BUILDING GUIDED PATHWAYS *FOR SUCCESS*

Lessons Learned

Illinois Central College Strategic Planning Conference

March 2017

Some Context

- Miami Dade College
  - ~**70,000** degree-seeking students
  - ~**14,000** new FTIC students every year, most direct from high school
  - 8 campuses

- MDC student body
  - **Diverse**: 90% under-represented minorities
  - **Economically disadvantaged:** 67% low income
  - **Stretched:** ~70% work, at least part time
  - **Academically challenged:** ~70% historically required at least one developmental course

The Completion Challenge

- Progression and retention data when we started Guided Pathways work
  - 5 year graduation rates for FTIC students ranged from **13-39%**
  - Only about **25%** of students reached college-level benchmarks in first year
  - Students in **developmental education** enrolled in and passed fewer courses
    - And dropped out more frequently
  - Students reported **low levels** of self-confidence, communications skills, social activity and connection

Significant Additional Challenges

- **Organizational**
  - Academic vs Student Services silos
  - Campus competition
  - Lack of follow-through and accountability
  - Incomplete data
  - Inadequate technology

- **External/legislative**
  - Developmental Education
  - Performance Funding

Two overarching goals

- **Transform the student experience to improve outcomes**
  - Course pass rates
  - Engagement
  - Progression
  - Benchmark achievement
  - Retention
  - Credential completion
- **Build institutional capacity to sustain change**

Our Structure:
Intentional, Highly Visible Process

- Broad and inclusive **college-wide teams**
  - Leadership at all levels

- **Data-driven** decision-making

- Focus on **common** themes, opportunities and challenges for scale

- Action/results **urgency**

- Ongoing **communications**

- Timely **measurement and assessment**

- Shared **learning and improvement**

Our Strategy: Shark Path

Pre-College: Start off Right

Explore careers

Refresh academic skills

Identify non-cognitive strengths

Get connected

First Year: Become Engaged

Attend orientation

Enroll in FYE

Meet with advisor and create academic plan

Use interventions

Explore student resources

Persist and Progress

Follow MAP

Use interventions

Do internships and service learning

Participate in activities

Create portfolios

Begin transition process

Complete

Apply to transfer institution or begin job application process

Refine resume and interview skills

Prepare for transition

Initial Focus
on FTIC-DE Onboarding and First Year

 Structured Advisement
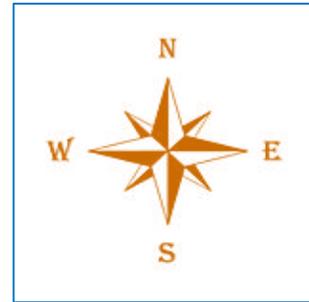
 Mandatory Orientation

 Academic Maps

 First Year Experience

...but Fall to Fall retention declined!

What We Learned About Retention

Student Factors	Greater Odds of Not Being Retained Compared to All Students in Cohort
Enrolled but did not pass any English course in the first term	4.4x
Did not enroll in any Mathematics course in first term	3.7x
Enrolled but did not pass any Mathematics course in the first term	2.9x
Did not enroll in any English course in the first term	2.7x
Withdrew from one or more courses in the first term	2.0x
Attended part-time	1.9x
High school GPA of 3.0 or lower	1.9x
Out of state resident	1.8x
Black, non-Hispanic	1.5x
Pell Grant recipient	1.4x
Male	1.3x

As a Result,
Focus Shifted to Equity

Gateway Curriculum

Focus on Mathematics

Early Alerts and Interventions

Alternate Pathways

Aligning/Partnering with High Schools: Pre-College Advisors

- Initially
  - **Caseload management** approach
  - **Information and FAFSA** marathons
  - "Nudging" to **complete documentation**
  - Early **engagement**
  - ***"MDC a choice, not a default"***

- Now, expanded to include
  - **Career assessment and exploration**
  - **Meta-major** introduction
  - **Credential pathway** exploration

Aligning/Partnering with High Schools: Curricular Alignment

- **Career Academies** and articulation agreements

- Expanded **dual enrollment** options

- **Math boot camps**

- Seamless **course competency** transitions

Serving Non-Traditional Students

- **Tailored orientations and advising**
  - Delayed entry students
  - Veterans
  - International students

- **Prior Learning Assessments**

- **Stackable credentials**
  - CCCs and industry certifications ⟶ AS ⟶ BS degrees

- **Weekend College**
  - Availability of financial aid, advising and tutoring support

- **Accelerated programs**

Transforming and Innovating Instruction

	Fall 2013 (Pre-Dev Ed Changes)	Fall 2014 (Post-Dev Ed Changes)	% Change
Gateway English			
Enrollment	10,004	11,388	**+14%**
Pass Rate	77%	74%	**-4%**
Gateway Mathematics			
Enrollment	7,192	10,204	**+42%**
Pass Rate	57%	50.5%	**-12%**

Transforming and Innovating Instruction

Fundamental **redesign** of gateway mathematics
- Intentional **Math pathways** based on program of study
- Scale-up of **Math-to-Stats** track
- **Redesign** of Intermediate Algebra
  - Version 1.0: active learning, embedded Learning Assistants, pro-active Early Alerts and Interventions
  - Version 2.0: contextualized and co-requisite curriculum
- Significant, on-going **faculty professional development**

Transforming and Innovating Instruction

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Gateway Math to Stats				
Enrollment	184	355	1,362	1,830
Pass Rate	80%	78%	78%	78.5%
Gateway Algebra (Redesigned Format)				
Enrollment	Not offered	Not offered	2851 (16 wks)	2856 (16 wks)
Pass Rate	Not offered	Not offered	52%	63%
Gateway Algebra (Traditional Format)				
Enrollment	7,192	10,204	3387 (16 wks)	2585 (16 wks)
Pass Rate	57%	50.5%	54%	58%

Transforming and Innovating Instruction

- College Mentoring Fellowships for **Active Research**

- Teaching and Learning Team **Pathway for Faculty Professional Development**
  - **Comprehensive and integrated**
  - **Aligned** with strategic plan
  - **Tailored** to stage of career
  - Supports **ongoing learning and innovation**
  - Recognizes **prior learning**
  - **Widely available**
  - **Fair and equitable**
  - **Scalable**

Since Fall 2012,
more than **60,000** students
have benefited from Shark Path

|	
86%	• Percent of new students who now attend orientation
2.5%	• Percent increase in the credit load of new students
13%	• Percent increase in graduation rate for first-time, full-time students
16%	• Percent increase in graduation rate for first-time, full-time Hispanic students
17%	• Percent increase in graduation rate for first-time, full-time black, non-Hispanic students
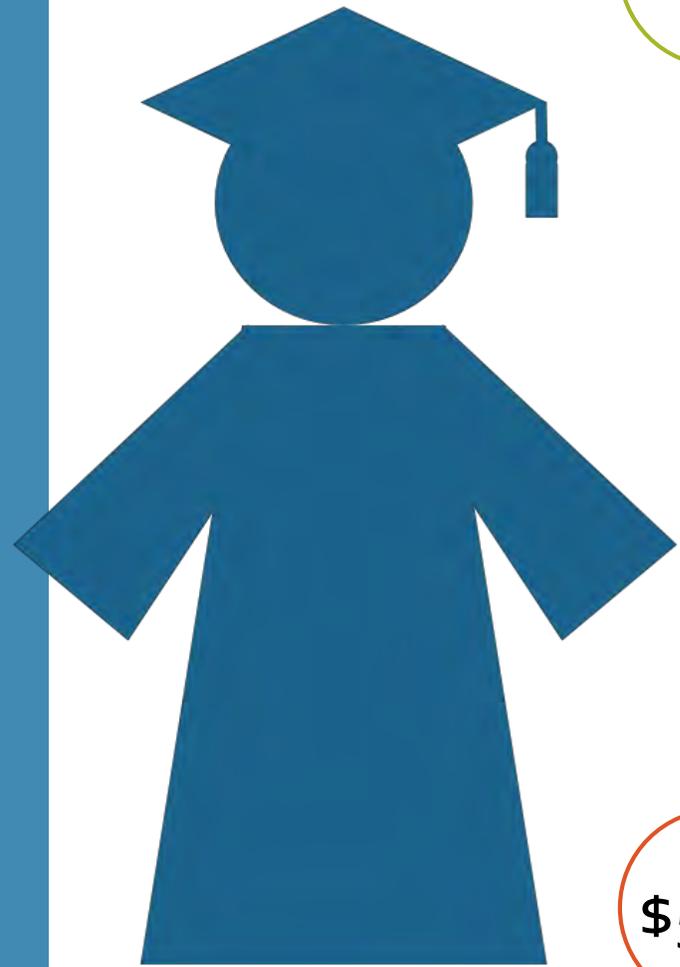
82% AA graduates continue their education

89% AS graduates are employed

$48K AS graduates have high average starting salaries

92% BS/BAS graduates are employed

$50K BS/BAS graduates have high average starting salaries

Moving the needle takes time

Success and sustainability require intentional, large-scale institutional transformation

and

most importantly, continuous improvement