



INSTITUTE *for* EVIDENCE-BASED CHANGE
Informing Decisions · Improving Practice · Increasing Student Success

“Improving Practice – Changing Culture: What Are We Learning from Courageous Colleges?”

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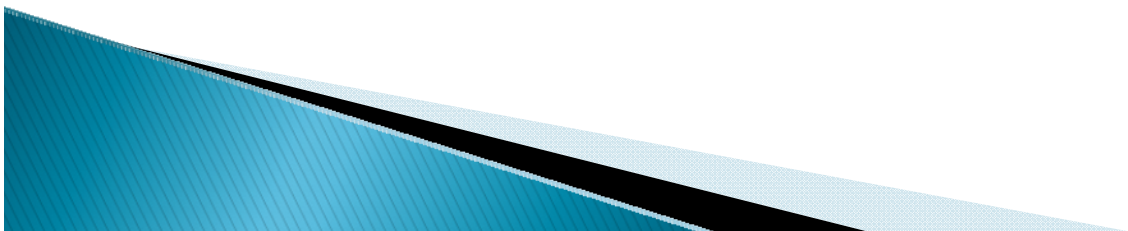
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Can We Agree...?

“Only those (nations) who can offer the worlds highest skill levels and the world’s most creative ideas will be able to justify the worlds highest wages”*

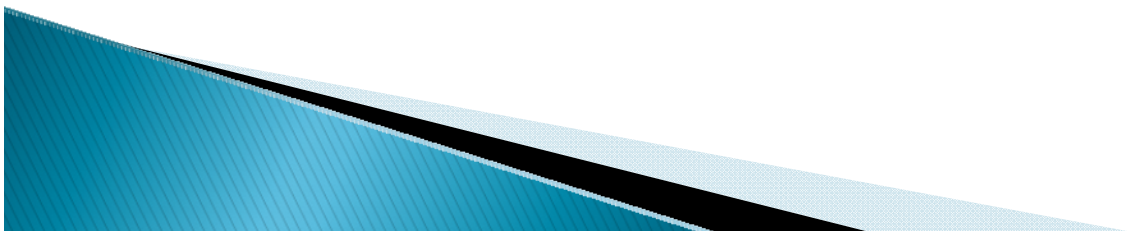
*Standing on the Shoulders of Giants: An American Agenda for Educational Reform. Mark S. Tucker. National Center on Educational and the Economy. May 24, 2011.



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How Education is Supposed to Work

- ▶ A seamless transition among segments: k-16
- ▶ Well prepared students moving through a pipeline
- ▶ Little or no remediation as students transition through the segments
- ▶ Students prepared with the skills, knowledge and ability to enter the workforce





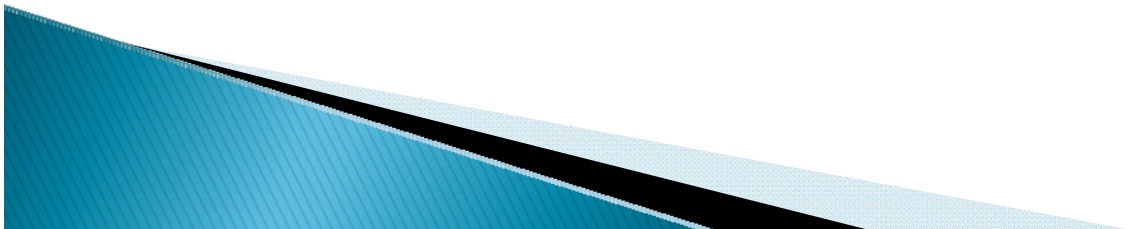
Why Is It So Hard To Improve?

- ▶ Education as a human endeavor
 - One of the massive undertakings in human history
 - What neuropsychologists say...
- ▶ A brief history of higher education and community colleges
 - From Bologna to today
 - Supporting the public good
- ▶ Elizabeth Kubler-Ross – stages of grief
 - Denial
 - Anger
 - Bargaining
 - Depression
 - Acceptance



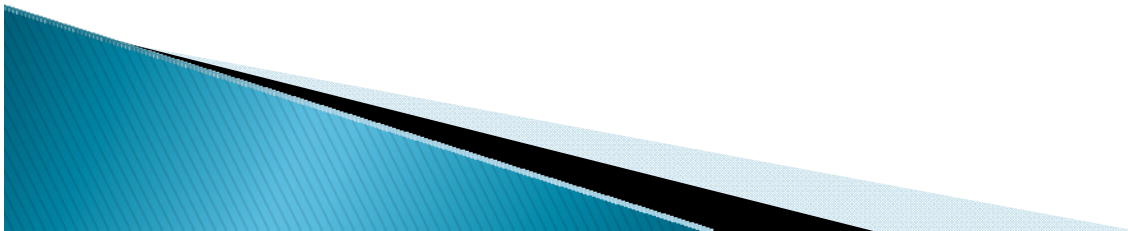
Why Is It So Hard To Improve?

- ▶ The Community College student entrance requirements
 - Top 100%
- ▶ Collaboration across segments
 - Silos are not our friend
- ▶ A victim of our heritage
 - Tabula Rasa
 - Right to fail



What Are We Learning From Innovative Community Colleges?

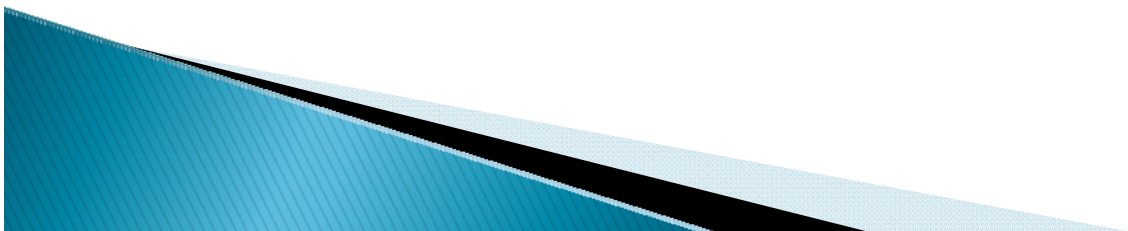
- ▶ Use of Data
- ▶ Collaboration across segments
- ▶ Basic Skills
- ▶ Course Completion/Gateway Courses
- ▶ Degree and Certificate Completion



Using Data

"Everyone is entitled to his own opinion, but not his own facts" Daniel Patrick
Moynihan

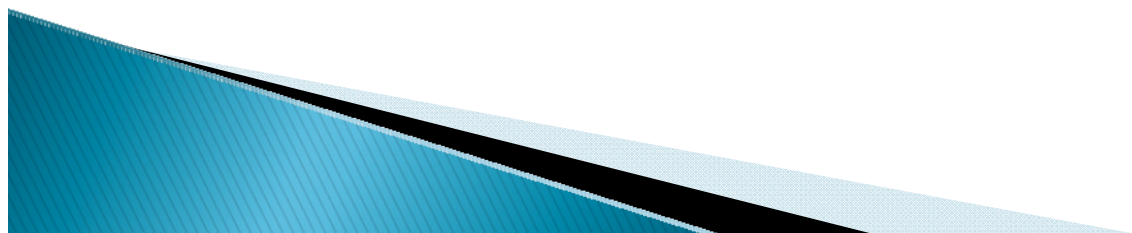
- ▶ Widespread use of accurate, reliable data, college wide
- ▶ Turning from a culture of blame to a culture of wonder (K. McClenney)
 - Creating a space to have these courageous conversations
- ▶ Focusing of a few key metrics
 - Course success rates
- ▶ Regularly measuring outcomes
 - Be intentional – focusing on the WII-FM principle
- ▶ Set a goal range
 - Target and stretch goals



Collaboration across segments

"We all share the same students, just at a different point in their lives"

- ▶ About 60% of student continue their education in the same geographic region
- ▶ Cal-PASS and 2+2 tracking
- ▶ Faculty working together
- ▶ Bridge programs
- ▶ College level student success courses taught in the high school
- ▶ Early college high schools
- ▶ Alignment of curriculum



Basic Skills

"We all share the same students, just at a different point in their lives"

- ▶ Monumental problem – test or curriculum?
- Basic Skills students are not all the same – no one size fits all
 - Close to college ready
 - Low skills
 - Returning adults
 - LD
- Current and potential strategies
 - Stratification to address differences – use of diagnostic instrument
 - Boot camp
 - Proficient but not prepared – alignment of curriculum
 - Look to ABE work – I-BEST
 - FTIC work – academies
 - Acceleration strategies – Statway



Course Completion/Gateway Courses

- ▶ Most important area to consider
- ▶ Contextualized curriculum
- Integration of tutoring into classroom
- Supplemental Instruction
- Learning communities
- Faculty aligning expectations
 - Working with Adjuncts



Degree and Certificate Completion

- ▶ Barrier removal
- ▶ Counseling and degree plans day one
- ▶ Reviewing the pathway – is it still relevant?
- ▶ Catching those slipping through the cracks
- ▶ Faculty advising
- ▶ Reverse degree completion



Finally...



Patience and wisdom are important concepts to keep in mind