



Chemeketa Community College Fall Faculty Retreat

Bringing Students' Potential to the Fore: Data- and research-based best practices

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“In the beginning, potential; in the end, results.”

Saint Augustine's College
Raleigh, North Carolina





Strategic Intent: Three Promises to Our Community

Promise 1

We promise to actively encourage and support the achievement of literacy and college readiness.

Promise 2

We promise to open the door to all levels of college for the members of our community, including those who traditionally have not been able to access a college education or whose continued participation in post-secondary education depends on delivery here in our three-county district.

Promise 3

We promise to create and sustain centers of excellence in technical training, workforce development, and business support.

Strategic Themes

- Add Value to Students' Lives
- Successfully Serve Our Increasingly Diverse Population
- Promote Community Learning
- Deliver Significant Learning Experiences
- Strengthen Communication and Connections
- Challenge Tradition and Be Inventive



American Graduation Initiative

"This is a place where people of all ages and all backgrounds – even in the face of obstacles, even in the face of very difficult personal challenges -- can take a chance on a brighter future for themselves and their families."

July 14, 2009



Macomb Community College, Warren, Michigan



Session Overview

- ❖ Moving from potential to results
 - How effective are we at turning access into success?
 - How do we define “college readiness”?

- ❖ Focusing on students’ academic success
 - Using data: What are the curricular trouble spots?
 - Using research: How do people learn?

- ❖ Educating for the unknown
 - What is worth understanding?
 - Why “integrative learning”? Why now?



Moving from potential to results

How effective are we at turning access into success?

- 6 million+ students enrolled in community colleges

“At risk of failing”

- 60% of first-time community college students who enroll directly from high school do not have basic academic skills needed to successfully complete college-level courses (working adults *not* included in these numbers)
- 60%+ spend at least one year completing developmental coursework

Achieving the Dream Initiative (80 community colleges in 15 states)

- less than 40% of students referred to developmental education courses complete sequence; almost half fail to complete their first developmental course

The Working Poor Families Project, Policy Brief, Winter 2008-2009



Student retention at Chemeketa

Part Time

Cohort year 2007-08

1,207 students

Re-enrollments

By winter	54.5%
By spring	41.7%
By fall	30.1%
By winter	25.4%
By spring	23.7%

Full Time

Cohort year 2007-08

803 students

Re-enrollments

By winter	81.0%
By spring	68.2%
By fall	48.8%
By winter	44.3%
By spring	39.9%



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*“ Study after study shows that U.S. high schools prepare only a minority of students for success in college. A third or more of our students fail to graduate. **An alarming number of those who graduate are unprepared for college-level work.** Approximately 30 percent of first-year college students are placed immediately into a remedial college course, and the odds are high that these students will never complete a postsecondary degree.*

*... Research in colleges, universities and high performance workplaces across the country revealed that real-world expectations are significantly higher than what is currently expected of most high school graduates. ADP’s 2004 report **Ready or Not: Creating a High School Diploma that Counts** describes specific content in skills in English and mathematics that graduates must master by the time they leave high school if they expect to succeed in post-secondary education or high- performance , high –growth jobs. These benchmarks are **considerably more rigorous than current high school standards.***

ACHIEVE's American Diploma Project" (ADP), *Aligned Expectations? A Closer Look at College Admission and Placement Tests* , 2007



What are our expectations?



Example: Reading

Choose a course you teach

First week: Typical reading assignments?

Last week: Typical reading assignment?

What do these assignments reveal about

your expectations regarding students'

abilities as readers, i.e. what they know how to do as readers?



What do expert academic readers and writers...

Know...

What do we **know** as readers and writers?

Do...

What do we **do** as readers and writers?

For what purposes...

Why do we read and write in academia?

How do we share our work?

What **forms** do our reading and writing take?



Moving from potential to results

Reading: Analysis of admission and placements tests

- ❖ Complexity of passages on reading tests
- ❖ Content on reading tests
- ❖ Cognitive demand of reading tests
- ❖ Rigor levels of reading tests

Contention: Admission and placement tests should reflect the full range of diverse and challenging reading students are likely to do in college.

Findings: *“Placement tests are more in line with the level of reading done in middle school and early high school.”*



“We are not building a college with the student. The question we ought to ask is whether the college is...student material. It is the student we are building, and it is the function of the college to facilitate that process.

We have him as he is rather than as we wish he were...Can we come up with the professional attitudes...(to tap) pools of human talent not yet touched?”

Edmund Gleazer, “The Community College: Issues of the 1970s.”
Educational Record 51: 47-52.



Moving from potential to results

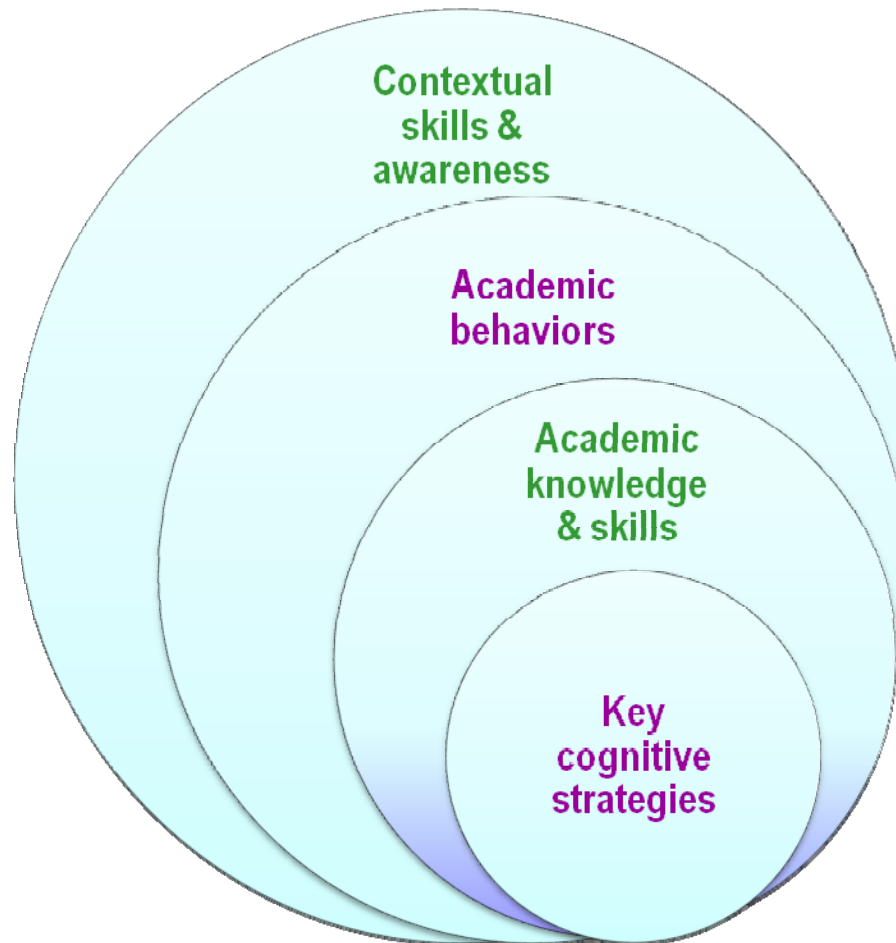
How do we define “college readiness”?

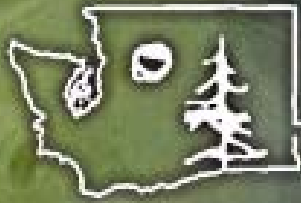
“The college-ready student is able to understand what is expected in a college course, can cope with the content knowledge that is presented, and can take away from the course the key intellectual lessons, and dispositions the course was designed to convey and develop. In addition, the student is prepared to get the most out of the college experience by understanding the culture and structure of postsecondary education and the ways of knowing and intellectual norms of this academic and social environment.

... Almost all the roles of the game that students have so carefully learned and mastered over the preceding 13 years of schooling are either discarded or modified drastically.

... College readiness is fundamentally different than high school competence.”

College readiness as a multi-faceted concept





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“College knowledge”: Contextual skills & awareness

Key cognitive strategies

- Intellectual openness
- Curiosity
- Analysis
- Interpretation
- Precision and accuracy
- Problem solving
- Reasoning

Academic knowledge & skills

- Overarching abilities as a reader, writer, researcher, quantitative thinker
- “Big ideas” of content areas

Academic behaviors

- Persistence
- Time management
- Study skills
- Learning how to learn
- Self-monitoring



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Focusing on students' academic success

Using data: What are the curricular trouble spots?

**30% or more
students drift
away after one
month**

**50% or more
students earn
low grades or
drop out**

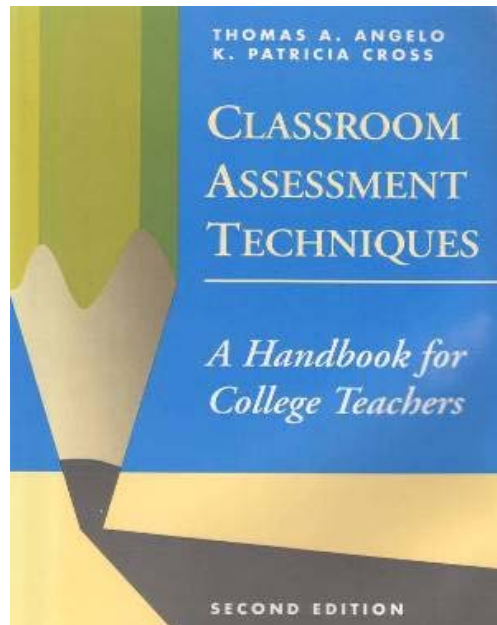
**Courses that
have a reputation
for being tough—
gateway or
platform courses**

**Transition
courses from
pre-college to
college-level
curriculum**



Focusing on students' academic success

Using data: Trouble spots and classroom assessment



Teaching connected to what students are actually learning through ongoing formative assessments or CATs

(one-minute paper, muddiest point, one-sentence summary, etc.)



Focusing on students' academic success

Using data: Faculty learning communities



Scholarship of Teaching and Learning (SOTL)

Curricular trouble spots

Where do students experience the greatest difficulty?

(Does this matter?)

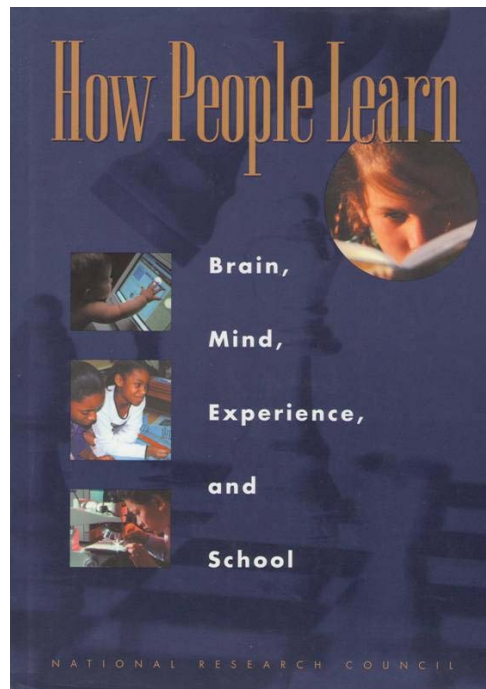
What do we want students to know and be able to do?

(Why understanding "this" is critical for further learning, professional practice, and so no)



Focusing on students' academic success

Using research: How do people learn?

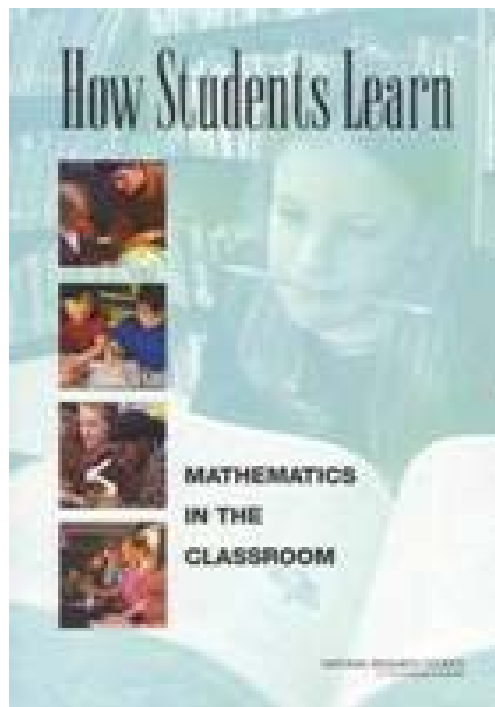


Three foundational principles

- 1st Engaging prior understandings
- 2nd Essential role of factual knowledge and conceptual frameworks in understanding
- 3rd The importance of self-monitoring



Research on discipline-specific learning



How experts differ from novices

- As readers, writers, and quantitative thinkers (foundational literacies)
- As readers, writers, thinkers in a specific discipline

Using research: How do people learn?



Focusing on students' academic success

Shift to abilities-based education (campus-wide)

"Why study _____?" (or, what should every educated layperson know about my discipline)

"What do we want students to know and be able to do?"

Self-Assessment as Learning, Alverno College Faculty

Coverage ⇒ Key ideas, skills, habits of mind
Quantity of learning/"how much" ⇒ Quality of learning/"what"
Possessing knowledge ⇒ Using knowledge in the world



(Mis)understandings and preconceptions

Why try? Self-theories on intelligence

Learning how to learn

Read (very abbreviated) summary of Carol Dweck's research

Highlight section you find especially significant

Note why this is the case

Discuss with two other colleagues

Implications

Your response(s)?



Educating for the unknown

What is worth understanding?

Teaching for Understanding Framework

Harvard Graduate School of Education

Project Zero

What is understanding?

cf. What does it mean when a student knows something?



Educating for the unknown

What is worth understanding?

“Understanding is a matter of being able to do a variety of thought-demanding things with a topic –like explaining, finding evidence and examples, generalizing, applying, analogizing, and representing the topic in a new way.

Understanding is being able to carry out a variety of “performances” that show one’s understanding of a topic and, at the same time, advance it. We call such performances “understanding performances” or “performances of understanding.”

Excerpt from *Putting Understanding Up Front*,
David Perkins and Tina Blythe



Educating for the unknown

Why “integrative learning”? Why now?

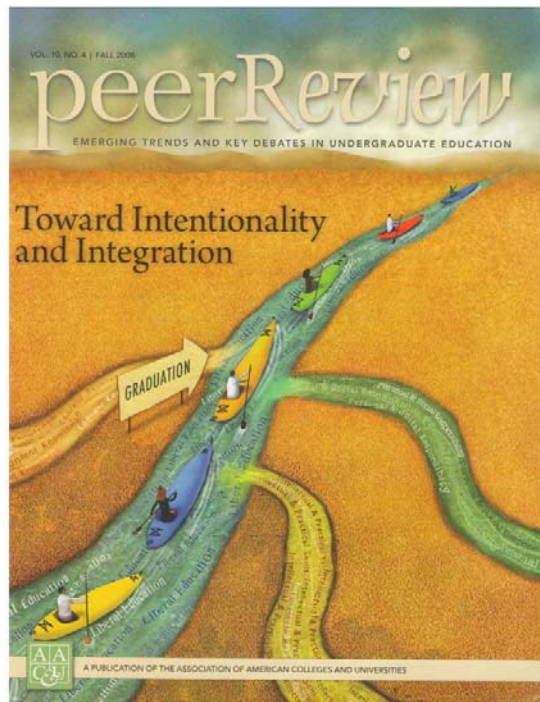
- ❖ **Knowledge of human cultures and the natural and physical world**
- focused by engagement with big questions, both contemporary and enduring
- ❖ **Intellectual & practical skills**
- practiced extensively, across the curriculum--progressively more challenging problems, projects, and standards of performance
- ❖ **Personal & social responsibility**
- anchored through active involvement with diverse communities and real-world challenges
- ❖ **Integrative learning**
- demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

~ AAC&U LEAP Report, *College Learning for the New Global Century*, 2007



Educating for the unknown

Why “integrative learning”? Why now?



“Integrative learning marks a notable shift in the practice of the liberal arts from language we used to use— understanding, appreciating, comprehending, remembering—to actually being able to do. Students must know how to apply knowledge and to use it in new contexts.”

~ Peer Review, Carol Geary Schneider, Fall 2008



❖ What kind of learning do learning communities make possible?

“ Whether we try to take a stance on the stem cell research controversy, to interpret a work of art in a new medium, or to assess the reconstruction of Iraq, a deep understanding of contemporary life requires knowledge and thinking skills that transcend the traditional disciplines. Such understanding demands that we draw on multiple sources of expertise to capture multi-dimensional phenomena, to produce complex explanations, or to solve intricate problems.”

From: Veronica Boix-Mansilla, “Assessing Student Work at the Disciplinary Crossroads,”
Change 2004, January/February, 14-21



Educating for the unknown

Washington Center's work

- ❖ **Strategically-placed cohorts**
 - data-based, curricular trouble spots, student pathways, transition or momentum points
 - developmental education, developmental education and college-level classes, ESL/ABE and entry-level professional and technical certificates

- ❖ **Integrative learning projects**
 - Core concepts and/or practices selected from each course
 - Applied to contemporary issue, question
 - Appropriate scaffolding in place including separate disciplinary assignments
 - developmental education and college-level classes, across the curriculum

- ❖ **Professional learning community**
 - faculty expertise and experience
 - conversations within disciplines (curricular trouble spots? what is worth understanding?)
 - conversations and actions across campus



Chemeketa and the American Graduation Initiative

“Some of our traditional ways of teaching and working are valuable and should be cherished. Others have been inherited from times quite different from today and may no longer be the best way to do things. All of us must think about what we should retain and what we should do differently to best serve our changing community.”

