An Intense Professional Development System Designed to Reach All Faculty

A holistic approach designed to provide the training, support, & accountability needed to transform the learning environment and increase instructor effectiveness for both full-time and adjunct faculty.

To maximize student learning and success it is imperative all faculty are equipped with proven high-impact instructional strategies that can significantly close the student achievement gap by closing the instructional effectiveness gap.

Equal opportunity?...

- Children from families on welfare provided half as much conversation experience than working class

- Higher-income, college educated vs. lower-income, uneducated
  - 30 million word gap before kindergarden!
  - 12 mill word gap w/ working class

- Encouraging vs. discouraging words spoken
  - 560,000 more encouraging than discouraging (top group)
  - 125,000 more discouraging than encouraging (lowest group)
    - 2:1 more discouraging for welfare homes
    - Working class has 2:1 more encouraging
Chronicle of Higher Education

• Big changes in the classroom were on the way, according to an authoritative report by the federal government. Experts were realizing that disciplinary expertise and research prowess were no guarantee that a professor could teach. Some colleges were devising alternatives to rote learning, helping students integrate knowledge from different subjects, or challenging them with courses on contemporary problems. Teaching was finally going to matter.

• That was 75 years ago!!

National Crisis!

• 25th anniversary (2008) of ’83 report “A Nation at Risk” warned…

“If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today we might well have viewed it as an act of war. Our once unchallenged pre-eminence in commerce, industry, science, & technology innovations is being overtaken by competition throughout the world…What was unimaginable a generation ago has begun to occur; others are matching & surpassing our educational attainments.”
National Crisis

- ‘Reclaiming the American Dream’….21st century report on CCs
  - Dramatic redesign of educational experiences…..(Grit!?)
  - Professional dev. focused relentlessly on student success
  - Transformation in instructional strategies
  - Unacceptably low student attainment gaps
  - To remain open access, virtually everything else must change
  - Courageously end ineffective teaching practices. (Swimming!?)

- One of the most destructively discriminatory practices today is continued use of ineffective teaching strategies which inhibit upward mobility for those needing it the most.

- Terry O’banion… ”To achieve even a modicum of success in reaching the goals of the Completion Agenda, will require leaders who will disturb the universe!”
• If there was a **guaranteed** way to **significantly** increase student...
  • Learning,
  • Success,
  • Satisfaction,
  • Persistence,
  • Attendance,
  • Preparedness for class,…
  • While at the same time raising standards…

• **Would 100% faculty** be interested in pursuing??
  • >1700 more successful students (dupl. headcount) per year in top ten enrollment & developmental courses

#1 problem faced by administrators when attempting to implement culture of standards & accountability across the General Academic Division??

**Faculty Resistance!**

• “Progress (**improvement**) requires change, and change has its enemies.”  
  
  J.F. Kennedy
Breach of Academic Integrity?

• Knowing problem exists & NOT taking action to address?

• Setting a standard and failing to implement a system of training/accountability to effectively meet this standard?

• Knowing issues (instructor effectiveness gap, affective domain, etc.) that determine our students’ success and not addressing them in the classroom?
  
  • Challenge is…making common knowledge common practice!

“Oh, don’t worry about that faculty member. They are in the DROP program and will be retiring in 4 years.”

• General Academic faculty teach over 300 students/yr
  
  • 4 yrs = 1200 students for this one faculty member
  
  • 75% success rate (divisional avg.) = 900 ‘successful’ students
  
  • 50% (current faculty member success rate) = 600 successful students

• Allowing this faculty member to breach academic integrity & not address instructional effectiveness issues in classroom would require…
  
  • A willingness to sacrifice > 300 students that were not successful that could have been had they taken another instructor for the course!
  
  • Creates a ‘roulette wheel’ at registration time
    
    • Find teacher with best ‘odds’ of succeeding
Chronicle of Higher Education

• “Teaching seldom improves because of a top-down mandate, specific strategy, or technological innovation. College leaders can set the tone at the top establishing a spirit of ‘positive restlessness’ - a willingness to continually improve.”

• The only mandate is that doing nothing is not an option!...

  Constant improvement / growth mindset (lifelong learning) is for every professional.

---

I-CAN

• Improvement, Constant And Never-ending

  • In every area related to student learning/success!
• Evaluate **effectiveness** based on …
  • Learning & Results…
  
  …*not* Teaching & Activity

• Especially true for professional development ‘activities’
  • Must have **ACTION** for something to be *developed*

• Every study concludes that the teacher is the most important aspect of a student’s learning!

• “*The single most neglected aspect of higher education is the teaching of teachers.*”
  
  Gail Mellow, Pres. LaGuardia CC & author on CC education

---

**61%** more successful students in the top third of instructors’ classes

<table>
<thead>
<tr>
<th>Top 10 enrollment courses avg.</th>
<th>F ’11</th>
<th>+</th>
<th>F ’13</th>
<th>F ’14</th>
<th>% incr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top third of faculty</td>
<td>71.0%</td>
<td>(+11)</td>
<td>82.1%</td>
<td>88.1%</td>
<td>24%</td>
</tr>
<tr>
<td>Middle third</td>
<td>59.1%</td>
<td>(+13)</td>
<td>72.3%</td>
<td>75.1%</td>
<td>27%</td>
</tr>
<tr>
<td>Bottom third</td>
<td>44.0%</td>
<td>(+14)</td>
<td>58.4%</td>
<td>61.5%</td>
<td>40%</td>
</tr>
</tbody>
</table>

>900 study/yr

*67% of instructors in the top ten enrollment courses (F ’14) are operating at a level above the average for the top third in F ’11. What was once the top ‘third’ is now the top ‘two-thirds’.*
Only new mistakes allowed…

- Repeated mistakes make value statement about feelings & ability level
  - *What happens on the job is really not a high priority in my life*
  - *My enthusiasm & commitment levels are not very high*
  - *I do not have the ability necessary to handle this position*

- 75 – 85% of behavior determined by consequences
  - *“Some change when they see the light, others when they feel the heat!”*

- Learn more from mistakes than victories
- Initial focus only on improvement…not final goal.

“Professional development focused *relentlessly* on student success.”  RTAD

- Hours/yr of prof. dev. devoted to student learning/success

*Avg. > one article or email per week on student learning/success.*
I-CAN basics:

• Simple, basic, & straightforward...constantly improve based on data, not feelings, beliefs, or emotions.
• Focus on developmental & top ten enrollment courses!
  • Improvement, not final goal
• Close student achievement gap by closing instructor effectiveness gap
• Incorporating academic skills & life skill training.
• Quantitative standards for ALL methods of assessment
  • Can't manage what you can't measure!
• What am I doing about it?...... Only wrong answer is nothing

Instructional Leadership for 21st Century

• 100% participation in basic best practices
  • Employees do not do optional…except top shelf
  • KISS….Keep It Simple ___!
• Three basics principles of instruction… I-CAN
  • Maximum Engagement.. (Frequent low-stakes assessments)
  • Relevant Instruction.. (the WHY)
  • Supportive Relationships.. (Early intrusive intervention!)
    • Makes connection w/ 3 folks on campus….completion chances double!!
• “I know you are struggling with __________... how can I assist you in becoming more effective?”

Best Professional Development…. ACTION!

• Must be able to follow **ONE rule** first…
  • Most important & *non-negotiable* (100% participation!)

• Course standards *(determined by department/division)*…
  • Unit objectives! *(Prior to first ‘lecture’)*
  • Writing assignments *(3 per course)*
  • Grading scale *(standardized for each course)*
  • Length of ‘lecture’ *(15 min. max)*
  • Internet & hybrid courses *(video lectures)*
    • Top Ten enrollment courses
  • 50% of final exam
Data & Results….Wallace College Science

- One year of after implementation of initiative: \textbf{(BIO 103)}

- \textbf{73\%} increase in positive student perception of learning environment \textit{(44\% 'str. agrees' $\rightarrow$ 76\%)}

- \textbf{31\%} increase in number of students attending class. \textit{Consistently 89\% attendance rate (68\%)……> 300 stud/yr}

- \textbf{400\%} increase in # of students showing up to class prepared!! \textit{(16 $\rightarrow$ 80\%)}……\textbf{> 900 stud/yr}

- \textbf{42\%} decrease in withdrawal rates \textit{(41.8 $\rightarrow$ 24.1\%)} \textbf{> 250 stud/yr}

- \textbf{47\%} improvement in success rates \textit{(44.2 $\rightarrow$ 65.1\%)} \textbf{> 300 stud/yr}

\begin{itemize}
  \item \textbf{Strategic Initiatives (7)}
  \item \textbf{Goals (?)}}
  \item \textbf{GEOs (5)}
  \item \textbf{PLOs}}
  \item \textbf{SLOs}}
  \item \textbf{Unit Objectives!! (crystal clear expectations)}
  \item \textbf{Institutional}}
  \item \textbf{Program}}
  \item \textbf{Course}}
  \item \textbf{Students!!}
\end{itemize}
Course Evaluation Response Rates (College wide)

Difference in 'good' & 'excellence' is in accountability.

Course evaluation 'strongly agrees'
Developmental Studies... ‘Student Achievement Gap’

- Success rate data excl. insignificant 5% gap (ex. 63% vs. 60%)

<table>
<thead>
<tr>
<th></th>
<th>F ’11 (baseline gap)</th>
<th>F ’13 (% gap closed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low/higher income minority</td>
<td>(38.0%) higher</td>
<td>(95.0%)</td>
</tr>
<tr>
<td>Low/higher income majority</td>
<td>(20.9%) higher</td>
<td>(100%+)</td>
</tr>
</tbody>
</table>

Success rates

- 63.5% for higher income
- 62.2% for lower income

- Fall success rate comparison (baseline F ’11)

MTH 100 – Success rates by term

- Fall ’13 success rate 56.1% greater than F ’11 (baseline)
# Top Ten Courses Success Rates

<table>
<thead>
<tr>
<th></th>
<th>F ’11</th>
<th>F ’13</th>
<th>% decr</th>
</tr>
</thead>
<tbody>
<tr>
<td># Sections 50% or lower</td>
<td>39</td>
<td>16</td>
<td>59%</td>
</tr>
<tr>
<td># Instructors 50% or lower</td>
<td>19</td>
<td>8</td>
<td>58%</td>
</tr>
<tr>
<td># instructors below avg. (59.1%)</td>
<td>45</td>
<td>9</td>
<td>80%</td>
</tr>
</tbody>
</table>

### Withdrawal Rates – Top Ten Courses

- **F’11**
- **F’12**
- **SP’12**
- **SP’13**
- **SU’11**
- **SU’12**
- **SU’13**

# Student Achievement Gap – top 10 courses

- **Low/higher income minority**
  - **F’11** (baseline): 47.8% higher (45.0 vs. 66.5%)
  - **F’13**: 10.8% higher
  - **% gap closed**: (88%)

- **Low/higher income majority**
  - **F’11** (baseline): 20.2% higher (59.8 vs. 71.9%)
  - **F’13**: 9.3% higher
  - **% gap closed**: (79%)

- **Success Rates**
  - **71.3%** for higher income
  - **67.8%** for lower income
  - **% gap closed**: (100%)
Bigger Goals

• **College Retention Rate**
  • Fall to Fall…. and Fall to Spring

  • F ’12 → F ’13 retention rate incr. 16%
  • F ’14…. 5.3% increase in enrollment!

• **College Graduation Rate**
  • Course success → retention → completion!

  • Financial benefits…power of *total* involvement
    • 60 full-time gen. academic faculty… one *per class* = >340 students
    • x $130/hr x 12 hrs/sem x 3 sem/yr = **$1.6 million/yr** (Tuition only!)

---

Professional Development

• Reclaiming the American Dream Report

• Weekly Emails…through chain
  • Article database online…. *accountability*?
  • Top ten articles for each division with discussion

• Faculty Spotlight award

• Increase prof. dev. devoted to best practices
  • Break-out sessions active & engaging

• Relentless focus on increasing leadership mentality

• And … Classroom Observations
Lessons Learned

Lesson One:

• State the problem as simply as possible but use multiple pathways to achieve your goal
  • Make a complex issue easier to understand
  • Have a multi-strategy approach based on principles & basics to address such a complex issue

Lesson Two:

• Use objective data
  • Minimize feelings, emotions and beliefs
  • Establish a baseline to use for comparison
Lesson Three:

• **Build a leadership mentality throughout the ranks**
  - Identify influential leaders such as division directors and chairs
  - Use the data & ‘WHY’ to convince them
  - Focus on maximum commitment from a maximum number of faculty
  - Rely exponential growth

Lesson Four:

• **Faculty resistance is the #1 impediment**
  - Use a clear, objective way to measure improvement
  - Faculty score card
    - Success rates and student perception
  - As the initiative progresses those that are resistant become much more evident
  - Use non-threatening approaches
    - Faculty score card and class observations will not be used as part of annual evaluation
    - Focus on individual improvement
Old Paradigms indicate need for further development

- "We are teaching 'adults'/college students, they should know how to….”
- "I told them what to do, it is not my FAULT if they did not do it!"
- "It is not my job to teach them basic (common sense) life skills, that is their parents job."
- "Will this be on the test?"
- "Why do we have to do/know this?"
- "Oh, so you just want us to give grades?"

Old Paradigms indicate need for further development

- Are we suppose to just lower the standards?"
- "It is my course, I can do what I want."
- "I could teach them if you would just send me motivated students willing to learn."
- "I asked them if there were any questions and nobody replied."
- "I told them if they were having problems they could come by my office."
- "I told them if they did not do the homework they would not pass.”
  - Coaches?!
Instructional Leadership Challenge (ILC)

• Intense p.d. focused on building a leadership mindset
  • Year long with 10 meetings/year (1/2 and full-day)
  • One faculty member from each division….first cohort 24 instructors
  • All FT faculty through in 5 years
  • Successful strategies to improve student success
  • Fast-paced and engaging sessions

Tony Holland
Dean of Instruction
Wallace Community College
Dothan, AL

tholland@wallace.edu