

You Have an Effective Reform, but How Do You Collaborate with Decision-Makers to Implement It?

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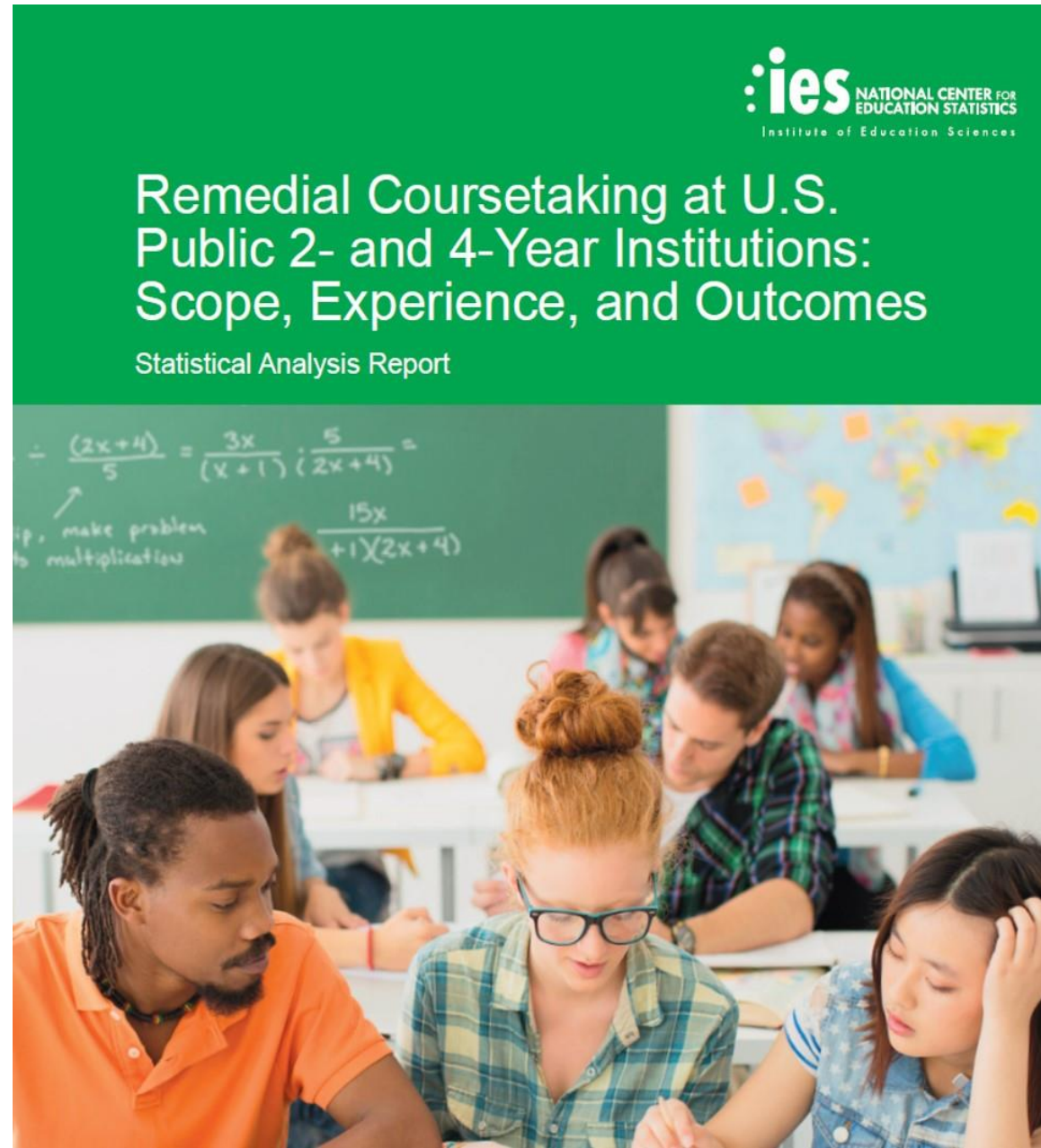
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Welcome!

- Thank you for having me!
- communitycollegedata.com and [@ccollegedata](https://twitter.com/ccollegedata)
- You are very important people; you have an exponential effect on the lives of thousands of students, the economy, the country, and the world
- We should start with some positive data
- You need to know that you have already been making a difference as educators

USDOE “Remedial Coursetaking” (2016)¹

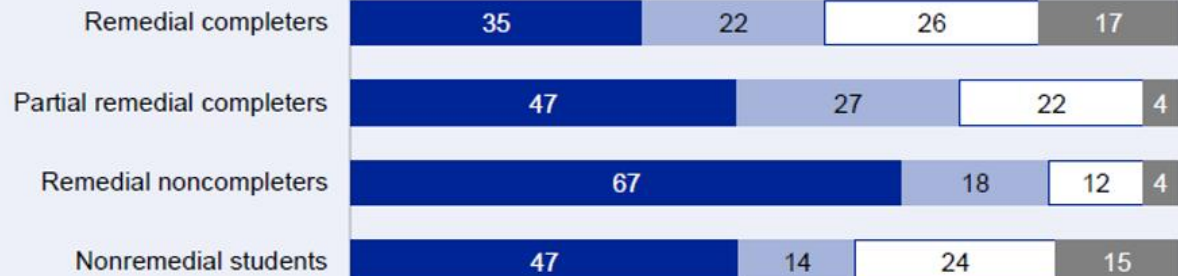


USDOE “Remedial Coursetaking” (2016)¹

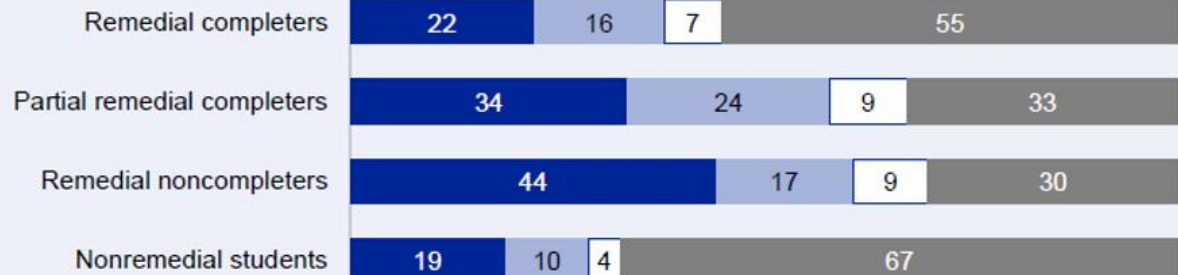
Figure 7.

SIX-YEAR PERSISTENCE AND ATTAINMENT: Among 2003–04 beginning postsecondary students who first enrolled in public 2- or 4-year institutions, percentage distribution of students according to their postsecondary persistence and highest degree attainment as of 2009, by remedial course enrollment and completion status: 2003–09

Students beginning at public 2-year institutions



Students beginning at public 4-year institutions



0 20 40 60 80 100

Percent

■ No degree and not enrolled ■ No degree but enrolled □ Attained an associate's degree or certificate ■ Attained a bachelor's degree

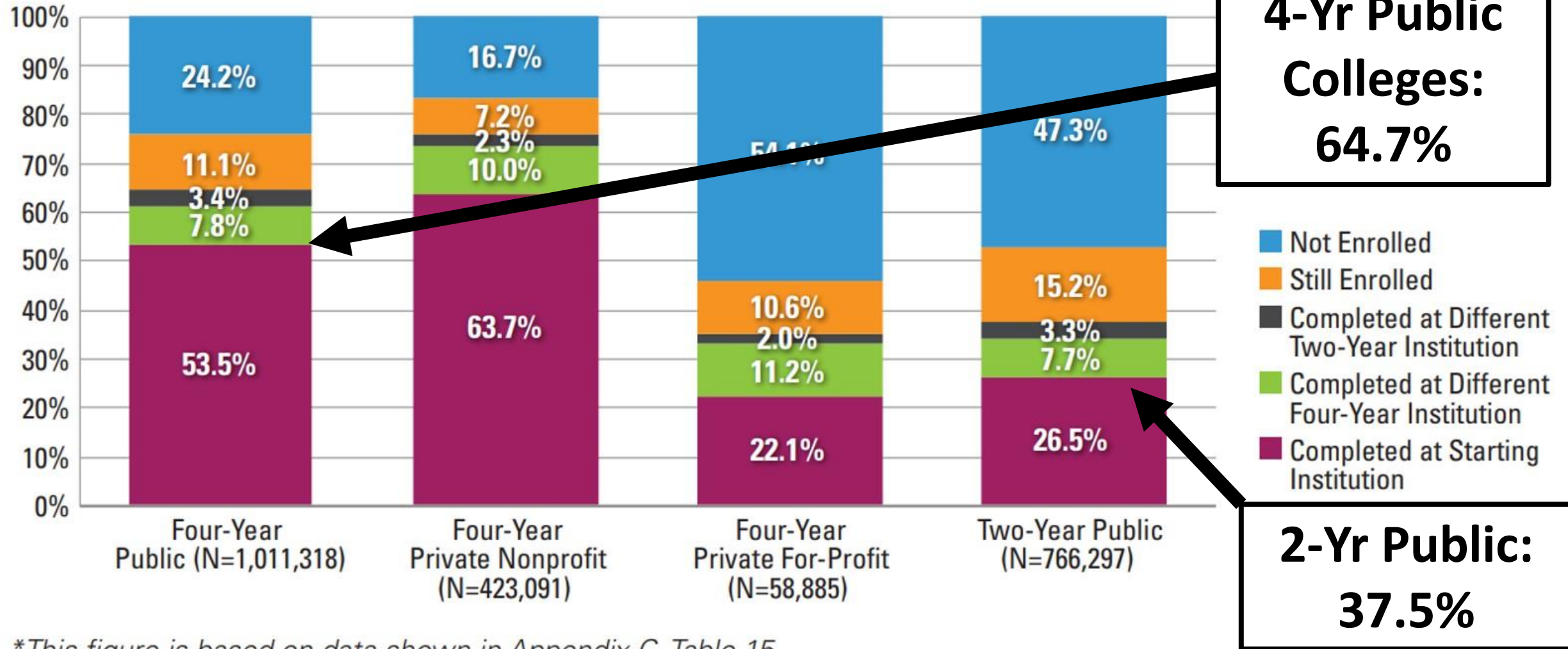
**Remedial
Completers
(49%) 6-Yr
Grad Rate:
43%**

**Nonremedial
Grad Rate:
39%**

**Overall Rem.
Grad Rate:
33%**

NSCRC “Completing College” (2017)²

Figure 8. Six-Year Outcomes by Starting Institution Type (N=2,259,591)*

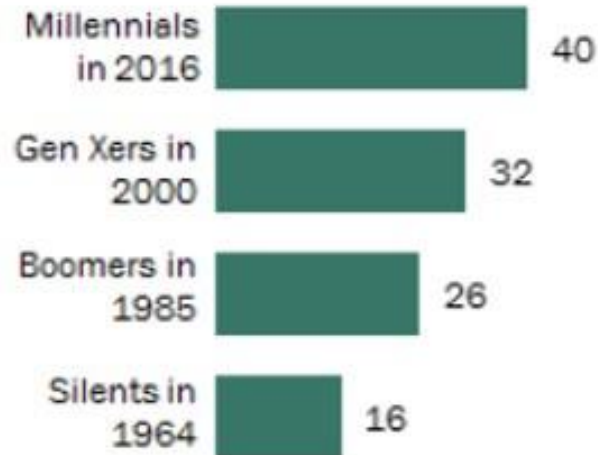


*This figure is based on data shown in Appendix C, Table 15.

Pew Research “Today’s Young Workers” (2017)³

Young workers in U.S. more likely than ever to be college graduates

*% of employed 25- to 29-year-olds
with a bachelor's degree or more*



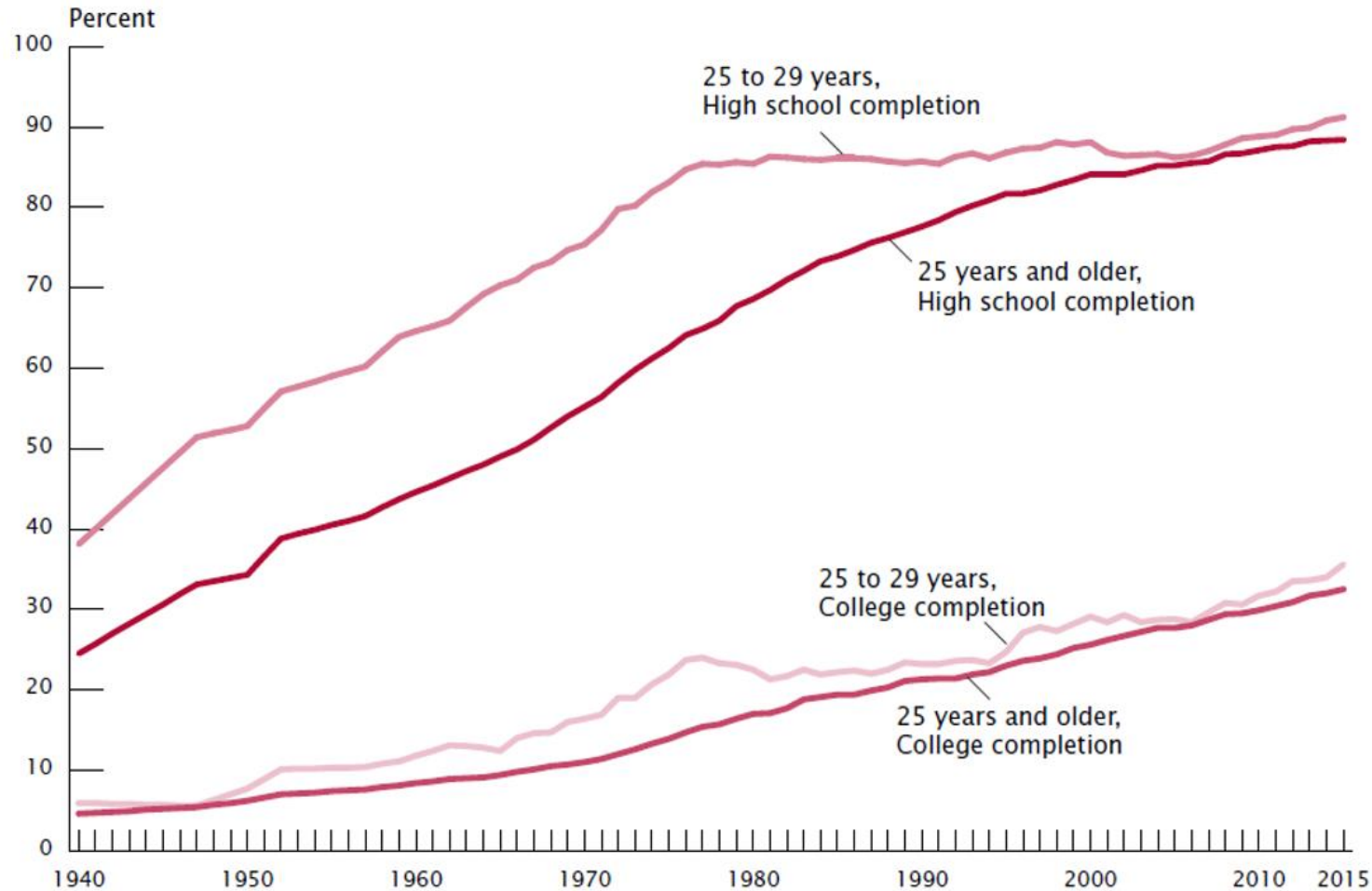
Note: “Employed” refers to those who were at work in the week prior to survey or who were temporarily absent from their jobs.

Source: Pew Research Center analysis of 1964, 1985, 2000 and 2016 Current Population Survey Annual Social and Economic Supplements (IPUMS).

U.S. Census Bureau (Ryan & Bauman, 2016)⁴

Figure 2.

Percentage of the Population 25 Years and Over Who Completed High School or College by Age Group: Selected Years 1940–2015



Note: Data for every individual year are not available for years prior to 1964.

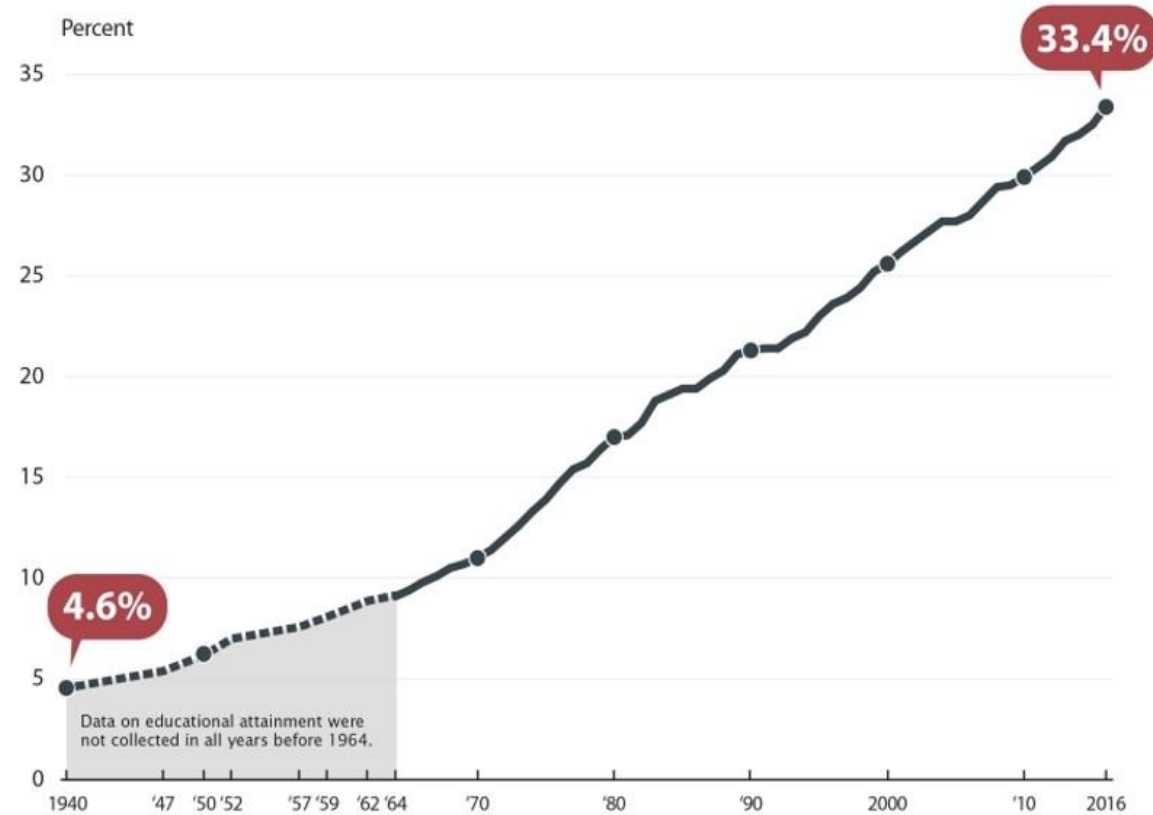
Source: U.S. Census Bureau, 1947–2015 Current Population Survey and 1940 Decennial Census.

“Highest Educational Attainment Levels”⁵



Highest Educational Attainment Levels Since 1940

Adults 25 Years and Older With a Bachelor's Degree or Higher



More Good News

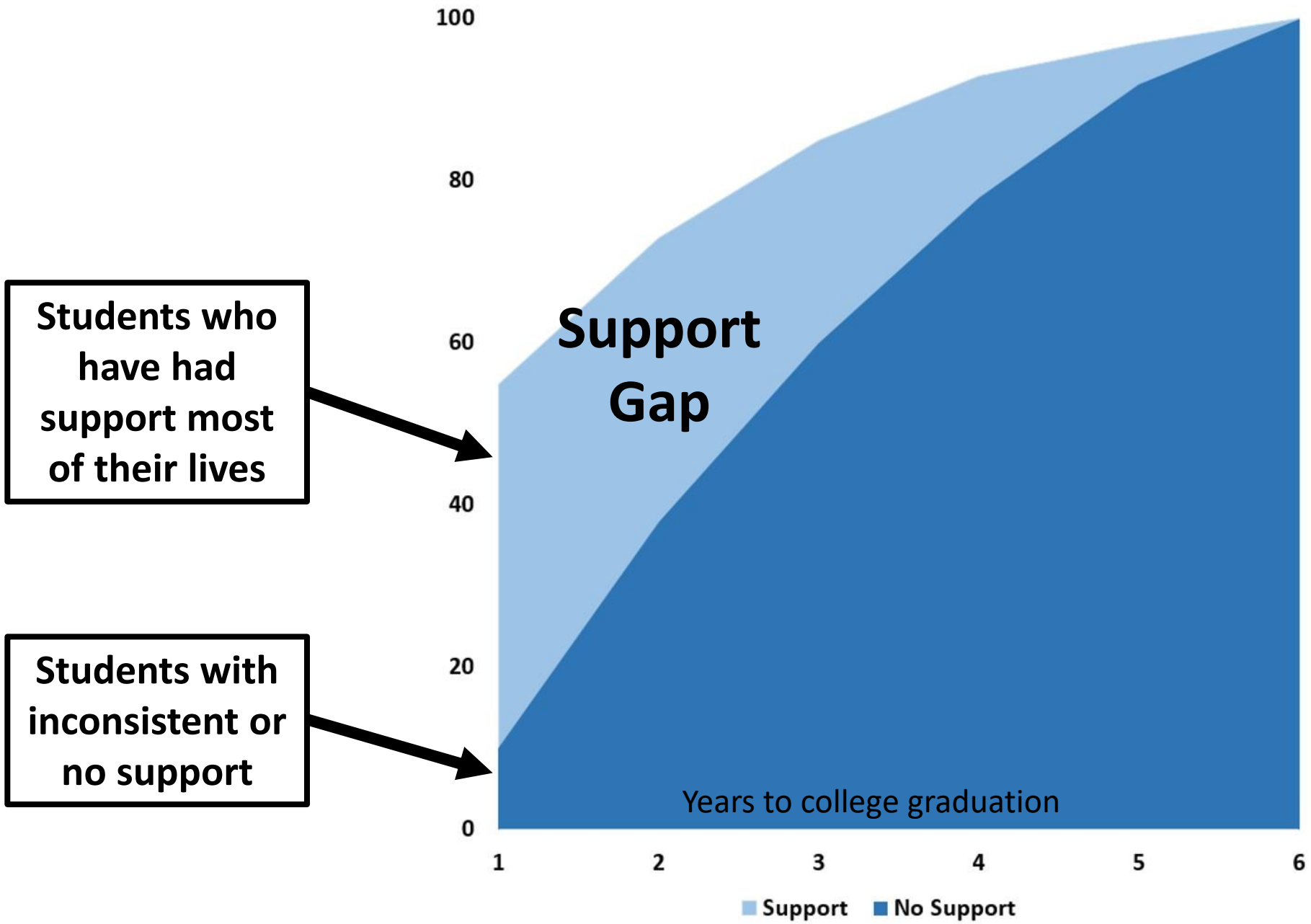
- So overall 4-year grad rates are on the rise; remedial completers' grad rates are higher than nonremedial
- Moreover, the National Student Clearinghouse Research Center (2017)₂ recently reported updated 8-year completion rates for two-year public colleges
- Public two-year graduation rates after 6 years is **38%**
- Public two-year graduation rates after 8 years is **44%**

We Can All Still Improve

- There are still pervasive and persistent problems^{6,7}
- For example, we now know that support for at-risk students needs to be well-funded and sustained (most students at 2-yr colleges and many at 4-yr colleges are at-risk)
- At-risk students in college face what I call a long-term

Support Gap

Model of the Probability of
Graduating College by Support Level



We Can All Still Improve

- How can we reduce the **Support Gap**?
- Again, we know that well-funded and integrated holistic reform is ideal, when we have a lot of money^{8,9,10}
- The question is what to do when there is no money!
- This means making more difficult decisions, and it also means *collaborating* on these decisions
- Getting buy-in from the people you work with guarantees more successful reforms

Subtitle: The 4 C's Approach to Collaboration

- How do we improve collaboration for successful reform?
- I offer lessons from my professional successes and failures in collaboration to demonstrate what to do and what not to do
- Research suggests that failure is one of the best ways to improve, learn, and be successful¹¹
- Alternative subtitle of today's presentation:

“Lessons From a Failed
(and Sometimes Successful) Collaborator”

Step 1: Communicate

Step 1: Communicate

- We have to be able to communicate with each other
- Lesson 1:

If they do not like you, they will not help you

- You may recognize this from the film *The Imitation Game*
- It is probably one of the most important lessons when improving communication and collaboration overall
- It does not mean obsequiousness; just be polite!

Step 1: Communicate

If they do not like you, they will not help you

- In the process of collaboration, at the very minimum, the best result after any communication is that the other person believes you are a good person (or competent, well-intentioned, etc.), i.e., they “like” you
- The first barrier in collaboration is pathos: If they “like” you, it increases the chances they might agree with you later on a proposal, but it must be sincere!

Step 1: Communicate

If they do not like you, they will not help you

- There are ways to challenge others on their claims without making (accidental) enemies:
 - For example, ask a question: “Have you considered x, y, z?” or, “What about this other approach?”
 - This is not to be confused with Michigan passive aggression!

Step 1: Communicate

If they do not like you, they will not help you

- We must also believe or attempt to believe that everyone is working in good faith with the right intent
- Even if you disagree with a colleague, realize they are still trying to do the best they can to improve outcomes
- It is a good life maxim: People are doing the best they can to do their work well

Step 1: Communicate

- Lesson 2:

Even e-communications should be considerate

- Emails and calendar meeting invites should have an actionable subject line, greeting, not too many paragraphs when possible, an agenda, and be at least a week in advance (plus a follow-up email a day before?)
- “Considerate” here means respect for others’ time, schedule, expertise, etc.

Step 1: Communicate

- Lesson 3:

- Create a culture of efficient and respectful meetings***

- Meetings should begin and end on time; agendas sent in a timely manner; important agenda items followed with a preset time allowed for discussion; and if voting, then a vote could follow the discussion
 - The leader of the meeting is responsible for moving people through the agenda efficiently and respectfully with agreed-upon rules perhaps

Step 1: Communicate

- Lesson 4:

All parties need to know they have been heard

- This is one of the most common concerns faculty voice around the country
- If you agree that everyone should have input before a decision is made, each party needs to know their input has been considered
- This can be improved with Step 2: *Comprehend*

Step 2: Comprehend

Step 2: Comprehend

All parties need to know they have been heard

- I would like to offer a process to improve how we *communicate* and *comprehend* each other
- It is designed to be efficient and make use of technology appropriately
- It is also designed to minimize meetings that are often unnecessary and frustrate people

Step 2: Comprehend

I call this the **SCORED** process for individual reforms:

1. **S**urvey by email (5-min email for responders)
2. **C**ompile & **O**rganize the results (several hours)
3. **R**eport the results at meeting 3 weeks later (15 min)
4. **E**valuate the results in that meeting (15 min+)
5. **D**ecide the motion (revised on the floor or not) or postpone for additional changes (5 min)

Here is an example:

The SCORED Process Example: The Survey

QUESTIONS

RESPONSES

16

Proposal: Research shows that students often do not understand what the Accuplacer is before they take it. This may negatively impact their score. We propose to devote staff and resources to informing students about the test (impact, layout, etc.) before they take it.

Form description

Are you in favor of dedicating staff and resources to talking to all students before they take the Accuplacer placement examination?

☐ Strongly agree

☐ Agree

☐ Neither agree nor disagree

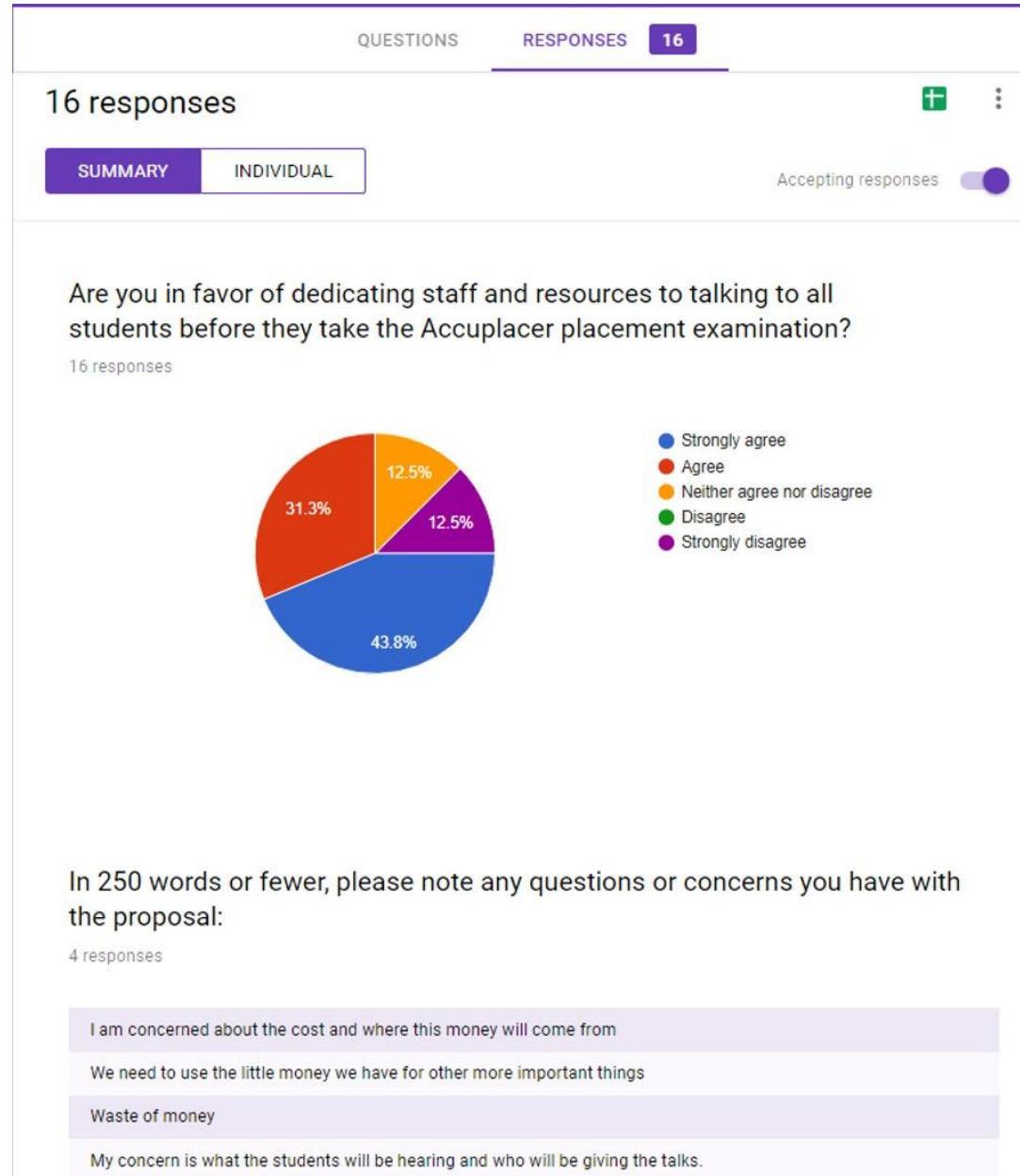
☐ Disagree

☐ Strongly disagree

In 250 words or fewer, please note any questions or concerns you have with the proposal:

Long answer text

The SCORED Process Example: Compile & Report



Survey, Compile, Report, Evaluate, and Decide

1. **Survey:** Email brief survey 3 weeks before meeting
 - Subject line: “Please Respond: Proposed Change to X”
 - Paragraph describing the problem and proposed solution
 - At most, one Likert scale multiple choice question
 - Open textbox for written comments (250 words maximum)

Survey, Compile, Report, Evaluate, and Decide

2. **Compile** and **Organize** the results

- The party that proposes the change should compile and organize the results using a chart
- The written comments should be summarized and put into themes (percents are a good thing)
- The report should also note the most common objections and problems using bar or pie charts

Survey, Compile, Report, Evaluate, and Decide

3. **Report** the results at a large meeting

- Whoever initiates the proposal should show the original email description to remind everyone:
“Remember the survey email?”
- Then they should show the response themes and most common objections
- They should offer ideas about how to address those problems one by one

Survey, Compile, Report, Evaluate, and Decide

4. **Evaluate** the results in an open discussion

- The presenter should open the room for discussion to address those who still have concerns and suggestions
- Discussion may take time to foster trust
- Based on the discussion, the proposal may stop and the SCORED process may be begun again with an amended proposal

Survey, Compile, Report, Evaluate, and Decide

5. **Decide** on the proposal

- If most of the parties are satisfied, then a vote can take place on the proposal
- Again, the SCORED process can be begun again if not everyone agrees
- Here is an example of the entire process using Google Forms and the survey feature:

Benefits of the SCORED Process

- Everyone is made aware of the proposal well before a meeting takes place
- 3 or 4 weeks' time for the process is best
- No surprises! People do not like to have major decisions forced on them, nor do they like to be unprepared for discussions on major proposals
- People will then be prepared to discuss the proposal, and they may even offer resources to help

Benefits of the SCORED Process

- The compilation of the results shows all parties that their concerns have been heard
- The silent majority's views will be known and perhaps they will feel empowered to speak
- You can address individual concerns that may not represent the whole (outliers)
- SCORED is an efficient way to propose and make changes, and to include everyone

Step 3:

Compromise

Step 3: Compromise

- There are two different ways to compromise:
 1. One side agrees to the other side's approach and the other side concedes some changes before implementation
 2. Both sides get what they want in a more limited way: You implement both approaches!
- It turns out that many compromises involve doing both

Step 3: Compromise

- Either way, compromise is necessary and crucial
- How best to do this?
- I have an exercise that might generate helpful advice for all of us to facilitate more compromise at our institutions
- We are going to get into small groups briefly to generate ideas to share with the entire group

Step 3: Compromise

- When possible, I would like to pair administrators from one institution and faculty from different institutions:
 - Please form groups of 2, 3, or 4
 - One administrator per group might be best
 - All people in the group should be from different institutions if possible
 - Administrators, please stand and raise your right hand
 - Faculty, please find admin from a different institution

Step 3: Compromise

- Take turns filling in the blank and discussing this prompt:

**If you understood _____
about my *role* or *experience*,
this would help us all be able to
communicate and compromise**

- Results? Let's share some things we learned

Step 4: Cooperate

Step 4: Cooperate

- My definition of *cooperation* is people working together on a reform that they have agreed to implement
- This means people have roles, share work, communicate well, resolve problems, etc.
- We also need to trust that everyone is doing the best they can
- Leaders of work groups need to follow up with good communication and move things along efficiently

Step 4: Cooperate

- An idea about how to cooperate:

Implement effective leadership structures

- A leadership structure involves
 - Identifying key roles
 - Appointing leaders to complete those duties
 - Following up with those leaders regularly
 - Trusting these leaders with decision-making abilities

Summary of Ideas to Start Collaborating

- **Communicate**: trust others; be kind, even if you disagree
- Be respectful in meetings, agendas, emails and in person
- Make sure you listen and **comprehend** others' ideas
- Try the **SCORED** process when surveying colleagues about new approaches for reform
- **Compromise** is good faith negotiation
- **Cooperate** to implement reforms for students

A Holistic Learning Community Model

- The City University of New York (CUNY) attained funding for a randomized controlled trial (rare in higher ed) and created a holistic reform for at-risk students
- Part of this reform was a learning community model:

“ASAP provides blocked and linked courses for students in their first year, the goals of which are to enroll ASAP students together in the same courses so that they can meet and support one another and to give program students convenient schedules so they can make the most of their time on campus. While this component does not reach the level of a classical learning community, it is designed to provide some similar benefits, such as better acclimation to the college environment and the formation of meaningful bonds with fellow students” (p. 4)

A Holistic Learning Community Model

- CUNY's Accelerated Study in Associate Programs (ASAP)_{8,9}
- 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)

A Holistic Learning Community Model

- ASAP Components
 - Dev Ed courses first
 - Full time requirement
 - Block scheduling
 - Learning communities for first year
 - Group advising sessions every week (150 caseload)
 - Meetings with adviser at least twice per month
 - Mandatory tutoring
 - Career specialist meeting once per semester

A Holistic Learning Community Model

- 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”

A Holistic Learning Community Model

- 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%)

A Holistic Learning Community Model

- Dev Ed ASAP graduation rates after 3 years:

- Control Group (no ASAP): **21%**

- ASAP Intervention Group: **48%**

A Holistic Learning Community Model

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

Thank you!

Keep collaborating to improve!

References below and more reading available:
communitycollegedata.com

Follow me on **@ccollegedata**

References

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