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

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013 (Pre-Dev Ed Changes)</th>
<th>Fall 2014 (Post-Dev Ed Changes)</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gateway English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>10,004</td>
<td>11,388</td>
<td>+14%</td>
</tr>
<tr>
<td>Pass Rate</td>
<td>77%</td>
<td>74%</td>
<td>-4%</td>
</tr>
<tr>
<td><strong>Gateway Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>7,192</td>
<td>10,204</td>
<td>+42%</td>
</tr>
<tr>
<td>Pass Rate</td>
<td>57%</td>
<td>50.5%</td>
<td>-12%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>Pass Rate</th>
<th>Enrollment (Wks)</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gateway Math to Stats</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>184</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gateway Algebra (Redesigned Format)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Not offered</td>
<td>Not offered</td>
<td>2851 (16 wks)</td>
<td>2856 (16 wks)</td>
</tr>
<tr>
<td>Pass Rate</td>
<td>Not offered</td>
<td>Not offered</td>
<td>52%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Gateway Algebra (Traditional Format)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>7,192</td>
<td>57%</td>
<td>3387 (16 wks)</td>
<td>2585 (16 wks)</td>
</tr>
<tr>
<td>Pass Rate</td>
<td>10,204</td>
<td>50.5%</td>
<td>54%</td>
<td>58%</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>Percent of new students who now attend orientation</td>
</tr>
<tr>
<td>2.5%</td>
<td>Percent increase in the credit load of new students</td>
</tr>
<tr>
<td>13%</td>
<td>Percent increase in graduation rate for first-time, full-time students</td>
</tr>
<tr>
<td>16%</td>
<td>Percent increase in graduation rate for first-time, full-time Hispanic students</td>
</tr>
<tr>
<td>17%</td>
<td>Percent increase in graduation rate for first-time, full-time black, non-Hispanic students</td>
</tr>
</tbody>
</table>
AA graduates continue their education

82%

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.