We Know What Works, so Now Let's Do It: How to Implement Holistic Reform Using Spectrum Thinking

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communitycollegedata.com

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Welcome!

- Thank you for having me! (MN!)
- You are very important people (you have an exponential effect on students and the community)
- Let’s start with some positive data
- You need to know that you are already making a difference in the lives of millions of people, the economy, the country, and the world

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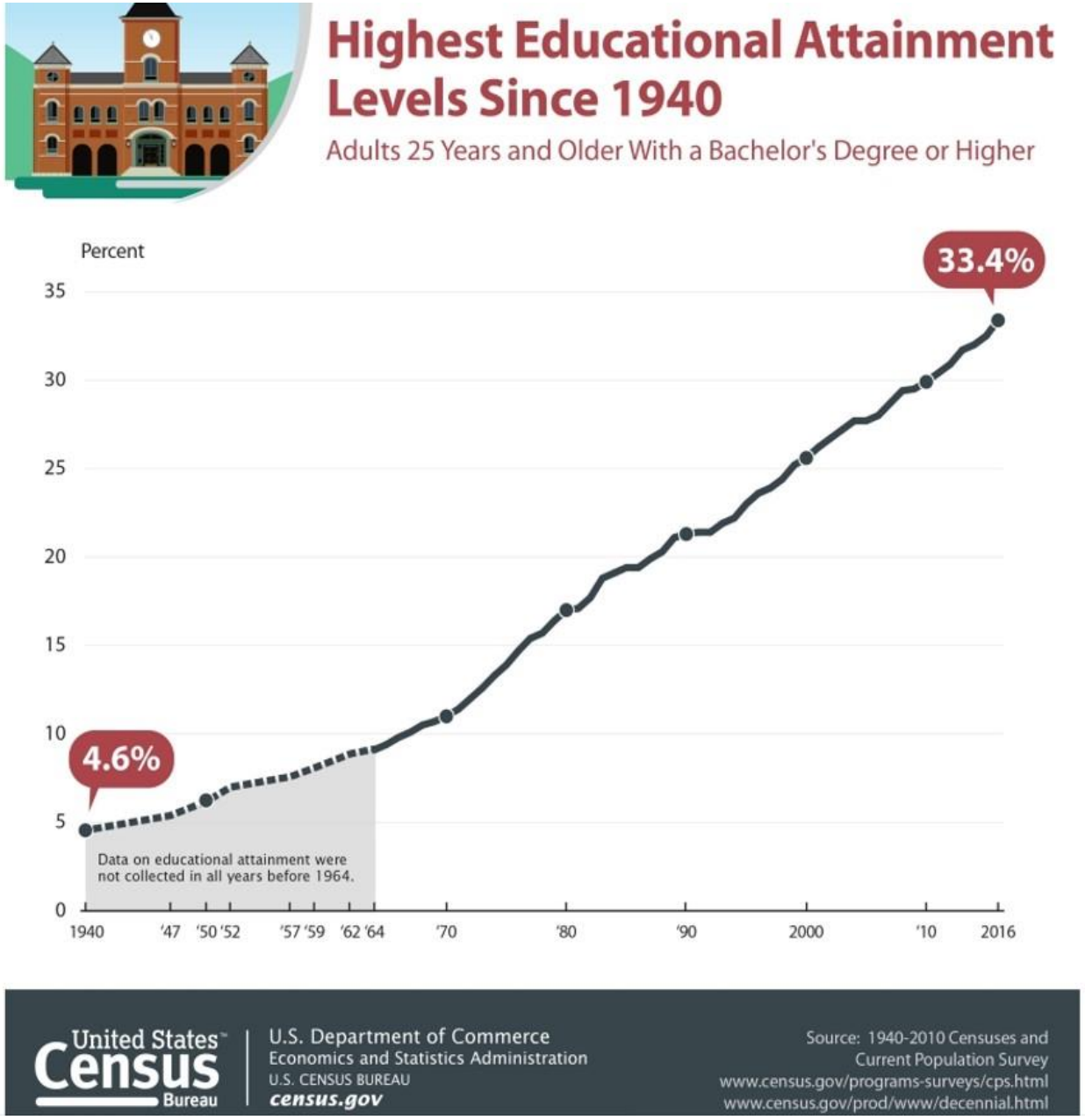
“Highest Educational Attainment Levels”[1]



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The Problem

- However, on the other side of this, we do have a chronic problem in higher education
- Even top-performing at-risk students graduate at a lower rate when compared to other top-performers
- Let’s look at one of the most revealing charts that demonstrates this (13-year tracking study):

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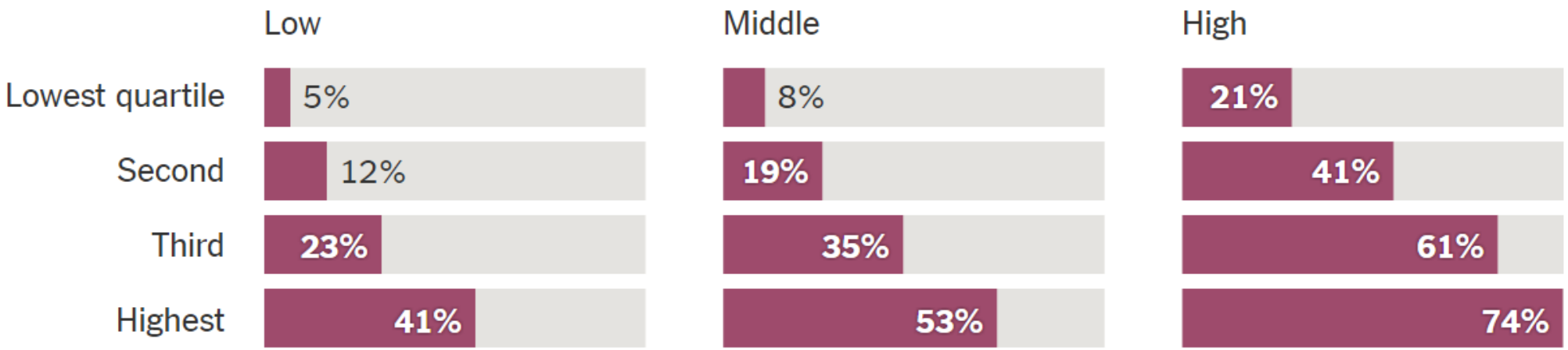
“Graduation Gap Wider Than Enrollment Gap”[2]

The Advantage of Wealth in College

A low-income college student with top math scores has the same chance of graduating with a bachelor’s degree (41 percent) as a rich student with mediocre scores.

B.A. completion rate in three socio-economic groups, ranked in four groups of math test scores.



Source: Department of Education: Education Longitudinal Study

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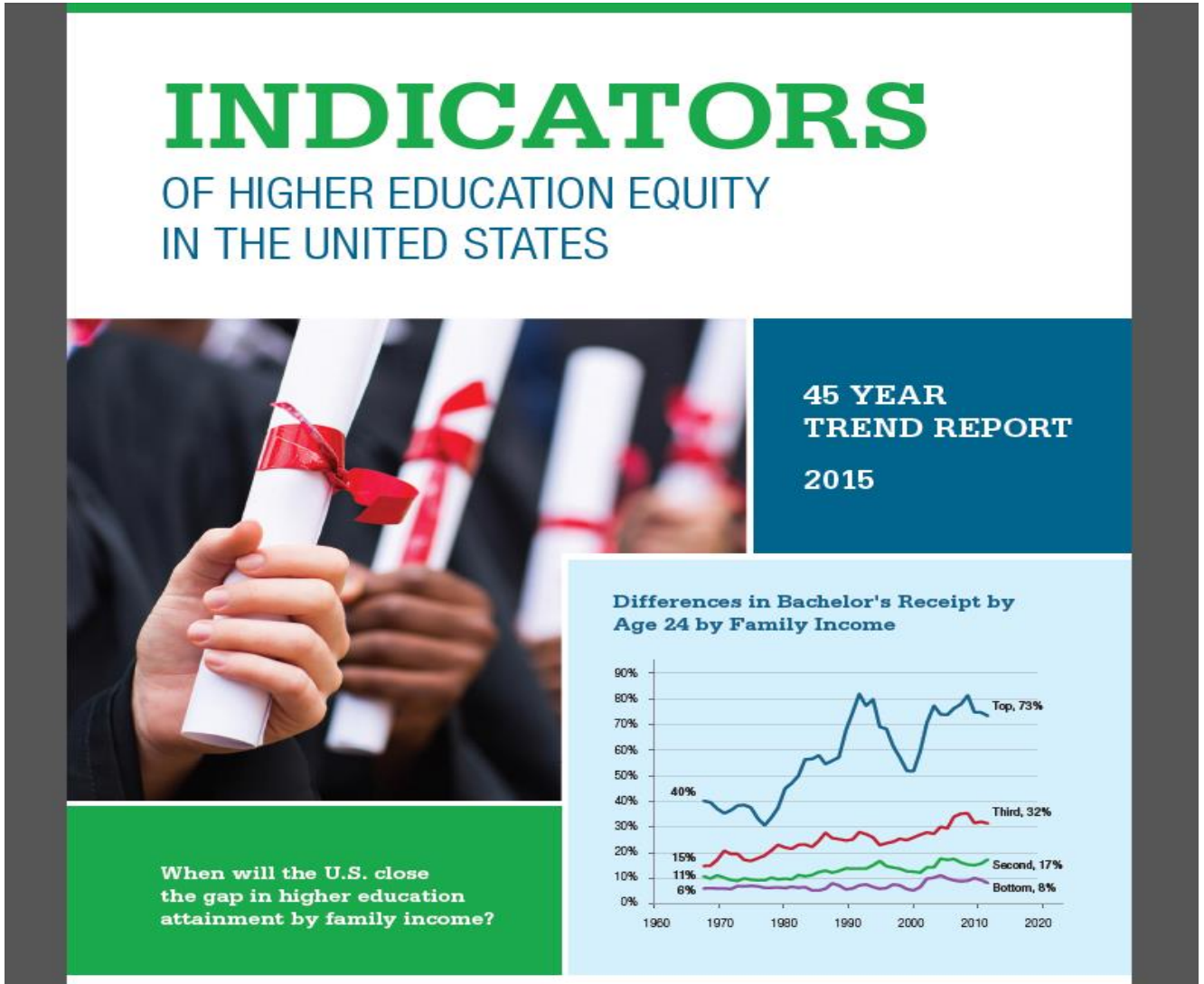
Pell Institute "Indicators of Higher Education Equity in the United States" (2015)[3]



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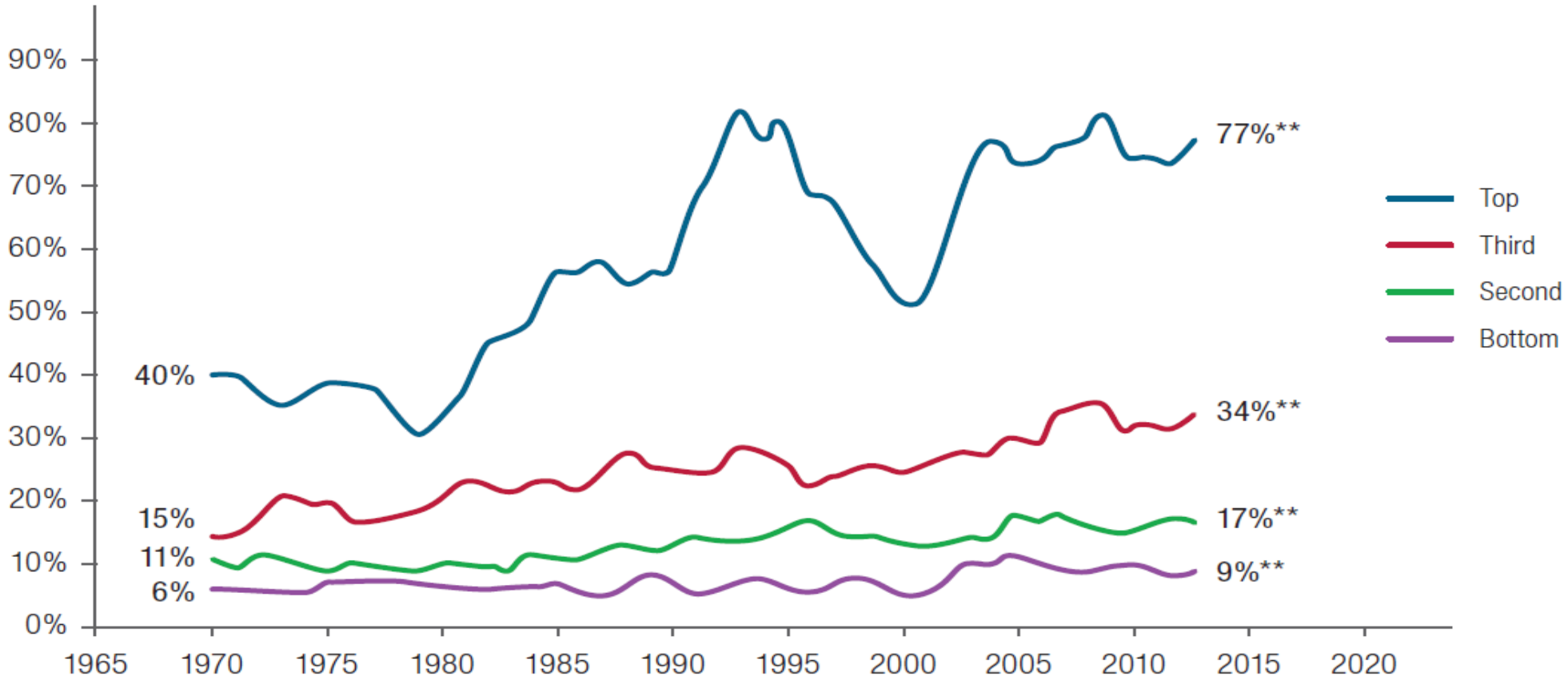
Pell Institute "Indicators of Higher Education Equity in the United States" (2015)[3]

Equity Indicator 5a: Bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970-2013



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But We Know What Works!

- Despite this, it turns out that we know a great deal about reforms that work for at-risk students
- Our goal now should be to begin to implement them thoughtfully and holistically, using data to guide us
- Let's first explore what holistic reform can look like
- This example actually moves the needle in a meaningful way

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We Know What Works: Holistic Reform

- City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP)[4,5]
- The ASAP program implemented a randomized, controlled study, and the intervention was a comprehensive overhaul of Dev Ed (and non-Dev Ed), including the infusion of a great deal of design reform, staffing, and resources ($4,000 to $6,800 per student per year)

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We Know What Works: Holistic Reform

- ASAP Components
  - Dev Ed courses first
  - Full time requirement
  - Block scheduling
  - Learning communities for first year
  - Group advising sessions every week (60-80 caseload)
  - Meetings with adviser at least twice per month
  - Mandatory tutoring
  - Career specialist meeting once per semester

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We Know What Works: Holistic Reform

- ASAP Components
  - Tuition waiver
  - Free MetroCards ($2.75 one-way trip NYC)
  - Free books
  - Free social events
  - Consistent and repeated messages
  - Out of pocket costs for institution are again about $5K-$7K more per student per year
  - Good model for “free community college”

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We Know What Works: Holistic Reform

- Dev Ed ASAP *n* (numbers) and demographics:
  - 896 students in original total sample
  - 44% Hispanic, 34% Black, 10% White, 8% Asian
- Credits and retention results:
  - Increased credits over control group by 25%
  - Increased retention second semester (80 to 90%)

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We Know What Works: Holistic Reform

- Dev Ed ASAP graduation rates after 3 years:
  - Control Group (no ASAP): **21%**
  - ASAP Intervention Group: **48%**

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We Know What Works: Holistic Reform

- Non Dev Ed ASAP graduation rates after 3 years:
  - Control Group (no ASAP): **29%**
  - ASAP Intervention Group: **60%**
- Three community colleges in Ohio are starting this program; others looking into it
- Many of you already use some of these components!

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Applying Spectrum Thinking

- Now that we know what to do, how do we do it?
- We should use **spectrum thinking** to implement holistic reform

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Applying Spectrum Thinking

What is *Spectrum Thinking*?

It is a process to identify effective reforms; assess them according to research and institutional resources; place them on a spectrum; and move toward implementing as many of them as possible in a way that supports existing initiatives and integrates them with new ones

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Applying Spectrum Thinking

- **Applying the process of spectrum thinking:**
  - Find the components that work (see research)
  - Ask: What are we already doing well now?
  - What components can we add in a thoughtful and well-supported way?
  - Put these components on a spectrum (we will discuss different kinds of spectrums soon)
  - Integrate new initiatives with existing ones
  - Our goal is always integrated, holistic reform, one step at a time; now let's apply this to ASAP

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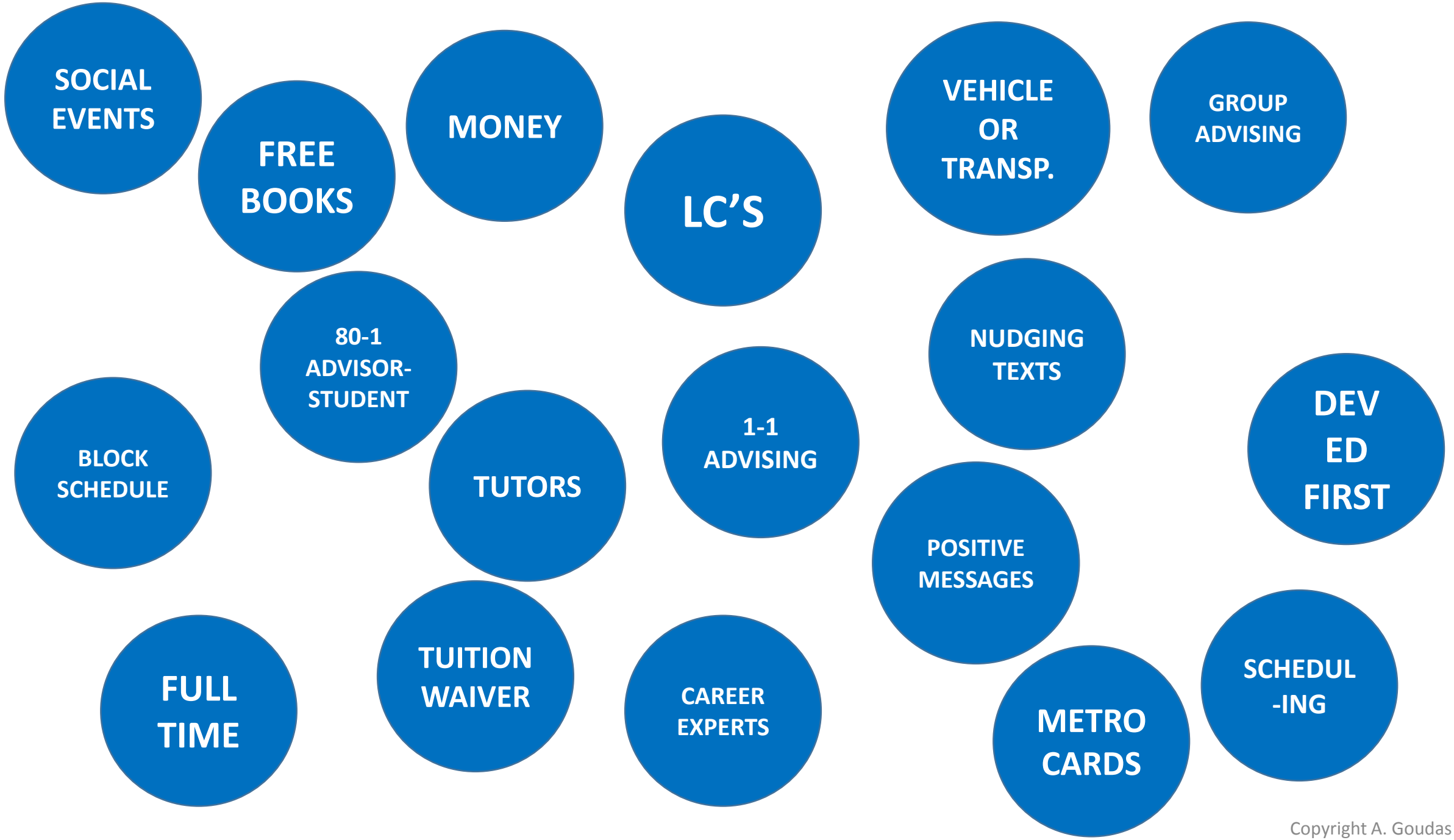

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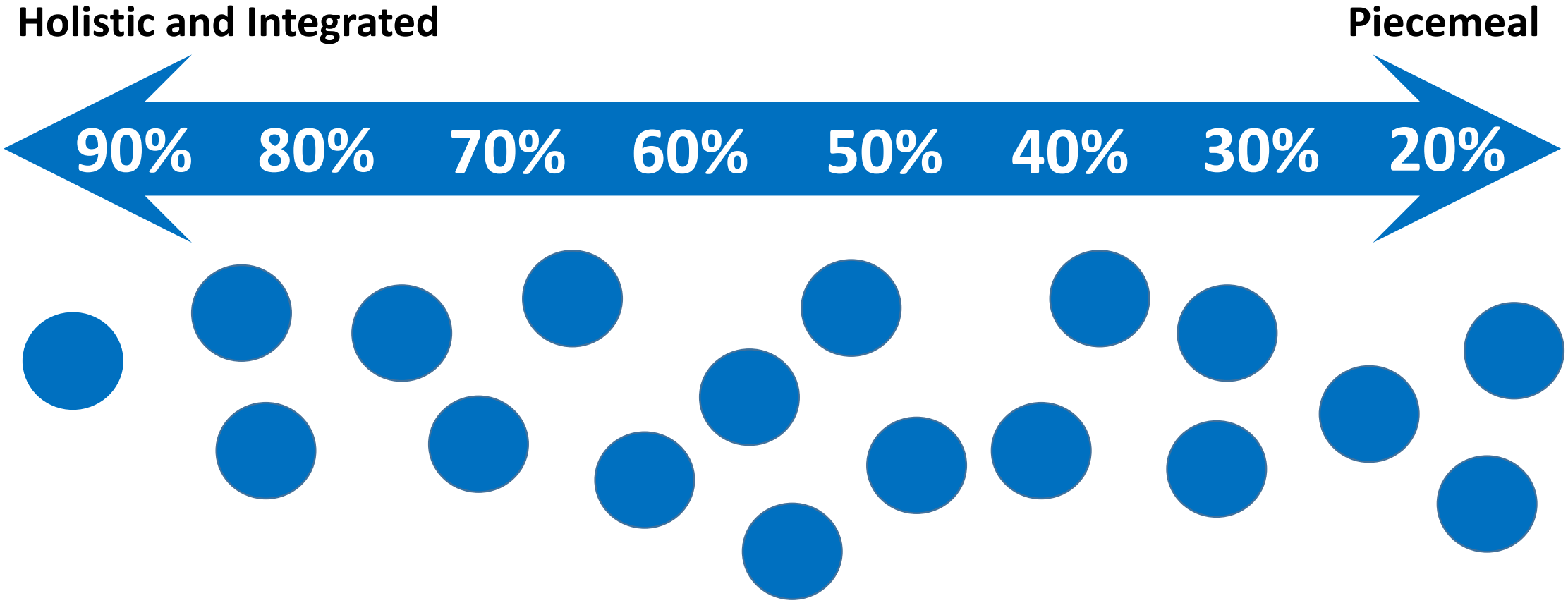
Applying Spectrum Thinking: ASAP

SPECTRUM OF HOLISITIC TO PIECEMEAL: ALL COMPONENTS EQUAL



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Applying Spectrum Thinking: ASAP

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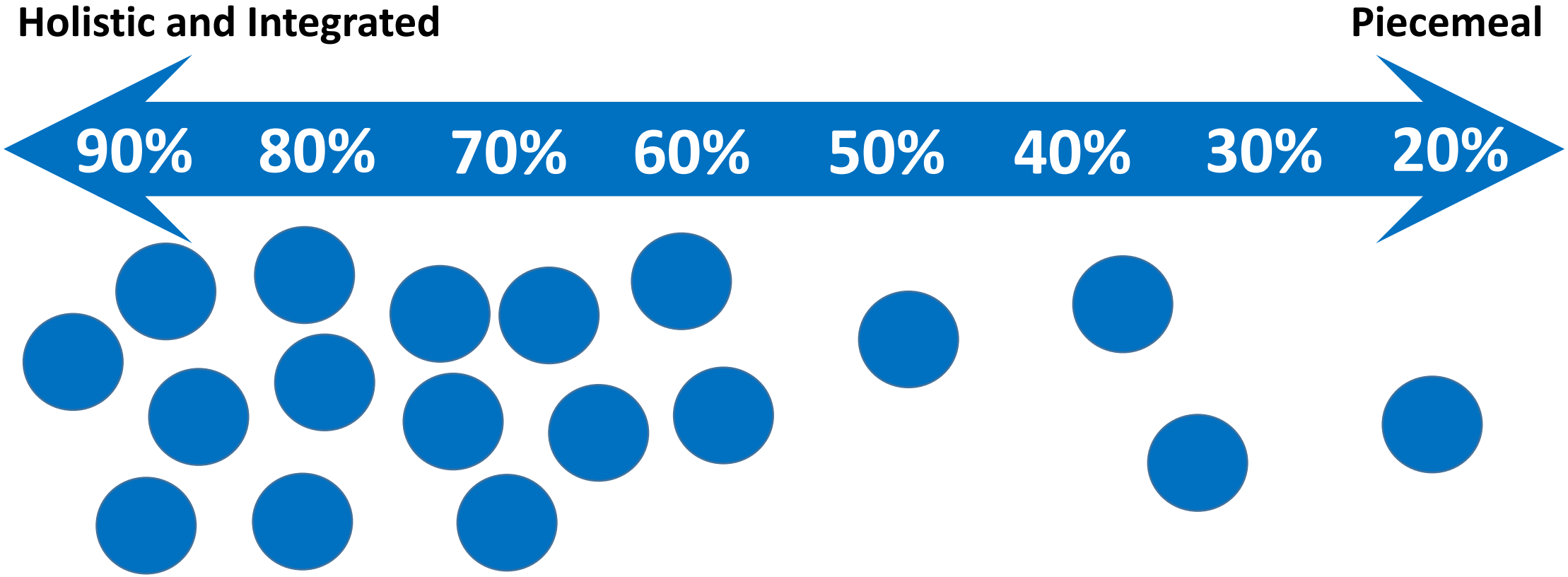

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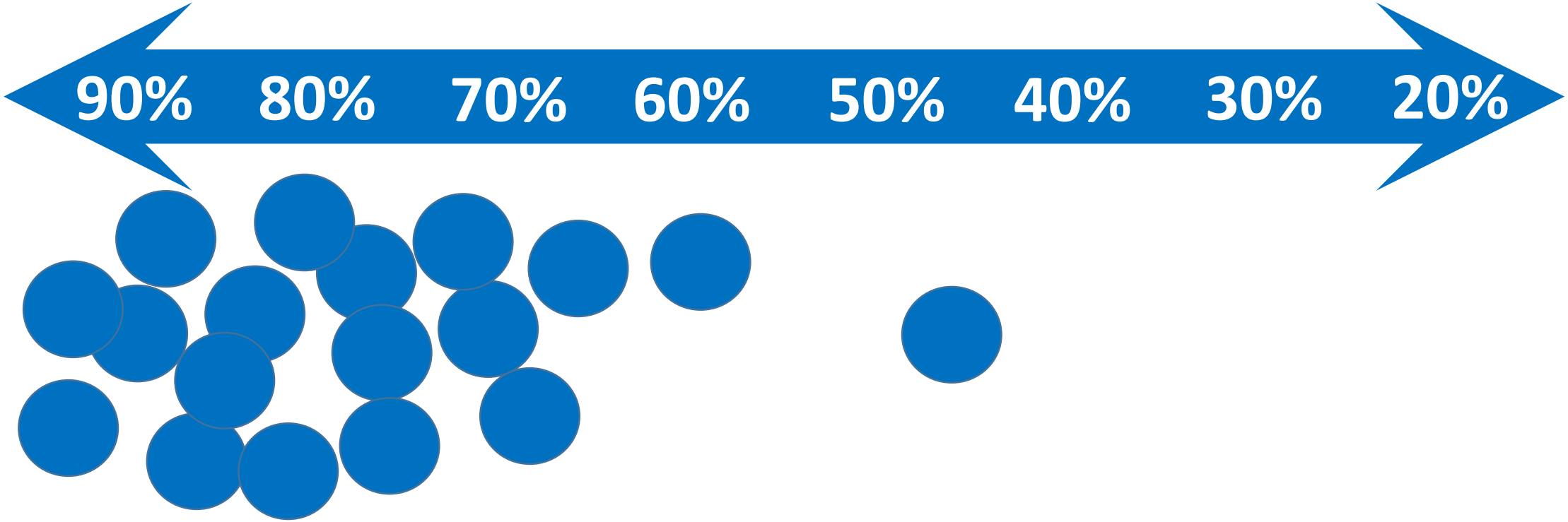
Applying Spectrum Thinking: ASAP

SPECTRUM OF HOLISITIC TO PIECEMEAL: ALL COMPONENTS EQUAL

Holistic and Integrated **Piecemeal**



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Applying Spectrum Thinking: Online Education

- Another reform commonly implemented is online education
- How do we do this best? This spectrum is different
- Online education questions to ask your institution:
  - What are the components that work holistically?
  - What are we doing well now?
  - What components can we integrate in a thoughtful and well-supported way, while still maintaining the quality of the initiatives we are currently running?

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ONLINE HELP (SELF)

ONLINE COURSE W/ SET LABS

FULLY ONLINE

HYBRID

ONLINE COURSE WITH OPEN LAB TIMES

FULL MOOC STYLE

FACE-TO-FACE

ONLINE HELP THRU COLLEGE

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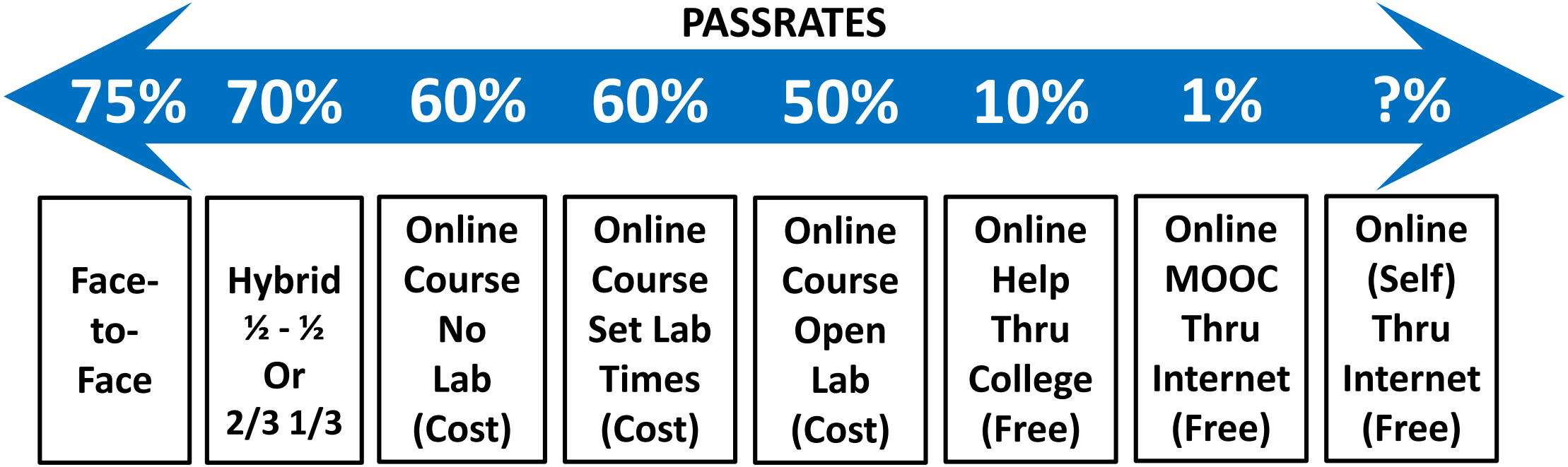
Applying Spectrum Thinking: Online Education

A spectrum of online/modular Dev Ed course offerings[6,7,8]

(A different kind of spectrum where not all parts are equal)

CLOSE TO STUDENT **FAR FROM STUDENT**



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Applying Spectrum Thinking: Online Education

- A word of caution about fully online courses: Bailey, Jaggars, & Jenkins (2015)[9] (*Guided Pathways* book):

  "…community colleges are experiencing fiscal pressure and continue to look for ways to lower costs. Yet the ways in which they typically cut spending—by increased reliance on part-time instructors, increased student-teacher ratios, and growing use of fully online instruction—reduce completion rates and likely hurt quality" (p. 197).

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“Navy Officials Examine Training” NPR (2017)[10]

- NPR article on how video training replaced class time:

  “It was 2003 when the Navy issued those CDs to junior officers. McGrath and other retired officers say the Navy was trying to save money by doing away with months of classes and making sure crews quickly got to their ships. It borrowed those efficiencies from the business world” (par. 6).

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“Navy Officials Examine Training” NPR (2017)[10]

- NPR article on how video training replaced class time:

  “So in 2010, just seven years after the CDs were issued, the commander of the Atlantic Fleet, Admiral John Harvey, went to Congress to tell lawmakers it was all a mistake…The Navy increased the classroom time and more time on simulators, but not as much time as they had in the 1970s, which brings us to the present and the recent mishaps, which some officers say are the direct result of those earlier training decisions” (par. 9,14).

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Applying Spectrum Thinking: Corequisites[11,12,13]

- Another common reform is corequisites (acceleration is in MN Statute: Ch. 89, Art. 2, Sec. 25; and part of MN Dev Ed Strategic Roadmap)
- How do we do this best?
- Corequisite questions to ask your institution:
  - What are the components that work holistically?
  - What are we doing well now?
  - What components can we integrate in a thoughtful and well-supported way, while still maintaining the quality of the initiatives we are currently running?

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LC FORMAT

STUDENTS JUST BENEATH CUTOFF

ALP SOURCE BOOK

DOUBLE TIME ON TASK

INSTRUCTOR TRAINING

STUDENTS VOLUNTEER

FULL TIME FACULTY

12 NON REMEDIAL STUDENTS

8-1 STUDENT TEACHER RATIO

COORDINATOR

NON COGS FOCUS

SAME INSTRUCTOR BOTH COURSES

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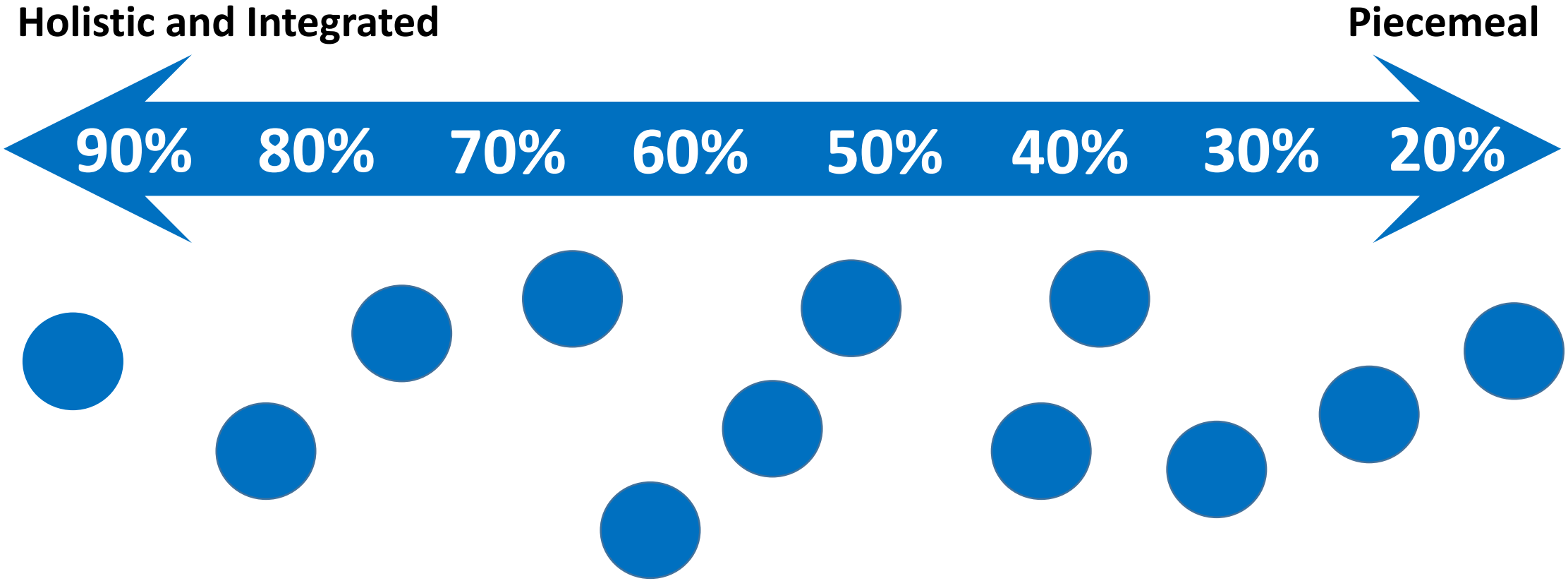
Applying Spectrum Thinking: Corequisites

SPECTRUM OF HOLISITIC TO PIECEMEAL: ALL COMPONENTS EQUAL



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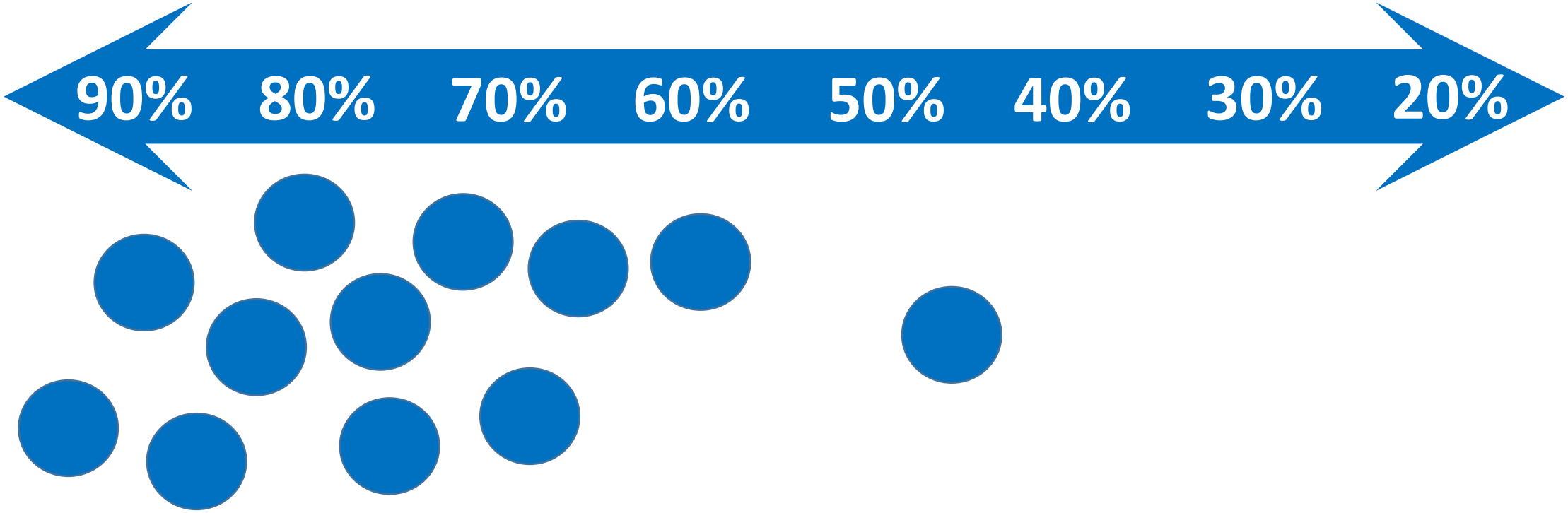
Applying Spectrum Thinking: Corequisites

SPECTRUM OF HOLISITIC TO PIECEMEAL: ALL COMPONENTS EQUAL

Holistic and Integrated **Piecemeal**



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Applying Spectrum Thinking to Any Reform

- Do we have time to talk about a holistic placement and intake process?

  How should people do things differently now?
- First, remember to implement reforms with support
- Second, existing reforms need continued support
- One of the most important reforms you can do now is to hire and train more advisors/counselors
- Another is to start integrating existing initiatives

Holistic reform is integrated reform

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Applying Spectrum Thinking to Any Reform

- Steps to take this semester:
  - Put all the known reforms on a table
  - Arrange them in a spectrum of preference/feasibility and efficacy: the ideal is full and integrated reform
  - Then begin move toward full implementation
  - Always remember to keep supporting existing initiatives before allocating resources to new reforms
  - This is thoughtful, data-based, holistic implementation which will improve student success

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Please write questions
down for the follow-up session!

Thank you!

Keep up the great work in this difficult field!

References and more reading available at
communitycollegedata.com

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