College has room to grow as it seeks to deliver an engaging and high-quality education to all students. After careful review, the means by which the College seeks to do so is through 1) ***building academic cohorts among adult students aged 25+*** to improve course completion, credit accumulation, and graduation and transfer rates. McLennan data reveal that adult students have higher stop out rates compared to younger students; 2) ***enhancing faculty support systems by providing best practices training for online and on campus pedagogy to better engage Hispanic, first generation, and low income students***; 3) ***building faculty and staff student mentoring relationships among adult students to help*** improve course completion, credit accumulation, career preparation, graduation and/or successful transfer to another college program, and employability post graduation.

Component 1: Cultivate academic cohorts among adult students age 25+

The two aims of this component include: (1) the organization of adult students aged 25+ into a large cohort in order to build academic engagement and community through campus activities; (2) establish smaller cohort community pods within this group to build personal relationships and belonging.

Organize adult students aged 25+ into a large cohort, Adult Cohort Environments (ACE): A key factor in MCC's students who successfully graduate is that many of them are part of an academic cohort. Specifically, the students enrolled in degree plans such as Engineering progress through their studies together. Other cohorts like honors, do not necessarily all take the same classes, but take some similar courses and engage in extracurricular activities together. Students in cohorts develop relationships with one another in a deeper way than students not in a cohort and often maintain higher

completion, retention, and graduation rates. This strategy has already been successfully implemented in many MCC programs, including Presidential Scholars and Theater Arts. Students know each other and at least one faculty or staff member, and as a consequence, they are less likely to depart the college. This social bonding is especially important on commuter campuses, since the interactions that can take place in residence halls are notably absent (Tinto, *Leaving College*, 164-165). Another benefit to this approach is student identification with their chosen academic program which gives them social capital with a career vision. From their arrival on campus, students are encouraged to see themselves as members of, for example, a specific community of professionals, a young member of the local business community, or simply as an English major planning to earn a Bachelor's degree. By organizing cohorts in this manner, MCC seeks to connect students early to the College, to their discipline, and to each other to send the message to students that they belong.

There exist, of course, numerous means by which to increase social cohesion for students, and the College continues to pursue all reasonable means to do so on campus. However, the importance of prerequisite and gateway courses to the college experience and the chance to create social bonds characterized by academic commitments is a uniquely valuable means by which to impact course completion, credit accumulation, and graduation and transfer rates. MCC has implemented this strategy in specific programs, and the results suggest strongly that this is a means by which to expand upon those successes.

Establish smaller cohort community pods within this group to build personal relationships and belonging: In order to increase student social connections and build social capital similar in established McLennan cohorts, adult students aged 25+, the ACE students, will represent a large cohort of about 150 and will also be broken into smaller community pods with 25 students in each, organized in and around their chosen academic disciplines or common experiences, such as parenting or veteran status.

Students who elect to join the ACE program will be incentivized with a \$50 stipend each month

in the long semesters and also be awarded textbook stipends for up to \$300. In addition, the program will explore the possibility of providing these students with early access to registration.

McLennan offers many wrap-around support services to meet student social, emotional and academic needs (CPP1) for students at all stages of their college journey, and the ACE pods will be a context to give guidance about them. Some examples include:

- **Highlander Central:** Help with applying, registering, financial aid, transcripts, and graduation
- **Testing Center:** Admissions & program-specific exams, alternative placement or credit exams, and correspondence/ external exams
- **Technology Help Desk:** Technology help, changing passwords, and Wi-Fi problems
- **Concern for Students:** Help for students who need Title IX or academic/personal support, or may be a potential harm to self/others
- **Community Clinic at MCC:** Waco Family Medicine clinic
- **Campus Shuttles:** Free on-campus ADA-accessible shuttles Monday-Thursday, 7:30 a.m.-5:30 p.m. & Friday 7:30 a.m.-3:30 p.m. Hop on anytime or use the Rave Guardian app to request pick up
- **Highlander Bus Pass:** Free rides on Waco Transit's fixed bus routes
- **McLennan Cycles:** Free campus bike rental program
- **Paulanne's Pantry:** Free groceries and coupons for your household Monday-Friday, noon-1 p.m; walk-ins welcome 8-5 pm
- **Rave Guardian App:** Free personal safety application to text MCC police, submit anonymous tips, and access campus phone numbers
- **Accommodations:** Course and/or campus accommodations for students with disabilities
- **Advising & Career Services:** Academic planning and career exploration
- **Counseling Services:** Confidential individual and crisis counseling free to all students on campus
- **Men of Color Success Initiative:** Networking, mentorship, and leadership development
- **Success Coaches:** Providing support, resources, and strategies to develop strengths and reach academic and personal goals
- **Support & Empowerment Program:** Emotional support and financial assistance for students

in special populations; must meet eligibility requirements

- **TRIO Student Support Services:** Free services for first-generation, low-income, or students with disabilities
- **Learning Commons/Academic Support & Tutoring:** Free academic support for all subjects, tutoring, writing help, and technology help
- **VA Services:** Help with financial aid
- **Basic Needs:** Help to meet the basic needs of food, housing and healthcare for students
- **Supplemental Instruction:** peer-led, group study paired with specific classes
- **Emergency Aid grants:** May be awarded to students who encounter unexpected events or circumstances, such as loss of job, car repairs, unforeseen medical expenses, etc.

The campus services are under-utilized, so one of the purposes of the ACE pods is to uncover student needs and help resolve life issues, such as food insecurity and lack of transportation, so that they do not interfere with successful course completion, credit accumulation, graduation, and transferring (CPP1).

Component 2: Enhance faculty classroom best practices (online and on campus) training:

As part of the College's effort to organize adult students into cohorts, faculty training for classroom best practices needs to be strengthened. Four targets of this component include: (1) inviting faculty who teach prerequisite, gateway, and developmental courses to participate; (2) establishing an annual schedule to train faculty on important equity issues of engagement with Hispanic, first generation, and low income students. Particular attention will be focused on the work of experts such as Dr. David Laude of the University of Texas at Austin and used to guide the pedagogical and andragogical themes of the sessions; (3) monitoring the training and implementation documentation so that each faculty member will meet the requirements to receive a training stipend. Careful attention to the classroom experience is likely to help the college attend to the major problems of course completion and student persistence by directly addressing challenges that students face in their academic experience; and (4) training faculty on the English Language Learner (ELL) software (such as EnGen),

which is designed to help ELL students learn more effectively in their courses.

Inviting faculty who teach prerequisite, gateway, and developmental courses to participate: Best practices training is especially needed because of the effects COVID-19 has had on student and faculty engagement. While McLennan was able to pivot quickly when the first shelter in place orders were announced in March 2020, the teaching and learning environment was deeply affected by the loss of the in-person experience. Over the past two years, active engagement of faculty and students has suffered and attrition rates have increased. Building meaningful relationships became more difficult through Zoom squares. Students preferred to keep their cameras off and their faces hidden. Typically, faculty felt as though they were teaching into a void (McMurtrie, 2022). And these habits have followed students as they have returned to on campus classes. They are more passive and less engaged than they were before the pandemic. Intervention is needed to address these changes and teach faculty how to re-engage students with best practices.

Establishing an annual schedule to train faculty on important equity issues of engagement with Hispanic, first generation, and low income students: The majority of the faculty training session will occur during the long semesters with one kick-off session taking place before the fall semester begins. These sessions will be organized and led by the Instructional Designer (ID) hired for this purpose, except on those occasions the ID contracts with an external expert to speak on certain topics. One of those experts may be Dr. David Laude of the University of Texas at Austin who developed a successful program to increase the retention and graduation rates for first generation, low income, and students of color. Other speakers with similar evidence-based success will be scheduled to lead training sessions.

Monitoring the training and implementation documentation so that each faculty member will meet the requirements to receive a training stipend: Faculty will be invited to participate in this year-long training and be required to complete a comprehensive survey to document the changes made at its conclusion. Course completion data will be collected to assess the effectiveness of the newly

implemented strategies. In addition, the trained faculty will be surveyed annually to determine the extent to which the strategies continue to be implemented.

For their commitment to a year of training, faculty will be awarded a stipend of \$750 at the end of each long semester. Full participation must occur before the stipend will be distributed.

Training faculty on the English Language Learner (ELL) virtual English language learning platform: The number of English Language Learners (ELL) is growing in the student population and that of feeder high schools. In order to promote their success and retention, the College recognizes a need for greater resources offered in a holistic manner. Research supports a comprehensive approach to providing resources – focusing on the entire ELL student experience at the college (Clausen, 2017). While the College has been intentional in building a greater support structure for ELL students, through bilingual supplemental instruction peer leaders and peer mentors in the freshman seminar course, Learning Framework, more is needed. The College seeks to create what Clausen (2017) refers to as scaffolding or a layering of strategies and resources that help ELL students engage and take ownership of their education on the college campus.

The English language learning platform is specifically designed to help ELL students improve their English speaking and writing abilities so that they can more rapidly upskill and develop competency in complex fields (CPP 2). These students can be especially challenged in prerequisite math and science classes for health careers. Simple translation systems like Google Translate do not adapt well to technical fields. EnGen can improve language proficiency so that ELL students are able to complete their courses, accumulate credits, and graduate and/or transfer. Once educated, they are special assets to their professions because of their bilingual skills.

Before faculty can train students to use the Engen software, they must be trained and be able to persuade students of its practicality and effectiveness. All faculty who elect to participate in the best practices professional development will also be trained on the English language learning platform.

Component 3: Build faculty/staff student mentoring relationships among adult students aged 25+ to improve academic success through increased course completion, credit accumulation, and transfer and graduation rates

Trust and emotional support are the foundations of a mentoring relationship in which a more experienced person guides and helps a less experienced person with education and career development. Faculty and staff mentors will assist adult students to develop and achieve goals. These goals can focus on academic growth, career preparation, graduation, or successful transfer. Research shows that adult students learn differently than traditional college students because they have more life experience (Bean & Metzner, 1985). They are more self-directed and also more intrinsically motivated. However, when they are not learning in a supportive environment, their willingness to persist can be deeply challenged.

The two aims of this component include: (1) matching each student with a faculty or staff mentor to build academic engagement, course completion, and credit accumulation, and working with them until they transfer or graduate; (2) training faculty and staff mentors on how to build ongoing positive and constructive mentoring relationships.

Matching each student with a faculty or staff mentor: Criteria to match faculty/staff mentors and student mentees will be applied. Matching by academic discipline will be prioritized. If that cannot be met, similar life experiences will be used, such as veteran status, parenting, and special interests. Before the match, mentors and mentees will complete a survey to identify characteristics to be used to establish the alliance. In addition, a follow-up survey will be administered at the end of each long semester to assess the strength of the mentoring relationship. If issues are identified, changes will be made accordingly.

As a participation requirement of this program, an agreement between mentors and their student mentees will be negotiated to specify goals and how to achieve them. Students will meet with their

mentors at least two times per month and work constructively toward their goals until graduation or transfer. The mentor-mentee relationship will be sustained for up to three years, until the student graduates or transfers, whichever comes first.

Training faculty and staff mentors: Prior to becoming mentors, faculty and staff must meet the basic eligibility requirements. MCC employees who are qualified to become a mentor include faculty or staff members who have earned a Bachelor's degree, are approved by their supervisor, and attend a training session and follow-up meetings, which will be held throughout the academic year. In turn, mentors will be compensated with \$500 per semester, as long as they are maintaining their commitment and accountability to the program. Documentation of the mentor-mentee meetings and goals will be submitted through a questionnaire, monitored by the Success Coach, who will also supervise the ongoing activities of the program.

Three key personnel will be needed to oversee and implement the three components: (a) a full-time Instructional Designer to organize, implement, lead, and manage the faculty training sessions (as detailed in a proposed description of responsibilities in the "Personnel" section of this grant proposal), meetings, and other forms of support for participating faculty; (b) a Success Coach to organize and manage the six cohort community pods by academic discipline and the mentor-mentee program with particular focus upon the students; and (c) a Program Technician to assist the Instructional Designer and Success Coach to help match the mentors with their mentees, assist with events and communication, and oversee scheduling.

Timetable of Implementation Activities

Timetable of Implementation Activities				
Component 1: Cultivate academic cohorts among adult students age 25+				
Specific Tasks	Primary Participants	Methods Involved	Tangible Results	Timeframe
Year 1: 2022-23				
Hire Success Coach	VP of Instruction & Student Engagement, Director of Student Engagement, Completion Center Associate Director, Title V Grant Director, Human Resources	Recruit, identify, hire, and train potential applicants	Hired/trained personnel	Job postings upon grant notification
Plan organization of age 25+ adult students into one large cohort and six smaller community pods	Success Coach, VPI&E, Director of SE, AD of Completion Center, Student Life Coordinator	Invitation development, initial pod survey development, activities assessment development, schedule campus cohort activities for Year 2, Success Coach training, registrar engagement	Finalized invitation, initial pod survey, activities assessment, completed schedule of activities	Begin Fall 2022 (ideas), Spring 2023 (finalized design), Implement Fall 2023 (complete)
Research and plan appropriate activities for the adult cohort.	Success Coach	Communicate and Coordinate with other campus departments for events and resources	Cohort activities planned	Begin Fall 2022 (ideas), Spring 2023 (finalized design), Implement Fall 2023 (complete)
Provide office space for Success Coach	VPI&E, Director of SE, AD of Completion Center, Student Life Coordinator	Provide space for Success Coach and Technician	Space created for Success Coach and Technician	Completed by Fall 2022
Years 2 - 4: 2023-2026				
Plan organization of age 25+ adult students into one large cohort and six smaller community pods	Success Coach, Director of SE, AD of Completion Center, Title V Grant Director	Send invitations, launch initial pod survey, Success Coach organizes cohort into pods and disseminates activities schedule, hold kick-off event	Received invitations and replies, initial pod survey results	Implement in Fall and continue in Spring (complete) [Fall 2023 to Spring 2026]
Meet with cohort participants	Success Coach, Director of SE, AD of Completion Center	Execute and assess pod activities, Success Coach meets with cohort, schedule campus cohort activities for next year	Activities assessments, participation rosters of completed activities	Fall 2023 - Spring 2026
Year 5: 2026-27				
Plan organization of age 25+ adult students into one large cohort and six smaller community pods	Success Coach, Director of SE, AD of Completion Center, Title V Grant Director	Send invitations, launch initial pod survey, Success Coach organizes cohort into pods and disseminates activities schedule, hold kick-off	Received invitations and replies, initial pod survey results	Implement in Fall and continue in Spring (complete)

Pods		meeting		
Meet with cohort participants	Success Coach, Director of SE, AD of Completion Center	Execute and assess pod activities, Success Coach meets with cohort, schedule campus cohort activities for next year	Activities assessments, participation rosters of completed activities	Fall 2026 - Spring 2027
Assess and institutionalize successful strategies	VPI&E; Director of CTL; Director of SE, AD of Completion Center, IR; Title V Grant Director	Review evaluation reports	Successful strategies identified and institutionalized	Spring 2027

Timetable of Implementation Activities				
Component 2: Enhance faculty classroom best practices (online and on campus) training:				
Specific Tasks	Primary Participants	Methods Involved	Tangible Results	Timeframe
Year 1: 2022-23				
Hire Instructional Designer	Title V Grant Director, VP of Instruction & Student Engagement, Director of Center for Teaching & Learning, Human Resources	Recruit, identify, hire, and train potential applicants	Hired/trained personnel	Job posting upon grant notification
Hire Program Technician	Title V Grant Director, VP of Instruction & Student Engagement, Director of Center for Teaching & Learning, Human Resources	Recruit, identify, hire, and train potential applicants	Hired/trained personnel	Job posting upon grant notification
Plan faculty training schedule and secure all external speakers	Instructional Designer, Program Technician, VPI&E, Director of Center for Teaching and Learning, Dean of Arts & Sciences, Dean of Workforce	Instructional Designer training, Program Technician training, faculty invitation development, curriculum development, course description development and course sequencing, course assessment development	Finalized invitation, finalized curriculum, course description and sequencing, completed schedule of trainings	Begin Fall 2022 (ideas), Spring 2023 (finalized curriculum), Implement Fall 2023 (complete)
Provide office space for Instructional Designer	VPI&E, Director of Center for Teaching & Learning	Provide space for Instructional Designer	Space created for Instructional Designer	Completed by Fall 2022
Provide office space for Program Technician	VPI&E, Director of Center for Teaching & Learning	Provide space for Program Technician	Space created for Program Technician	Completed by Fall 2022

Implement faculty training	VPI&E, Director of Center for Teaching & Learning, Instructional Designer, Program Technician, and Title V Grant Director	Faculty participants finalized, external speakers contracted, and campus space secured, training commenced with a kick-off event	Participants attend training sessions	Summer 2023, Fall 2023
Years 2 - 4: 2023-2026				
Plan faculty training schedule and secure all external speakers	Instructional Designer, VPI&E, Director of Center for Teaching and Learning, Dean of Arts & Sciences, Dean of Workforce, Instructional Designer, Program Technician	Instructional Designer training, faculty invitation revision, curriculum development, course description development and course sequencing, assessment development	Finalized invitation, finalized curriculum, course description and sequencing, completed schedule of trainings	Fall 2023, Spring 2026
Implement faculty training	VPI&E, Director of Center for Teaching & Learning, Instructional Designer, Program Technician	Faculty participants finalized, external speakers contracted, and campus space secured, training commenced	Participants attend training sessions	Fall 2023 - Spring 2026
Year 5: 2026-27				
Plan faculty training schedule and secure all external speakers	Instructional Designer, VPI&E, Director of Center for Teaching and Learning, Dean of Arts & Sciences, Dean of Workforce	Instructional Designer training, faculty invitation revision, curriculum development, course description development and course sequencing, assessment development	Finalized invitation, finalized curriculum, course description and sequencing, completed schedule of trainings	Fall 2026, Spring 2027
Implement faculty training	Instructional Designer, Title V Grant Director, VPI&E, Director of Center for Teaching & Learning	Faculty participants finalized, external speakers contracted, and campus space secured, training commenced	Participants attend training sessions	Fall 2026, Spring 2027
Evaluate Effectiveness	Instructional Designer; Title V Grant Director, VPI; Director of CTL; IR	Review evaluation reports	Determinations for the institutionalization	Spring/Summer 2027

Timetable of Implementation Activities				
Component 3: Build faculty/staff student mentoring relationships among adult students aged 25+ to improve academic success through increased course completion, credit accumulation, and transfer and graduation rates				
Specific Tasks	Primary Participants	Methods Involved	Tangible Results	Timeframe
Year 1: 2022-23				
Develop criteria for faculty and staff mentor participation	Student Success Coach; Program Technician, Title V Grant Director, VP of Instruction & Student Engagement, Director of Student Engagement, Completion Center Associate Director, Human Resources	Application development, initial faculty/staff survey development, mentor/mentee assessment development	Completed application	Job postings upon grant notification
Select faculty and staff participants for the mentor-mentee program	Success Coach, VPI&E, Director of SE, AD of Completion Center, Student Life Coordinator, Program Development Technician	Assess faculty/staff applications and select mentors by criteria and committee of Success Coach, Director of SE, AD of Completion Center, Title V Grant Director, and other relevant leaders	Finalized pool of faculty/staff mentors, completed training of faculty/staff mentors, completed survey and survey results of faculty/staff mentors	Begin Fall 2022 (ideas), Spring 2023 (finalized design), Implement Fall 2023 (complete)
Train faculty and staff on mentoring strategies to improve goal achievement, course completion, credit accumulation, transfer and graduation rates	Success Coach, Completion Center Associate Director	Train Success Coach, design, schedule, and hold mentor training	Rosters of trained faculty/staff mentors, completed survey assessments from trained faculty/staff	Begin Fall 2022 (ideas), Spring 2023 (finalized design), Implement Fall 2023 (complete)
Hold Kick-off Week event(s) for mentors-mentees to meet	Student Success Coach; Title V Grant Director	Secure space for special event(s) for mentors and mentees to meet, structure activities to enhance relationship development, identify goals of program	Submitted goals and meeting schedule for each mentor-mentee relationship, ongoing updates from mentors about activities	Fall 2023
Years 2 - 4: 2023-2026				
Select faculty and staff participants for the mentor-mentee program	Success Coach, VPI&E, Director of SE, AD of Completion Center, Student Life Coordinator, Program Development Technician	Assess faculty/staff applications and select mentors by criteria and committee of Success Coach, Director of SE, AD of Completion Center and other relevant leaders	Finalized pool of faculty/staff mentors, completed training of faculty/staff mentors, completed survey and survey results of faculty/staff mentors and mentees	Begin Fall 2022 (ideas), Spring 2023 (finalized design), Implement Fall 2023 (complete)

Train faculty and staff on mentoring strategies to improve goal achievement, course completion, credit accumulation, transfer and graduation rates	Success Coach, Completion Center Associate Director	Train Success Coach, design, schedule, and hold mentor training	Rosters of trained faculty/staff mentors, completed survey assessments from trained faculty/staff	Begin Fall 2022 (ideas), Spring 2023 (finalized design), Implement Fall 2023 (complete)
Hold Kick-off Week event for mentors-mentees to meet	Student Success Coach; Title V Grant Director	Secure space for special event for mentors and mentees to meet, structure activities to enhance relationship development, identify goals of program	Submitted goals and meeting schedule for each mentor-mentee relationship, ongoing updates from mentors about activities, interviews with sample of mentees	Each Fall
Year 5: 2026-27				
Assess and institutionalize successful strategies	Success Coach; VPI&E; Director of CTL; Director of SE, AD of Completion Center, IR; Title V Grant Director	Review evaluation reports	Successful strategies identifies and institutionalized	Spring - Fall 2027

PART V: PROJECT MANAGEMENT PLAN

Plan for efficiently and effectively implementing the project.

The Title V Project Director, who reports to the College President, will provide compelling leadership for the project and will develop and maintain excellent rapport with colleagues in Student Services, Instruction (faculty), Professional Development, and Information Systems and Services. Key responsibilities include: tracking execution of the Title V Project; coordination with the various offices and organizations on campus working on the grant; management of data collection and processing; monthly meetings with the Leadership Team and key stakeholders; and handling reporting on the interim and final reports.

The Title V Project Director's essential duties and responsibilities will include the following:

- Direct the creation, coordination, and management of the project
- Coordinate all related committees of Faculty, Administration, and Staff that address Title V project components
- Develop and manage all project budgets and make monthly reports to the Leadership Team
- Collaborate with MCC personnel to evaluate, investigate, and resolve project concerns
- Work actively with MCC personnel to identify and collect data related to project
- Provide related professional development as needed for MCC personnel.

To assure valid and comprehensive evaluation of all Title V activities, the Title V Project Director will work with Laura Wichman, Chief Research & Effectiveness Officer and the Office of Institutional Research, throughout the project. The Title V Project Director will review the data collection and analysis conducted by Dr. Wichman and her staff and monitor objectives.

Additionally, the Title V Project Director will work with the Senior Grant Accountant, Denise Carey, for budget and grant management.

Procedures the Title V Project Director Will Use to Monitor the Project and Ultimate Institutionalization
1. Regular Title V Oversight Meetings: Title V Project Director and lead staff meet monthly with the College President and her Leadership Team throughout the project period.
2. Regular Title V Steering Committee Meetings: Initially the Title V Project Director and lead staff will meet bi-weekly. Staff meetings will become monthly later in the grant.
3. Other grant team meetings: The Title V Project Manager will hold periodic meetings with various stakeholders involved in the project as required.
4. Time/Effort Reports: Time and effort reports will be completed monthly for each employee paid by Title V funds, submitted to the Title V Project Director, and maintained in the College's Business Office.
5. Monthly Progress Reports: Lead staff will complete <i>monthly activity progress reports</i> and submit them to the Project Director within one week after each month has ended. Monthly reports reflect progress toward objectives/activities stated in the approved grant application.
6. Quarterly Summary Reports: Lead staff will provide quarterly activity summary reports to the Title V Project Director, reflecting overall progress toward objectives and activities. Title V Project Director will share the quarterly reports with the President and her Leadership Team. The President will include the <i>quarterly Title V report</i> in the informational newsletter for the Board of Trustees.
7. Annual Reports: Reports will be synthesized from quarterly summaries and included in the annual performance reports to justify the substantial progress required for subsequent year funding.
8. Fiscal and Accounting Procedures will be comprehensive. Policies related to travel and purchasing will not deviate from the standard and approved practices at MCC and will meet federal guidelines.
9. Personnel Evaluations will be conducted on all Title V project personnel, consistent with standard approved and negotiated policies at MCC for administrators, classified staff, and faculty
10. Contact with Federal Title V Program Officer will be ongoing. MCC and the Title V Project Director recognizes the importance of good communication and a strong working relationship with program staff.

Procedures that the Title V Project Director Will Use to Provide Information to Key Institutional Administrators

1. Title V Representation in Existing Organizational Structure

- The Title V Project Director will report to the President and her Leadership Team, the primary administrative group that creates policy and procedures and directs institutional operations.
- Lead project staff, in addition to serving on the Title V Steering Committee chaired by the Title V Project Director, will also regularly attend Instruction and Student Success Team (administrators from each area) meetings.

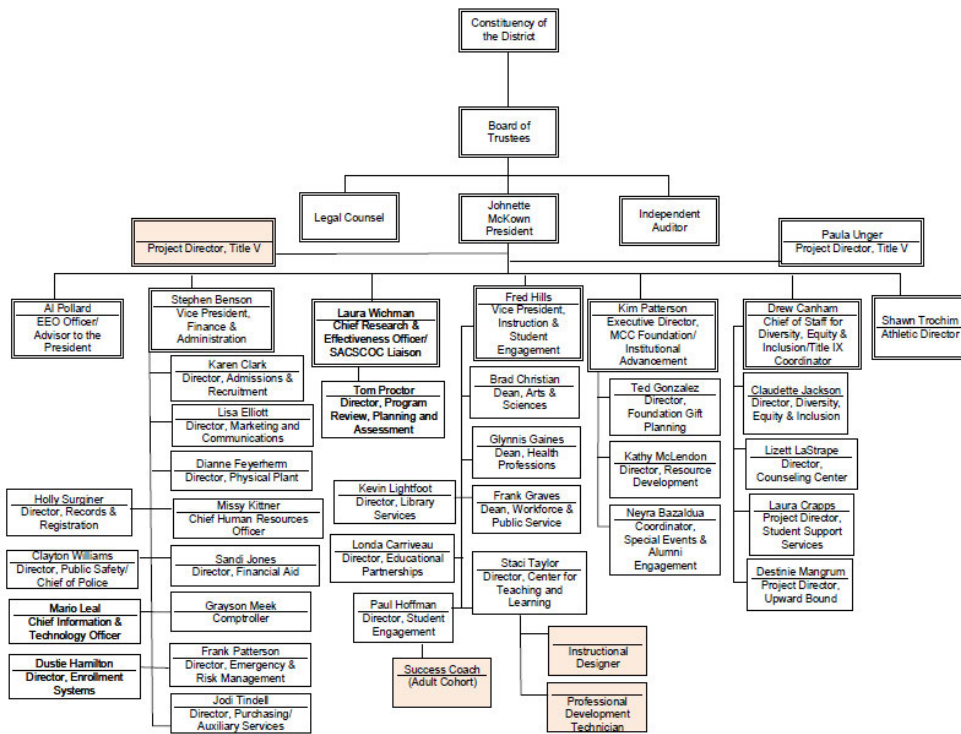
2. Campus Communication: The Title V Project Director will share bi-annual updates with the campus. In addition to the bi-annual updates, the Project Director will share updates at various campus meetings, such as Fall Welcome Back, Convocation and Professional Development Day, and will provide updates on the campus website

3. Annual Reports to Board of Trustees: The Title V Project Director will prepare an annual presentation for the Board of Trustees.

Authority to conduct the project effectively.

Updated on 6/1/2022

McLennan Community College Organizational Chart



Dr. Johnette McKown, President of MCC, has been involved throughout the Title V planning process and is ultimately responsible for successful implementation of project activities. While the reporting structures described below will keep Dr. McKown well informed of the status of the project, she will delegate day-to-day management to the Project Director, Marianna Hampton. Mrs. Hampton will report directly to President McKown and the Leadership Team throughout this project, have direct access to her, and will have full authority and autonomy to administer the project according to this management plan.

Dr. McKown will be responsible for the overall supervision of the Title V project and will be personally involved in order to influence the quality of the project and oversee its impact on strengthening the institution. The Project Director will have a working relationship with lead project staff and will have the primary responsibility for accomplishing the objectives of the activity and

verifying accomplishments. The preceding organizational chart indicates lines of authority of the Project Director to key institutional decision-makers and Title V personnel.

PART VI: KEY PERSONNEL

McLennan Community College's Title V plan requires additional personnel to meet its objectives. The College has been frugal in managing the number of administrators and staff to meet the decreasing contributions by the state and the fiscally conservative climate of the community, and the typical commitment of the College is to seek grant-funded positions only when those are sustainable and advisable beyond the time span of any external grant. That said, the College will need a part-time Project Director to oversee the project and coordinate the lead Title V staff.

Mrs. Marianna Hampton will serve as the Project Director for this Title V project and will devote 50% of her time to HSI Title V grant functions. Mrs. Hampton is currently a professor of Communication Studies at MCC. She values campus involvement and has served in key positions on several committees.

Mrs. Hampton has been the Communication Studies Department representative for Assessing Curriculum Effectiveness and Student Learning Outcomes for the past seven years. Her duties in that role have involved creating and adapting departmental research measures, gathering and tracking student data trends, and enhancing teaching practices and learning outcomes in the classroom through implemented strategies.

Mrs. Hampton also chaired the Liberal Arts Academic Pathway committee. She was instrumental in forming first year student course sequencing for the pathway along with researching and creating outreach and promotional materials for the Liberal Arts Pathway program. Mrs. Hampton has also served as secretary of MCC's Faculty Council and as the faculty liaison to the Bookstore Advisory Committee.

Mrs. Hampton is committed to the success of her students and colleagues; to that end she has

participated in both student and peer mentoring programs along with collaborative professional enhancement programs such as the Great Teachers Seminar and Faculty Teaching Squares. Mrs. Hampton has thirteen years of collegiate teaching experience and is a student driven educator. Her teaching philosophy champions equipping every single student for success along with promoting considerate discourse and the exchange of diverse perspectives. Mrs. Hampton received her Bachelor of Arts in Communication Studies from Grove City College in Pennsylvania and her Master of Arts in Communication Studies from Baylor University in Texas.

Full time positions are needed to implement the services recommended and evaluate the interventions year after year. In addition to Mrs. Hampton MCC will hire three positions to administer parts of the grant which expand services beyond the abilities of current staffing including the following positions: Student Success Coach (Cohort Coordinator), Instructional Designer, and Program Development Technician.

Title V Project Director (0.5 FTE for 5 Years)

Primary Responsibilities: Provide overall leadership to and direct all aspects of the Title V project. Effectively manage Title V personnel to achieve objectives. Express an informed understanding of Title V objectives to all college constituencies. Coordinate activities in a manner that will facilitate maximum effectiveness and utilization of program resources. Authorize all expenditures, maintain control over budget, assume responsibility for appropriate utilization of funds, and establish a procedure for timely process and approval of expenditures. Facilitate the development and implementation of an effective evaluation and assessment process for the project. Remain thoroughly informed regarding Title V and Department of Education policies and grant terms/conditions. Ensure adherence to all applicable district, state, and federal requirements. Oversee preparation and submission of required fiscal and annual reports to the college and to the Department of Education. Supervise collation and analysis of data to evaluate progress on achievement of Title V goals and objectives. Work with administrators and faculty to institutionalize new practices and improvements.

Required Education: Master's degree.

Required Experience: Minimum of two years of experience in higher education, preferably in a two-year college.

Required Skills/Abilities: Demonstrated ability to work collaboratively as part of a team to achieve challenging objectives. Demonstrated ability to manage large-scale projects requiring management of multiple responsibilities. Demonstrated project management and budget administration skills. Able to create and interpret data reports. Strong interpersonal and communication skills.

Student Success Coach (1.0 FTE for 5 Years)

Primary Responsibilities: Organize and manage the cohort community pods by academic discipline and the mentor-mentee program with particular focus upon the students; Develops and enhances relationships with students, staff, and faculty to support student enrollment, persistence, and success at McLennan Community College. Helps first-time-in-college students navigate through the challenges of higher education by guiding, coaching, mentoring, and advocating for personal and academic success; and connecting them to career development and academic planning, academic supports, and other resources. Provides early intervention resources and strategies to students with identified risk factors and who are referred through the Early Alert system. Assigns mentors and coaches to adult student cohorts. Coordinates faculty/staff mentors for smaller cohorts. Assists with college persistence programming, college-related community outreach, external networking, and training/workshops that teaches and develops student skills in goal-setting, decision-making, time management, studying, test-taking, financial literacy, stress management, relationships, emotional intelligence, career exploration, and self-advocacy.

Required Education: Master's Degree or professional license is required.

Required Experience: Greater than 1 year, but less than 3 years required.

Required Skills/Abilities: Demonstrated ability to work collaboratively as part of a team to achieve challenging objectives. Commitment to student success for diverse learners. Proficient in logistics and scheduling. Strong communication skills with faculty and administrative partners. Serve students respectfully and professionally, maintaining appropriate boundaries with students. Determine specific needs of individual students in a variety of situations and environments, and provide appropriate support and resources. Maintain confidentiality and sensitive information. Work some non-traditional work hours.

**Instructional Designer (1.0 FTE for
5 Years)**

Primary Responsibilities: Organize, implement, lead, and manage the faculty training sessions, meetings, and other forms of support for participating faculty; Create, direct, assess and coordinate an effective faculty training program to coincide with the student cohort development and student success efforts. Coordinate faculty training on EnGen software and work with ISS, tutoring and academic programs to ensure proper utilization among ELL students. The Instructional Designer is responsible for supporting faculty in the development and revision of course materials for courses, in all instructional methods. Specific duties include: using web-based course management software in the curriculum design process; assisting in producing learning materials in a variety of formats including print, graphics, audio, video, animation, and multimedia; assisting in designing, developing, and delivering workshops and online training to faculty and staff in the use of instructional technologies for face-to-face and distance education; assisting faculty and subject matter experts in designing innovative teaching materials for a self-directed, Growth Mindset Intervention; developing training materials and assisting faculty to ensure all content is ADA compliant; conducting training on demographics and culture of MCC students, creating a culture on campus where students feel they can be successful, growth mindset, flipped classrooms, teacher presence, and building classroom communities.

Required Education: Bachelor's degree or equivalent training

Required Experience: Greater than 1 year, but less than 3 years required

Required Skills/Abilities: D2L Brightspace or other web-based enterprise course management systems; Knowledge of growth mindset and flipped classrooms. Knowledge of best practices in electronic learning environments; Trends in teaching/learning theories, computer-based instruction, and distance learning; Methods and software to capture and edit multimedia content for online courses, such as Snagit, Camtasia, and Zoom; Good visual design skills;

**Program Technician (1.0 FTE for 5
Years)**

Primary Responsibilities: Assist the Instructional Designer and Success Coach to help match the mentors with their mentees, assist with events and communication, and oversee scheduling. Support the Professional and Organizational Development office through data entry, the creation of digital files, campus communications, as well as various duties as assigned; Create sections of Professional Development (PD) classes in Ellucian. Reserve rooms for PD classes and add the class to the PD calendar; Send email reminders to employees registered for PD classes; Request grades for PD classes from instructors and enter the grades into Ellucian; Create a digital file of each PD class; Assist the Project Director and Instructional Designer in scheduling PD training with external speakers, as needed; Assist the Project Director in setting up the mentor training for this program.

Required Education: Associate degree or equivalent education and work experience

Required Experience: Greater than 1 year, but less than 3 years required

Required Skills/Abilities: Organizational skills and detail oriented. General computer skills, including use of the internet, Office products, survey instruments and database systems. Interpersonal and communication skills – written and verbal. Time management. Maintain confidentiality in the performance of duties. Perform and maintain professionalism while performing duties. Establish and maintain cooperative working relationships with those contacted in the course of business both on and off campus. Perform duties with minimal direction. Operate in a diverse environment. Work in a team or individually.

PART VII EVALUATION PLAN

Within this proposed Title V grant, the College has established overall objectives for the project, yearly objective goals for each project year and has identified anticipated results to measure success. The Project Director and the Office of Institutional Research (OIR) will prepare and utilize the outlined reports below in “Data Sources to be Used by the Office of Institutional Research to Measure Attainment of Grant Objectives” to track the objectives and outcomes to ensure MCC is meeting the yearly set objectives. Each of the objectives outlined below will have a formative report that is given on a semester and/or yearly basis depending on the objective being reported. At the end of each year, OIR will create an annual summative evaluation report that will present the below outlined objective data in both a graphical and narrative report. The report will be presented to the Project Director for review to determine what modifications, if any, should be made to the HSI project to ensure grant objectives are met. Additionally, MCC will follow College policies and procedures to identify and select a highly-credentialed and experienced External Evaluator.

All data elements outlined within the objectives can be replicated by other institutions. All demographic data elements are provided by the student upon admission and on standard federal reports; grade information is stored by institutions upon completion of the course; and term to term and year to year retention rates can be tracked by matching the students of a FTIC cohort enrolled in one semester to another semester or year to see if the student is enrolled. Transfer rates can be determined based upon files submitted and received from National Student Clearinghouse. Graduation rates can be determined by matching FTIC cohorts to graduation files to determine graduation rates. Finally, employment rates will be determined from the grant funded Emsi Alumni Outcomes report.

Data Sources to be Used by the Office of Institutional Research to Measure Attainment of Grant Objectives

<i>Objective 1: The rate of zero credits earned in the first term for FTIC adult learners will decrease from a baseline of 34% in Fall 2021</i>				
Responsible Office and Data Elements	Collection Procedure	Data Analysis Procedure	Timeline	Grant Objective
<ul style="list-style-type: none"> ● <u>Responsible Office:</u> Office of Institutional Research (OIR). ● <u>Data Elements:</u> <ul style="list-style-type: none"> --Number of credits enrolled in first term for all FTIC adult learners. --Demographic variables (gender, ethnicity, socio-economic status, age category) of all FTIC students enrolled in a term 	OIR will create a SAS program to compile the total semester credit hours attempted and completed of FTIC adult learners enrolled in during their first semester, and the students demographic data variables (gender, ethnicity and socio-economic status, age category) from MCC's data warehouse and semester census files.	OIR will create frequency and cross tabulate reports in SAS to present the rate of zero credits earned (number and percentage of students who earned zero credits) of all FTIC adult learners. Three frequency reports will be provided to present rate of zero credits earned by: 1) gender, 2) ethnicity, 3) socio- economic status. Cross tabulate reports will be provided to present the rate of zero credits earned by: 1) gender and ethnicity, 2) gender and socio- economic status, 3) ethnicity and socio- economic status, 4) gender and ethnicity and socio- economic status	OIR will provide the Project Director with the reports outlined in the data analysis procedure column based on the below timeline for the duration of the grant: <ul style="list-style-type: none"> --January with the course completion data from FTIC adult learners fall course enrollment --June with the course completion data from the FTIC adult learners spring course enrollment --August with the course completion data from the FTIC adult learners full academic year (fall through summer) 	<ul style="list-style-type: none"> ● Baseline: 34% ● Year 1: 35% ● Year 2: 36% ● Year 3: 37% ● Year 4: 38% ● Year 5: 39%
<i>Objective 2: The average course completion rate in the first year for FTIC adult learners will increase from a baseline of 61% in Fall 2021</i>				
Responsible Office and Data Elements	Collection Procedure	Data Analysis Procedure	Timeline	Grant Objective

<ul style="list-style-type: none"> • Responsible Office: Office of Institutional Research (OIR). • Data Elements: <ul style="list-style-type: none"> --Individual final letter grades (A/B/C/D/F/CR/NC/W) for all FTIC adult learners enrolled in a term. --Demographic variables (gender, ethnicity, socio-economic status) of all FTIC adult learners enrolled in a term 	<p>OIR will create a SAS program to compile the final letter grade of FTIC adult learners received in each class section they were enrolled in during their first semester, and the students demographic data variables (gender, ethnicity and socio-economic status) from MCC's data warehouse and semester census files.</p>	<p>OIR will create frequency and cross tabulate reports in SAS to present the success rates (number and percentage of students whose final letter grade was an A/B/C/ CR), failure rates (number and percentage of students whose final letter grade was a D/F/NC) and withdraw rates (number and percentage of students whose final letter grade was a W) of all FTIC students. Three frequency reports will be provided to present success, failure and withdraw rates by: 1) gender, 2) ethnicity, 3) socio- economic status. Four cross tabulate reports will be provided to present success, failure and withdraw rates by: 1) gender and ethnicity, 2) gender and socio-economic status, 3) ethnicity and socio-economic status, 4) gender and ethnicity and socio-economic status</p>	<p>OIR will provide the Project Director with the reports outlined in the data analysis procedure column based on the below timeline for the duration of the grant:</p> <ul style="list-style-type: none"> --January with the course completion data from FTIC adult learners fall course enrollment --June with the course completion data from the FTIC adult learners spring course enrollment --August with the course completion data from the FTIC adult learners full academic year (fall through summer) 	<ul style="list-style-type: none"> • Baseline: 61% • Year 1: 62% • Year 2: 64% • Year 3: 66% • Year 4: 69% • Year 5: 71%
<p><i>Objective 3.1: The percentage of FTIC adult learners who return for the second semester will increase from a baseline of 66% in Fall 2020.</i></p>				
Responsible Office and Data Elements	Collection Procedure	Data Analysis Procedure	Timeline	Grant Objective
<ul style="list-style-type: none"> • Responsible Office: Office of Institutional Research (OIR). • Data Elements: <ul style="list-style-type: none"> --Fall to Spring retention 	<p>OIR will collect the FTIC adult learners second semester retention status, and the students</p>	<p>OIR will create retention reports in SAS to present the fall to spring retention status (Retained, transferred to a two-year</p>	<p>OIR will provide the Project Director with the retention reports outlined in the data analysis procedure column based</p>	<ul style="list-style-type: none"> • Baseline: 66% • Year 1: 67% • Year 2: 69% • Year 3: 71% • Year 4: 73%

<p>status of all students in a fall FTIC adult learner cohort --Demographic variables (gender, ethnicity, socio-economic status) of adult learner students in an FTIC cohort</p>	<p>demographic data variables (gender, ethnicity and socio-economic status) from OIR's maintained FTIC cohort and retention datasets.</p>	<p>institution, transferred to a four-year institution, graduated, or not found) by: 1) gender, 2) ethnicity, 3) socio-economic status, 4) gender and ethnicity, 5) gender and socio-economic status, 6) ethnicity and socio-economic status, 7) gender and ethnicity and socio-economic status</p>	<p>on the below timeline for the duration of the grant: --March with the fall to spring retention status of the fall FTIC cohort from the previous fall semester</p>	<p>● Year 5: 76%</p>
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Objective 3.2: The percentage of FTIC adult learners for their second year will increase from a baseline of 52% in Fall 2020.

Responsible Office and Data Elements	Collection Procedure	Data Analysis Procedure	Timeline	Grant Objective
<ul style="list-style-type: none"> ● <u>Responsible Office:</u> Office of Institutional Research (OIR). ● <u>Data Elements:</u> --Fall to Fall retention status of all adult learners in a fall FTIC cohort --Demographic variables (gender, ethnicity, socio-economic status) of all adult learners in an FTIC cohort 	<p>OIR will collect the FTIC adult learners first fall to second fall retention status, and the students demographic data variables (gender, ethnicity and socio-economic status) from OIR's maintained FTIC cohort datasets.</p>	<p>OIR will create retention reports in SAS to present the first fall to second fall retention status (Retained, transferred to a two-year institution, transferred to a four-year institution, graduated, or not found) by: 1) gender, 2) ethnicity, 3) socio-economic status, 4) gender and ethnicity, 5) gender and socio-economic status, 6) ethnicity and socio-economic status, 7) gender and ethnicity and socio-economic status</p>	<p>OIR will provide the Project Director with the retention reports outlined in the data analysis procedure column based on the below timeline for the duration of the grant: --October with the first fall to second fall retention status of the fall FTIC adult learners from the previous academic year</p>	<ul style="list-style-type: none"> ● Baseline: 52% ● Year 1: 53% ● Year 2: 55% ● Year 3: 57% ● Year 4: 59% ● Year 5: 62%

Objective 4.1: The percentage of FTIC adult learners completing a degree or certificate within three years will increase from a baseline of 16% in Fall 2021

Responsible Office and Data Elements	Collection Procedure	Data Analysis Procedure	Timeline	Grant Objective
<ul style="list-style-type: none"> • <u>Responsible Office</u>: Office of Institutional Research (OIR). • <u>Data Elements</u>: • --First year, second year and third year graduation status of all adult learners in a fall FTIC cohort • --Demographic variables (gender, ethnicity, socio-economic status) of all adults learners in an FTIC cohort 	<ul style="list-style-type: none"> • OIR will collect the FTIC adult learners one, two and three year graduation status, and the students demographic data variables (gender, ethnicity and socio-economic status) from OIR's maintained FTIC cohort datasets. 	<ul style="list-style-type: none"> • OIR will create graduation reports in SAS to present the first year, second year and third year graduation status (Graduated Yes or Graduated No) by: 1) gender, 2) ethnicity, 3) socio- economic status, 4) gender and ethnicity, 5) gender and socio- economic status, 6) ethnicity and socio-economic status, 7) gender and ethnicity and socio-economic status 	<ul style="list-style-type: none"> • OIR will provide the Project Director with the graduation reports outlined in the data analysis procedure column based on the below timeline for the duration of the grant: • --October with the first year, second year and third year graduation rates. 	<ul style="list-style-type: none"> • Baseline: 16% • Year 1: 17% • Year 2: 18% • Year 3: 19% • Year 4: 20% • Year 5: 21%
<p><i>Objective 4.2: The percentage of FTIC adult learners transferring to a four-year institution will increase from a baseline of 34% in Fall 2018.</i></p>				
Responsible Office and Data Elements	Collection Procedure	Data Analysis Procedure	Timeline	Grant Objective
<ul style="list-style-type: none"> • <u>Responsible Office</u>: Office of Institutional Research (OIR). • <u>Data Elements</u>: • --Yearly transfer status of all adult learners in a fall FTIC cohort who transferred to a four- 	<p>OIR will collect the FTIC adult learners yearly transfer status, and the students demographic data variables (gender, ethnicity and socio-</p>	<p>OIR will create transfer reports in SAS to present the yearly transfer status (Transferred Yes or Transferred No) by: 1) gender, 2) ethnicity, 3) socio-economic status, 4) gender and ethnicity, 5)</p>	<p>OIR will provide the Project Director with the transfer reports outlined in the data analysis procedure column based on the below timeline for the duration of the grant: --October with the yearly</p>	<ul style="list-style-type: none"> • Baseline: 34% • Year 1: 35% • Year 2: 36% • Year 3: 37% • Year 4: 38% • Year 5: 39%

<p>year institution --Demographic variables (gender, ethnicity, socio-economic status) of all adult learners in a FTIC cohort</p>	<p>economic status) from OIR's maintained FTIC cohort datasets and National Student Clearinghouse Student Tracker.</p>	<p>gender and socio-economic status, 6) ethnicity and socio-economic status, 7) gender and ethnicity and socio-economic status</p>	<p>transfer rates for all FTIC cohorts tracked during the grant cycle.</p>	
<p><i>Objective 4.3: The percentage of FTIC adult learners who become employed within one year of completing a degree or certificate will increase.</i></p>				
<p>Responsible Office and Data Elements</p>	<p>Collection Procedure</p>	<p>Data Analysis Procedure</p>	<p>Timeline</p>	<p>Grant Objective</p>
<ul style="list-style-type: none"> • <u>Responsible Office:</u> Office of Institutional Research (OIR). • <u>Data Elements:</u>-- Employment rates of all adult learners in FTIC cohort 	<p>OIR will collect a list of all FTIC adult learners who graduate year year from OIR's maintained data warehouse and FTIC cohort datasets. The list will be sent to Emsi Burninghouse.</p>	<p>OIR will provide Emsi Burninghouse with a list of graduates. Emsi will then complete their analysis and provide MCC with a copy of the Alumni Outcomes Report to track where students are employed, in what sectors, and their annual salaries. Data will be broken into demographic variables as provided in the standard Emsi report.</p>	<p>OIR will provide the Project Director with the Alumni Outcomes report outlined in the data analysis procedure column based on the below timeline for the duration of the grant: --Spring 2023, to set a baseline for previous adult learner graduates. --Spring 2025 --Spring 2027</p>	<ul style="list-style-type: none"> • The baseline will not be set until the grant is awarded and OIR can analyze the results. • The intention is to increase the employment rate 2% each grant year.

PART VIII: BUDGET

The five-year requested funding for the Project is \$2,660,977. There is no request for endowment funds. The budget detail is included in the budget narrative and a budget summary is included in the following pages. All identified budget costs are allowable and necessary to support the project implementation. The project was determined through the Comprehensive Development Plan planning process to be both needed and appropriate to resolve MCC’s critical problems. With the support of Title V funds, MCC will be able to accomplish the goals and objectives of this project. All associated budget costs are reasonable in that they are based on normal costs for the College, for central Texas, and for the local economy and standard of living. All equipment, supplies, and consultants will be purchased using state discounts and/or through a competitive proposal process in accordance with MCC procurement policies and procedures. Staff travel costs were determined based on MCC travel policies and procedures; all air travel is in coach class.

Proposed salaries are based on MCC salary schedules, which are revised periodically to reflect area trends and salaries at comparable institutions. MCC is assuming a portion of the costs of staff salaries over time and technology maintenance and upgrade costs during the project period. Three proposed staff positions will be reviewed and assessed at the end of the project, and at least 1 of the positions will be fully integrated into the College budget at the end of the grant funding period. The proposed staff positions are critical to the success of the activity and the ultimate success of the students to be served.

A. Personnel	2022-23	2023-24	2024-25	2025-26	2026-27
Title V Project Director	██████ (.5 FTE)	██████ (.5 FTE)	██████ (.5 FTE)	\$██████ (.5 FTE)	\$██████ (.5 FTE)
Student Success Coach/Cohort Coordinator	\$██████ (1.0 FTE)	██████ (1.0 FTE)	\$██████ (.75 FTE)	\$██████ 0 (.50 FTE)	\$██████ (.25 FTE)

Instructional Designer	██████ (.75 FTE)	\$██████ (1.0 FTE)	\$██████ (.75 FTE)	\$1██████ (.50 FTE)	██████ (.25 FTE)
Program Development Technician	\$██████ (1.0 FTE)	\$██████ (1.0 FTE)	\$██████ (1.0 FTE)	██████ (.75 FTE)	██████ (.50 FTE)
Faculty/ Professional Staff Stipends for Mentoring (16@ \$500 each) * 2 semesters pd at end of semester. Year 1 is only for Spring 2023.	\$8,000	\$16,000	\$16,000	\$16,000	\$16,000
Faculty/Staff Stipends for PD Growth Mindset training (25@ \$750 each) * 2 semesters pd at end of semester based on course completion. Year 1 is only for Spring 2023.	\$18,750	\$37,500	\$37,500	\$37,500	\$37,500
Personnel Total	\$294,760	\$397,748	\$405,584	\$402,830	\$335,682

Salaries/wages are the same as those paid to existing MCC personnel with similar job titles/functions. Salaries/wages increase by estimated percent increase each year.

Title V Project Director (0.5 FTE): This position will not be continued post-grant.

Student Success Coach/Cohort Coordinator (1.0 FTE): This position is college funded 75% by Year 5 and institutionalized at 100% post-grant.

Instructional Designer (1.0 FTE): This position is college funded 75% by Year 5 and institutionalized 100% post-grant.

Faculty/ Professional Staff Stipends for Mentoring After year 5, MCC will assess the effectiveness and institutionalize Faculty/staff mentors in areas making the most impact.

Faculty/Staff Stipends for PD Growth Mindset training: After year 5, MCC will incorporate a smaller scale version of this training in regular PD course offerings.

B. Fringe Benefits	2022-23	2023-24	2024-25	2025-26	2026-27
Title V Project Director	\$██████	██████	██████	██████	██████
Student Success Coach/Cohort Coordinator	██████	██████	██████	██████	\$██████
Instructional Designer	██████	██████	██████	██████	██████
Program Development Technician	\$██████	██████	██████	██████	██████
Faculty/ Professional Staff Stipends for Mentoring (16@ \$500 each) * 2	\$807	\$1,613	\$1,613	\$1,613	\$1,613

semesters pd at end of semester. Year 1 is only for Spring 2023.					
Faculty/Staff Stipends for PD Growth Mindset training (25@ \$750 each) * 2 semesters pd at end of semester based on course completion. Year 1 is only for Spring 2023.	\$1,891	\$3,781	\$3,781	\$3,781	\$3,781
Fringe Benefits Total	\$22,299	\$25,455	\$23,087	\$18,237	\$13,559
C. Travel	2022-23	2023-24	2024-25	2025-26	2026-27
Travel Total	\$10,000	\$10,000	\$12,000	\$12,500	\$12,500
<i>The College requests funds for the Title V Project Director to attend the annual Title V meeting, the Student Success Coach to attend conference for effective practices pertaining to adult cohort development/sense of belongingness or other pertinent topic. Instructional Designer conference/travel to regional conference on growth mindset or other pertinent topic.</i>					
D. Equipment	2022-23	2023-24	2024-25	2025-26	2026-27
Office furniture for staff	\$20,000	0	0	0	0
3 Computers for staff	\$15,000	0	0	0	0
Printer for staff	\$5,000	0	0	0	0
Equipment Total	\$40,000	0	0	0	0
<i>The college requests funds for equipment to support the Title V project staff</i>					
E. Supplies	2022-23	2023-24	2024-25	2025-26	2026-27
General Supplies	\$3,000	\$3,000	\$4,000	\$4,000	\$4,000
Faculty/staff mentoring resources	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Supplies Total	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>The college requests funds for supplies to support the Title V project staff</i>					
F. Contractual	2022-23	2023-24	2024-25	2025-26	2026-27
External Evaluator	\$15,00	\$15,000	\$15,000	\$15,000	\$15,000
Contractual Total	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<i>The college requests funds for an external evaluator to provide an unbiased evaluation of the grant project's progress/success in achieving stated objectives. The cost is \$15,000 each year.</i>					
G. Construction	2022-23	2023-24	2024-25	2025-26	2026-27
Construction Total	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

<i>The college requests no funds for construction.</i>					
H. Other	2022-23	2023-24	2024-25	2025-26	2026-27
CCSSE and CCFSSSE Survey (CPP 2)	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Emsi Alumni Outcomes reports	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000
Participation incentives (130 students * 50/month for 6 months)	\$39,000	\$39,000	\$39,000	\$39,000	\$39,000
ELL software virtual access (CPP2)	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
Cohort activity expenses (games, supplies for on-campus events, topical speakers)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Faculty Professional Development speaker/Consultant	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Other Total	\$301,000	\$301,000	\$301,000	\$301,000	\$301,000
ACTIVITY TOTAL	2022-23	2023-24	2024-25	2025-26	2026-27
Total Request	\$572,038	\$566,504	\$548,711	\$505,354	\$468,368
Total Request \$2,660,977					

COMPETITIVE PREFERENCE PRIORITY #1:

Meeting Student Social, Emotional, and Academic Needs

McLennan Community College's (MCC) project is designed to improve social, emotional, academic, and career development with a focus on underserved students to create a positive, inclusive, and identity-safe climate. MCC's project fosters a sense of belongingness and inclusion for underserved students.

In order to foster a sense of belonging and inclusion for underserved students, the program at MCC proposes to implement a strategy modeled on the research that was conducted by Walton and Cohen (2011), which focuses on race, social connection, and achievement. Walter and Cohen (2011) stated that social support, which can and will be provided through cohort development, can

help students with their mental and physical health. The objective is to meet the students' social, emotional, and academic needs. Walter and Cohen (2011) have found that taking a psychological approach of helping students of color and minority backgrounds understand social adversity as common and transient.

In order to increase student social connections, belonging, and build social capital, adult students aged 25+, the ACE students, will participate in smaller community pods with 25 students in each, organized in and around their chosen academic disciplines or common experiences, such as parenting or veteran status. Additionally, MCC offers many wrap-around support services to meet student social, emotional and academic needs for students at all stages of their college journey, and the ACE pods will be a context to give guidance about them.

In order for students to persist and complete, students need to see they are capable, intelligent, that failing is normal, and how to move forward from adversity. Faculty are on the front lines on a daily basis with students and make an impact on the confidence and sense of belonging that is needed for students to continue to graduation. The Professional Development office at MCC will provide training for all faculty on the following topics: demographics and culture of MCC students, creating a culture on campus where students feel they can be successful, growth mindset, flipped classrooms, teacher presence, and building classroom communities. These trainings will give faculty the ability to structure their courses with the help of an Instructional Designer to provide opportunities for students to be challenged, but do so in an environment of support and a commitment for success.

COMPETITIVE PREFERENCE PRIORITY #2**Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success**

McLennan Community College's (MCC) project is designed to increase postsecondary access, affordability, completion, and success for underserved students by: 1) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, 2) Establishing a system of high-quality data collection and analysis, such as data on persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement, and 3) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as programs to meet basic needs, such as housing, childcare, and transportation.

To increase the number and proportion of underserved students who enroll in and complete postsecondary education programs MCC will train faculty on software for English Language Learners (ELL) students, particularly health professions students. The number of ELL is growing in the student population and that of feeder high schools. In order to promote success and retention, the College recognizes a need for greater resources offered in a holistic manner. Research supports a comprehensive approach to providing resources – focusing on the entire ELL student experience at the college (Clausen, 2017). The College seeks to create what Clausen (2017) refers to as scaffolding or a layering of strategies and resources that help ELL students engage and take ownership of their education on the college campus.

MCC will purchase a web-based platform, such as EnGen, that is specifically designed to help ELL students improve their English speaking and writing abilities so they can more rapidly upskill and develop competency in complex fields. These students can be especially challenged in prerequisite math and science classes for health careers. The English language platform can improve

language proficiency so that ELL students are able to complete their courses, accumulate credits, and graduate and/or transfer. Once educated, they are special assets to their professions because of their bilingual skills.

Faculty and staff will be trained on the ELL assistance program to persuade students of its practicality and effectiveness. All faculty who elect to participate in the best practices professional development will also be trained. The program will be available on computers in the Learning Commons and accessible on-line to students needing this assistance.

High-quality data collection and analysis, such as data on persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement help better inform program development to improve student success. Funding from Title V will allow MCC to participate in the Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE). CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Community College Faculty Survey of Student Engagement (CCFSSE) elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. Offered as a companion to the CCSSE student survey, CCFSSE is an online census survey that invites all faculty teaching CCSSE-survey eligible courses at participating colleges to contribute their front-line perspectives on student engagement. The Office of Institutional Research & Effectiveness will oversee the implementation of the survey, review the result and disseminate results to MCC leadership and the campus community. Data from the CCSSE and CCFSSE will be used each year to make programmatic changes, which will inform overall institutional improvement.

MCC's program will support the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs such as housing, childcare, and transportation. McLennan offers many wrap-around support services to meet student social, emotional and academic needs for students at all stages of their college journey, and the ACE pods will be a context to give guidance about them. The ACE pods are a vehicle for sharing information regarding institutional resources that help with student success. Faculty/staff mentors provide a setting which builds trust, and when that trust is built, students are more likely to follow up on resource recommendations from the ACE pod or faculty/staff mentor. MCC provides academic and nonacademic support through a myriad of student supports through a Completion Center where Success Coaches provide much needed academic support for students; an early alert and referral system for the campus community to refer students needing assistance or who are at-risk; established services and partnerships in place such as a food pantry, community clinic, counseling center, a free Waco Transit Authority bus pass, academic supports including tutoring, access to emergency aid grants, First-Generation program, Veterans Specialist on staff, a Diversity, Equity and Inclusion department, and many others. MCC has several grant-funded programs that support many of these efforts: a Title V Developing Hispanic Serving Institutions grant, DOE Basic Needs grant, an AEL (Adult Education and Literacy) program, and three TRIO programs (Student Support Services, Upward Bound and Educational Opportunity Center).