MAKING IT HAPPEN: COLLECTIVE IMPACT FOR COLLEGE COMPLETION

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Workshop Objectives

• Review Student Achievement Initiatives (SAI) at Miami Dade College
• Review ¡HACER!
• Share a framework for replication
What is SAI?

• The goal of the Student Achievement Initiatives (SAI) is to substantially **increase student success and completion** while maintaining **access and quality**.

• After an initial year-long data review and planning process, MDC developed a 2-year implementation plan focused on **creative integrated academic and student services** solutions to help more students successfully **complete a college degree or certificate program**.

• These strategies have fostered the success of students starting at MDC in any one of our **three entry points**: college-ready, developmental education, and English for Academic Purposes (EAP).
We Identified Barriers to Student Success and Completion

- Unstructured student pathways at all levels
- Too many academic choices and curricular options
- Inconsistent or misaligned academic support
- Unclear or inconsistent communication of information
- Inadequate technological infrastructure to effectively guide and monitor student progress
• Create a more **structured intake** process.
• Develop and utilize structured **curriculum pathways** with sequential coursework and focused course choices.
• **Increase forward momentum**, especially in developmental education and English for Academic Purposes (EAP).
• **Increase transition assistance** from developmental education and EAP into **college-level programs** of study and from there into **transfer and/or career outcomes**.
• **Integrate academic and student support programs** aligned with **learning outcomes**.
• Increase student engagement through participation in **communities of interest**.
Understanding the Student Experience: LOSS AND MOMENTUM FRAMEWORK

POLICY (Institutional, State and Federal)

ACCREDITATION (Transfer, Articulation, Credentialing)

VENDORS (Testing, Publishing, Data/Transactional Systems)

LOSS POINTS

- Do not apply to PS
- Delayed entry to PS
- Poor college counseling leads to under enrollment, poor matching and failure to obtain financial aid for which they qualify

- Poor academic preparation
- In community colleges, 60% referred to developmental education, only 30% ever take subsequent college level courses
- Fail to enroll/pass Gatekeeper courses (i.e., entry-level math and English)

- 75% of low-income students need to combine work and school; work more than 20 hours/week; schedule changes
- Part-time enrollment means slow progress, loss of momentum
- Life happens, complex lives mean many disruptions; stop out or drop out

- Limited advising leads to credit (and debt) accumulation not matched to degree attainment
- Leave with credits needed for degree but for college level math
- Transfer without credential
- Credential doesn’t garner family-supporting wage job or isn’t “stackable” to career that does

STUDENT PROGRESSION

- Strong links to high schools

CONNECTION

Interest to Application

ENTRY

Enrollment to Completion of Gatekeeper Courses

PROGRESS

Entry into Course of Study to 75% Requirements Completed

COMPLETION

Complete Course of Study to Credential with Labor Market Value

STUDENT DATA SYSTEM (From Day 1 to Completion)

STUDENT ENGAGEMENT

LEADERSHIP FOCUSED ON COMPLETION (Faculty, Administration, Trustees)
YEAR-1 ACCOMPLISHMENTS

Academic Pathway Redesign
First Year Experience (FYE) Course
Mandatory Orientation 2.0
Boot Camps 2.0
Registration Deadline
Multiple Measures Pilot
Developmental Education Redesign
Where we are now…

- Coaching & Mentoring
- Pre-college Advisement
- Mandatory Orientation
- Adoption of New Technology Platforms
- 3-Tiered Coaching & Mentoring Model
- Advisor Training
- Academic Pathways
- FYE Courses
- Initial Components of Communities of Interest
- Test Prep Boot Camps
- Developmental Education Redesign
3-Tiered Advising Model Supports Student Pathway

Tier 1: Admissions through Orientation

Orientation through 25% Benchmark

Tier 2: 25% Benchmark through Graduation

Tier 3
Tier 1: Admission Through Shark Start Orientation

Pre-College Advisors prepare students for a strong start at MDC.

Activities:
On-site advising at 46 high schools; financial aid information; career-focused workshops; outreach/connections; documentation reminders; academic enrichment opportunities.

Early Results: applications and enrollment both increased by ~15% in 2013
Tier 2: Shark Start Orientation Through 25% Benchmark

**Senior Advisors** support students to create academic/career plans aligned with skills and interests.

**Activities:**
Mandatory orientation, engagement activities, non-cognitive and career assessments, one-on-one advising, Individual Educational Plan (IEP).

**Early Results**
- ~30,000 FTIC students attended mandatory orientations to date
- ~90% of all new students assigned an advisor and completed IEP
- Fall to Spring and Fall to Fall retention increased each year
**Tier 3: 25% Benchmark to Graduation**

**Academic Coach/Mentors** support students with more specific academic and career advice linked to program of study.

**Activities:**
Monitor IEP completion, academic progress reviews, service learning and internship opportunities, transfer and career planning, mentorship.

**Early Results:**
- ~6000 students successfully reached 25% benchmark and transitioned to coach/mentor.
- ~250 faculty, department advisors and chairpersons volunteered to be coach/mentors.
Integrated Academic and Student Support Services

SAI

QEP

Learning Outcomes

3 Tier Advisement

HACER
Communities of Interest (COI’s)

- A COI represents a clustering of students who demonstrate a common interest and have similar academic and/or career goals.
- Services and initiatives within the COI support the identity, purpose and objectives of this target group of students to enhance program persistence and completion.
- Focus on co-curricular and career exploration activities.
- New position has been created to support the development of the Communities of Interest across the College.
Data Driven Enhancements

Evaluate Intervention

Make Course Corrections

Analyze Results

Identify Areas for Improvement
Measuring Impact

• MDC has built capacity for using data to:
  • Inform decision-making and problem-solving
  • Integrate academic and student services more effectively
  • Innovate and take calculated risks
  • Learn and improve upon early execution
  • Reallocate resources more strategically
  • Guide and embrace positive changes
  • Deliver results
  • Scale best practices
• Now that the SAI framework has been shared, we will review ¡HACER! as a particular example of how SAI influences long-term institutional sustainability.
• ¡HACER! is the Spanish word for “TO DO.”

• The ¡HACER! Project (Hispanic Access to College Education Resources) is a large collaborative effort facilitated by Miami Dade College that is designed to increase the post secondary attainment rates of Latinos in Miami-Dade County.

• The effort is a 4-year $600,000 grant program funded by the Lumina Foundation Latino Student Success Initiative.

• The project is currently in Year 3 of the grant life cycle and Year 2 of program implementation.
¡HACER! Program Goals

• *(Short Term Goal)*
  • To create a college going culture in the Miami-Dade County Community.

• *(Intermediate Goal)*
  • To increase the number of Latino Students who graduate from high school and are properly prepared for postsecondary studies.

• *(Long Term Goal)*
  • To increase the proportion of Latinos in Miami-Dade County who hold high quality college degrees, certificates, or other credentials to 60% by the year 2025.

• *Goal 2025 is a nationwide education attainment goal that if met, will enable students to effectively compete in today’s global workforce and create a stronger America and a stronger Miami-Dade County.*
Why ¡HACER!? 
Education is society’s great UNIFIER; and statistically, as a community, we are at a disadvantage.

The State of Miami-Dade County

- 61% of Latinos in Miami-Dade County only have a high school diploma.
- Currently, only 38% of Latinos in Miami-Dade County hold a college degree.
- Only 22.4% of Latinos earned a BS/BA degree, compared to 45.3% of non-Latino whites.

(U.S. Census Bureau, American Community Survey, 2010)
¡HACER! Partnership
Resources & Services

¡HACER! resources and services flow directly into the six targeted schools

Booker T. Washington
Miami Beach
Homestead Senior
Miami Southridge
Miami Jackson
Westland Hialeah

The circular flow represents the creation of the well-prepared student who is equipped to successfully navigate the educational pipeline to college completion

The flow of information and knowledge from ¡HACER! activities and interventions conducted through the high schools

HIGH SCHOOL GRADUATE
COLLEGE STUDENT
COLLEGE GRADUATE
FAFSA & Registration Marathons
College Tours
Mentoring & Tutoring
Faculty & Staff Professional Development
Financial Literacy Workshops
College Clubs
Student & Parent Workshops (Cognitive & Non Cognitive)
Curriculum Alignment
Summer-Bridge Programs
Test Prep Courses (Boot Camps)
!HACER! Website
A Community Commitment to College Readiness and Student Success

- The partnership includes a host of partners that work collectively to impact college readiness and student success in the Miami-Dade community.

- The partnership provides college readiness resources and services to six high schools in the Miami Dade County Public School System:
  - Booker T. Washington High School
  - Homestead Senior High
  - Miami Beach Senior
  - Miami Jackson Senior
  - Miami Southridge
  - Westland Hialeah

11 & 12 grade students
Expect to serve over 18,000 students
### Year 1 Outcomes (2012-2013)

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<th>Outcomes</th>
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<td>4500 students received college readiness resources &amp; services</td>
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<td>2600 students were exposed to a college career curriculum</td>
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<td>1,154 students &amp; 250 parents trained on financial aid process</td>
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<td>800 students were assisted with the FAFSA application</td>
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<td><strong>4% Increase in college enrollment rates</strong></td>
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<td><strong>17% Increase in FAFSA applications completed</strong></td>
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<td><strong>5.6% Decrease in developmental education placement</strong></td>
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<td><strong>3% &amp; 6% Increase in 4-year &amp; 6-year graduation rates</strong></td>
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<td><strong>24,982 College Degrees, certificates &amp; other credentials awarded</strong></td>
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<td>65 parent &amp; student workshops</td>
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<tr>
<td>51 SAT/ACT preparation workshops</td>
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<td>18 asset map evaluations</td>
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<td>10 Florida-based college tours</td>
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Moving Forward

This year we are continuing the work and building upon promising efforts to significantly “move the needle” in postsecondary attainment for our community.
Discussion Activity

• Pair up with 3-4 other participants and take a few minutes to address the following three prompts:

1. Explain how some of these strategies could be useful at your institution.
2. Are there some strategies that may not work at your institution? Why?
3. How would you overcome some of the identified barriers to implementation at your institution?
Questions?
For additional information:

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