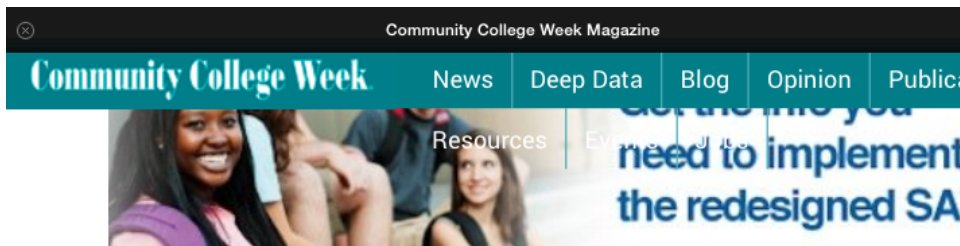




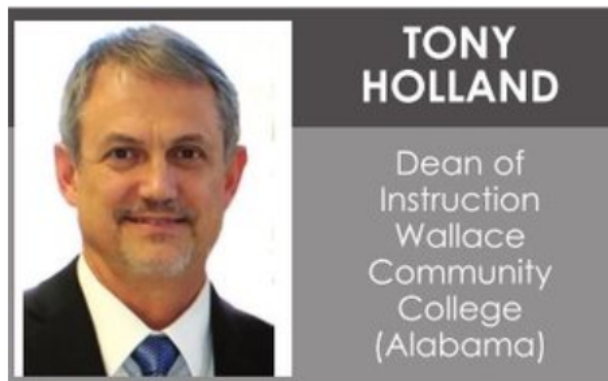
ALABAMA COMMUNITY COLLEGE SYSTEM

Obtaining Faculty Buy-in for Instructional and Cultural Transformation (Top Ten Strategies)

Providing ***training, support, accountability & encouragement*** needed to transform the learning environment into a more active, learning-centered approach promoting deeper and more critical learning.



OPINION June 22, 2015



POINT OF VIEW

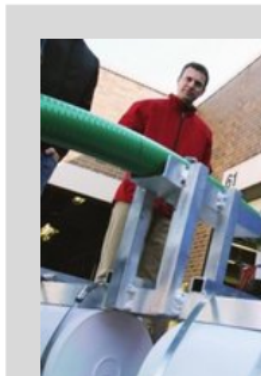
A Faculty-Driven Approach To Closing

The Student Achievement Gap Wallace Community College Sees Gains in Achievement

By **TONY HOLLAND**, Dean of Instruction, Wallace Community College (Alabama)

At Wallace Community College in Dothan, Ala. faculty have addressed the issue of student success and closing the student... [Full Story](#)

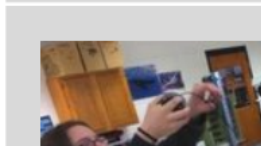
STUDENT SPOTLI



Madison College Algae-Removal S

Device Designed To and Clean Lakes

By AP



CC Week Magazine – T. Holland

The Path to Promoting Diversity

Closing Achievement Gaps Can Boost Enrollment and Completion – *March 28, 2016*

‘Kaizen’ Philosophy Closes Student Achievement Gaps – Improving Learning Is a Constant Series of Adjustments.....*July 3, 2017*

CC-MVP Is Key to Cultural Transformation and Student Success.....*May 8, 2017*

Wallace Community College – Dothan

- Faculty Innovation....Bellwether Finalist 2015
- AACC Awards of Excellence Finalist 2016
- **Only** community college shortlisted for International Reimagine Awards 2016

2017 AACC Awards of Excellence Winner – ‘Student Success’

2018 AACC Student Success Award Finalist – LBWCC in Alabama

Top enrollment courses → Retention → Completion

- **WCCD** – Retention 48% → 66% ; Grad 13% → 26%
- **CC #2** – Retention 51% → 66% ; Grad 20% → 37%
- **CC #3** – Retention 50% → 63% ; Grad 23% → 38%
- **Avg. retention rate incr.... > 30%** (15% pts.)
- **Avg. graduation rate incr.... > 80%** (15% pts.)

1. Much more about mindset than skillset!...

CC – MVP!!

- ***Single greatest*** thing one can do to increase opportunities in life is the pursuit of higher education!
 - Two-thirds of jobs require postsecondary credentials
- Culture of quality not determined by what is preached, but what is tolerated.
- Leadership (growth) mindset throughout organization
 - Goal is to produce more leaders, not more followers
 - Willing to do *whatever-it-takes* to find solutions... crisis vs. opportunity
 - Instructional LEADERSHIP Academy (ILA)... ILC (Challenge)
 - The multiplying effects of 100% participation (total team effort) result in much more than sum of parts.

• **TEAMwork makes the DREAM work!!**

The Art of Changing the Brain....James Zull

Finally, my frustration got the best of me, and I blurted out my question. “This is useful, but before we finish could you talk a little about learning? What is your experience with improving learning in large classes?”

She looked blank for a moment and then replied, “Well, this session isn't really about learning; it is more about teaching!”

This startled me, but I persisted, “But how can you separate teaching from learning?”

In all sincerity, she replied, “You can teach well, do all the right things, without any learning. Learning is up to the student. If I am teaching right, I am doing my part!”

...How can I be more effective?

2. Great leaders (teachers) ask great questions!! (x-rays)



Biggest enemy of
'**excellence**'?

Biggest enemy of
'**commitment**'?

Biggest enemies of
'**progress**'?

"Vision without **action** is just a daydream. Action without **vision** is a nightmare."

Breach of Academic Integrity? (Brothers in ENG)

Great leaders ask great questions!

- Knowing problem exists & NOT taking action to address?
- Setting a standard and failing to implement a system of training/accountability/support/encouragement 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!** (students & tests)

- How does the brain naturally learn? (emotional brain?)
 - Scaffolding/chunking....teaching computer program?
 - Relevancy drives ***rigor*** – deeper, more meaningful learning
 - Back away from problem and ‘*keep it simple*’ (Anna coins)
- Cover content → Test.... What should occur between these?
- Knowledge transmission...either ‘*know it or don’t know it*’.
 - Understand concepts/principles....‘*figure it out*’
- Why does it always seem that the problem is the teacher(s) who had the students before us?
- “I know you are struggling with _____... how can I assist you in *becoming more effective*?”

Fink, L. D. (2003). *Creating significant learning experiences: an integrated approach to designing college courses*.

- “Although faculty members want their students to achieve higher kinds of learning, they continue to use a form of teaching that is **not** effective at promoting such learning.”
- “Lectures are **less effective** in...
 - Helping students to **retain information** after a course is finished,
 - Developing **problem solving** and **critical thinking skills**,
 - Developing **ability to transfer knowledge from a course to other situations**.
 - That is to say, it often **diminishes student motivation to continue learning**.”
 - Also less effective for building **soft life skills** (communication, conflict resolution, quantitative reasoning, diversity acceptance, etc.)

- Todai Robot, an AI project led by mathematician Noriko Arai, passed the University of Tokyo's entrance exam with flying colors—**without understanding any of the material**. Instead, the robot relied on searching and optimizing to choose the most likely answers. **Robots can memorize knowledge, but only humans can understand it**, Arai says. To help students compete with AI, educators need to shift teaching away from memorization to meaning, she argues.

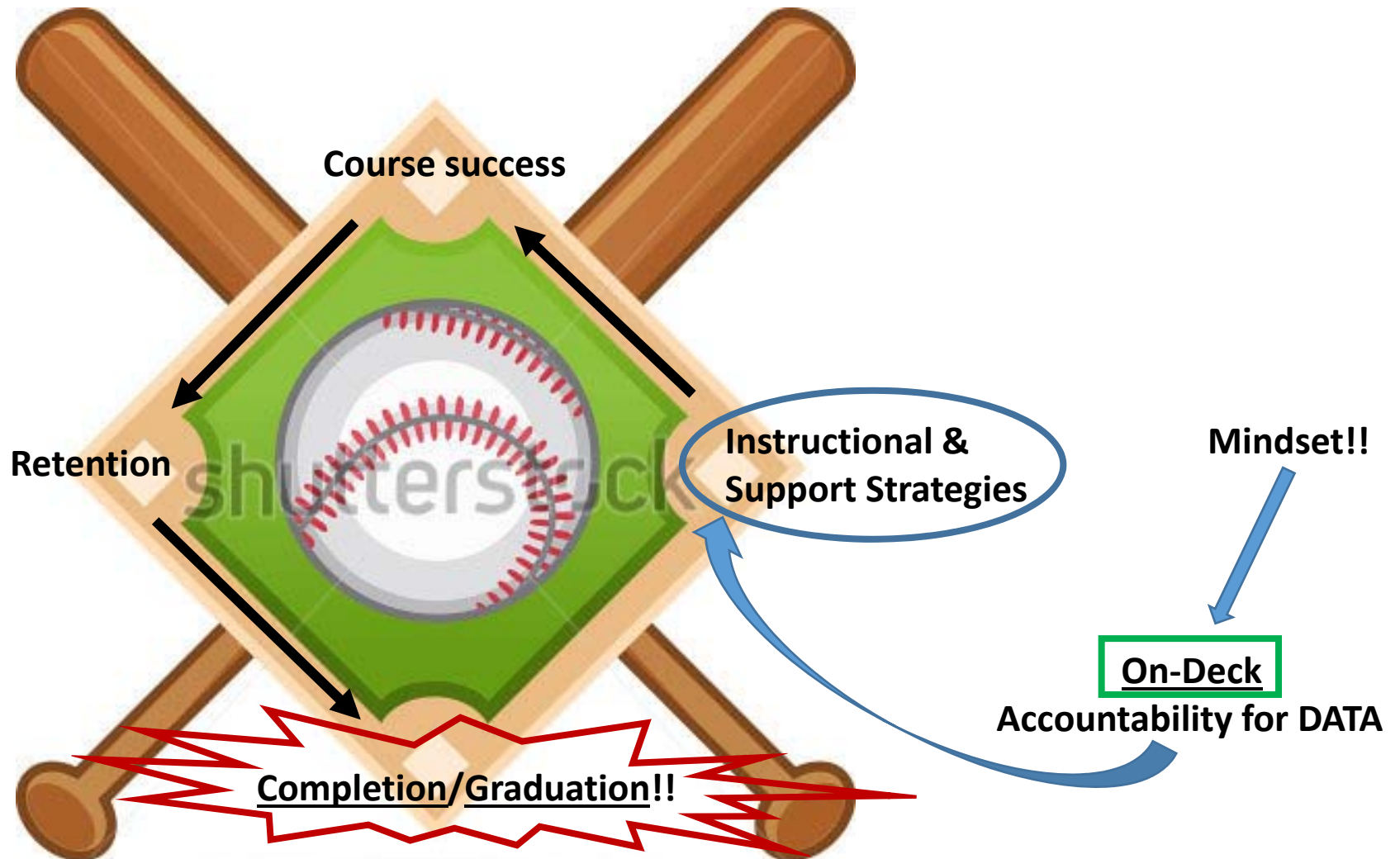
3. Doing nothing is NOT an option

- Must have options for effective learning strategies...
prof. development
 - What are **YOU** doing to address this issue?
 - “*When it is all said and done....*”
- End of year evaluation – *What have you implemented new this past year?*
 - *Plan of action for next year based on current year’s results?*
 - Clear expectation of constant improvement for everyone
 - ‘People’ in 21st century *do not do optional*

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!!**

4. Must be accountable for DATA driven ACTION

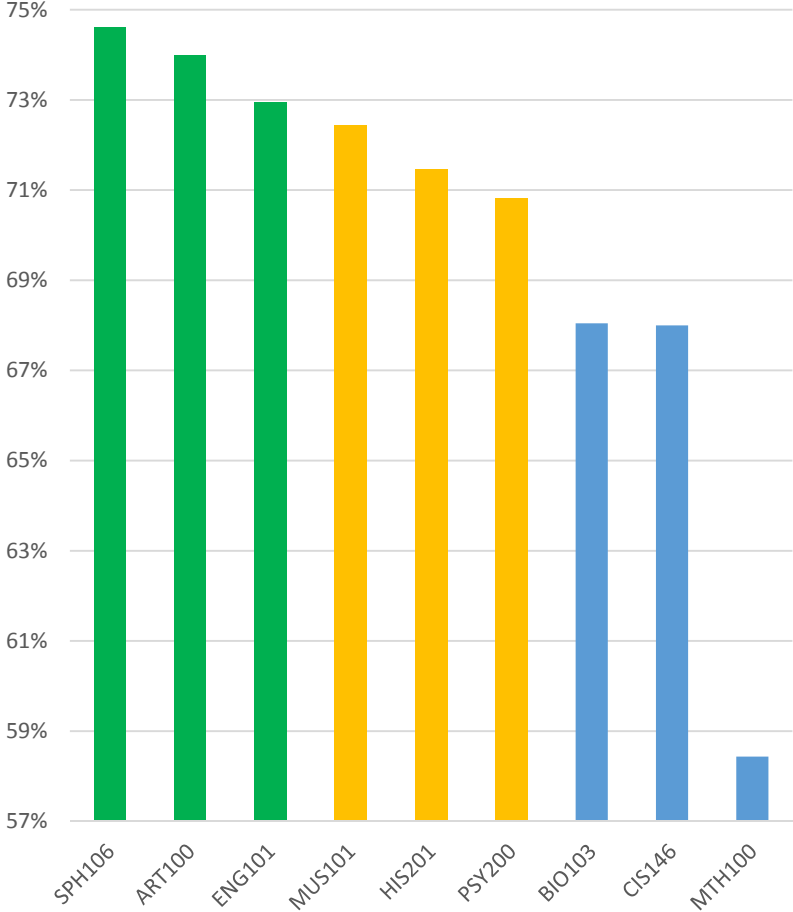


Course Evals

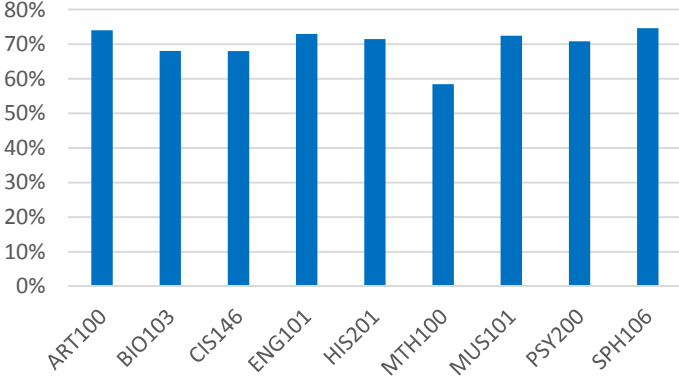
			#11	#12	#16	#18	#19	overall
								Faculty
Faculty name	# Resp	Resp%	Engag	Enthus	Interest	Cares	Recom	Average
	152	84.9	93.3	95.3	94.7	96.0	97.3	95.3
	190	79.8	85.3	88.8	90.0	87.1	90.6	88.4
	117	75.0	86.2	89.6	86.2	89.9	86.2	87.6
	137	63.4	84.5	87.9	86.2	84.5	87.1	86.0
	34	68.0	84.8	87.9	84.8	84.8	84.8	85.4
	142	81.1	87.1	87.1	82.0	82.0	84.9	84.6
	104	50.5	79.7	88.4	82.6	78.3	87.0	83.2
	133	76.9	84.6	82.3	81.5	85.4	82.3	83.2
	73	62.4	84.5	83.1	80.3	83.1	83.1	82.8
	70	60.9	86.4	83.3	78.8	80.3	81.8	82.1
	60	59.4	76.2	81	76.2	76.2	76.2	77.2
	133	55.0	81.1	80.0	72.2	75.6	74.4	76.7
	115	83.9	75.2	77.9	71.7	77.0	79.6	76.3
	63	63.0	75.4	78.7	72.1	73.8	77	75.4
	66	65.3	72.1	82.0	78.7	68.9	73.8	75.1
	127	59.6	80.9	76.4	73.6	69.1	71.8	74.4
	124	87.3	73.2	75.6	73.2	75.6	74.0	74.3
	79	52.3	74.6	76.1	73.1	68.7	76.1	73.7
	44	45.4	71.4	77.1	74.3	74.3	71.4	73.7
	49	48.0	71.1	73.7	76.3	68.4	76.3	73.2
	85	66.9	73.4	72.2	70.9	68.4	79.7	72.9
	132	47.7	68.1	75.5	73.4	67.0	73.4	71.5
	118	61.1	73	72	68	69	69	70.2
	65	75.6	67.7	69.4	61.3	66.1	75.8	68.1
	68	64.2	64.3	71.4	67.9	69.6	66.1	67.9
	92	70.8	69.1	69.1	65.4	65.4	69.1	67.6
	128	78.1	65.3	65.3	64.5	69.4	70.2	66.9
	97	59.5	67.4	66.3	56.2	65.2	62.9	63.6
	97	59.5	67.4	66.3	56.2	65.2	62.9	63.6
	42	53.9	58.1	58.1	64.5	67.7	64.5	62.6
	84	87.5	61.4	63.9	55.4	61.4	57.8	60.0
Mr. Lee	87	53.7	57.4	66.7	57.4	53.7	57.4	58.5
	93	58.9	52.3	59.3	52.3	64.0	61.6	57.9
	116	48.7	54.8	57.1	59.5	56.0	56.0	56.7
	67	57.3	55.4	46.4	44.6	39.3	39.3	45.0
Division Averages		64.7						73.2

Must present data in a way that inspire and facilitates ACTION!

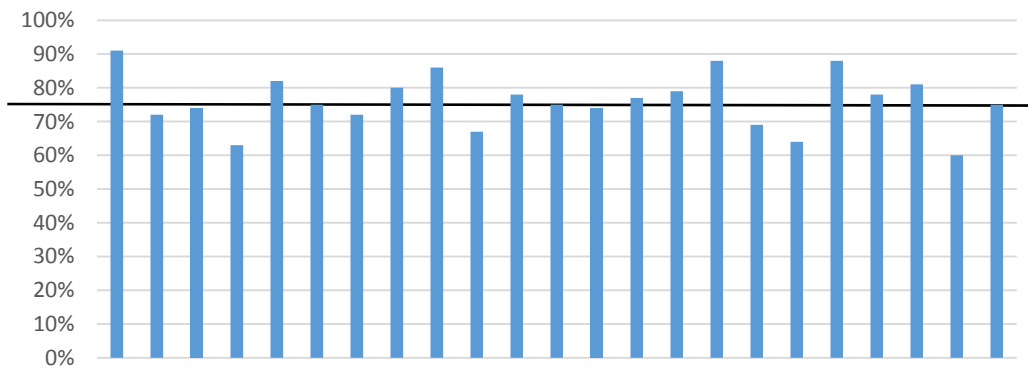
Course Success Rates

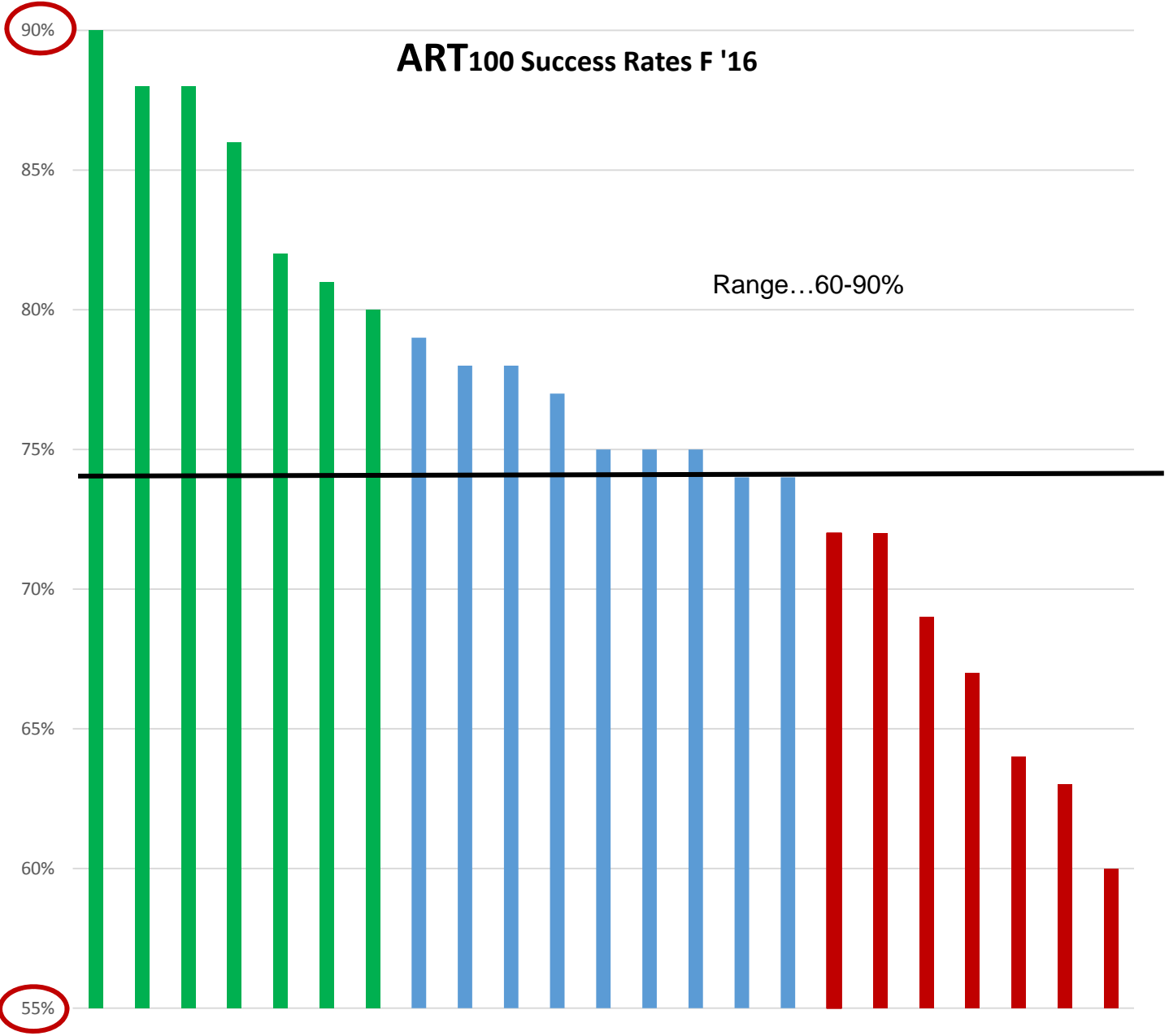


Course Success Rates



ART100 Success Rates F '16





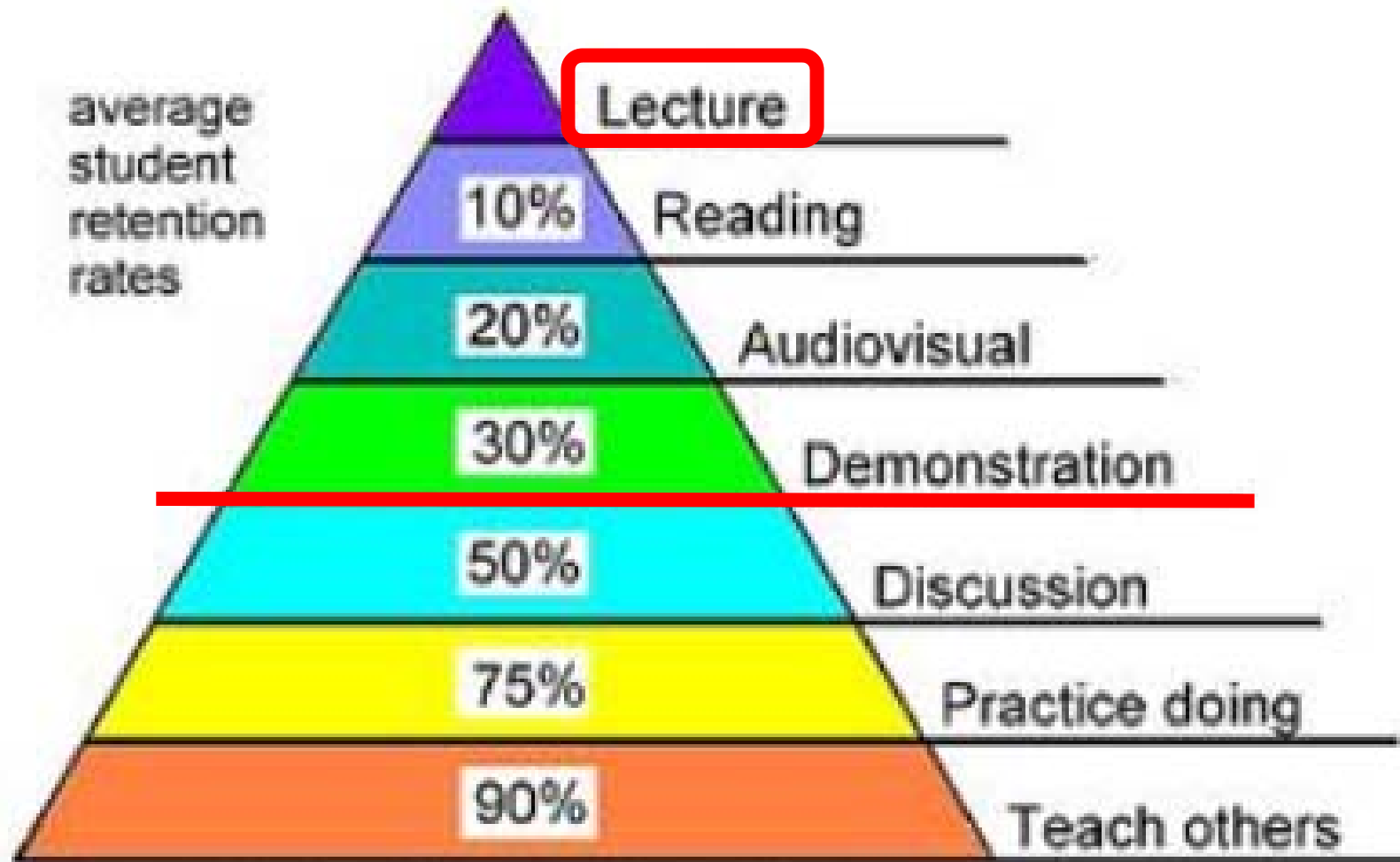
Data Analytics suggestions to inspire ACTION...

- Need to establish baseline data (where you are)
- Compare to state and national averages ('excellence' in perspective)
- Set standards and goals based on data (where you want to be)
- Specific action plans for improvement (what you will do *differently*)
- Faculty not evaluated on current data, only plans of improvements
- Probationary faculty submit midterm data (allows for adjustments)
- Graphs and spreadsheets
 - In order of high to low; color-coded
 - Indicate standards/goals
 - Eliminate redundant areas on graphs to exaggerate differences
 - Maximize height to exaggerate differences
 - Convert to # students and \$\$ whenever possible

5. Address top issues/problems first

- **#1** reason students leave college?
- **First** step to the learning process?
- **Top** complaints about students from employers?
- **Best** indicator for future academic success?
- **#1** reason for lack of *action*?
- **Top** reason given for not being able to *require* use of more effective classroom strategies?
- **Most** effective means of teaching to learn? (maximize use of this one)
- **Least** effective method of teaching to learn? (minimize use of this one!)

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

6. Use all available literary resources to train faculty

- ‘*Reclaiming the American Dream*’AACC’s 21st century report on CCs 2012...and even more relevant today!
 - **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.
- Article reviews which require reflection
- Faculty need:
 - Positive, constructive culture
 - Knowledge of issues
 - Data analytics/ evidence
 - Collaborative opportunities (professional development)
 - ACTION.....& ENCOURAGEMENT!!

- “These introductory or "gateway" courses are hugely important for Valencia, as they are at many other community colleges. National and Valencia figures show that **if students withdraw from or fail even *one* of their first five course attempts, their chance of graduating is cut in half. Fail or withdraw from two classes, and those chances are cut in half again.”**

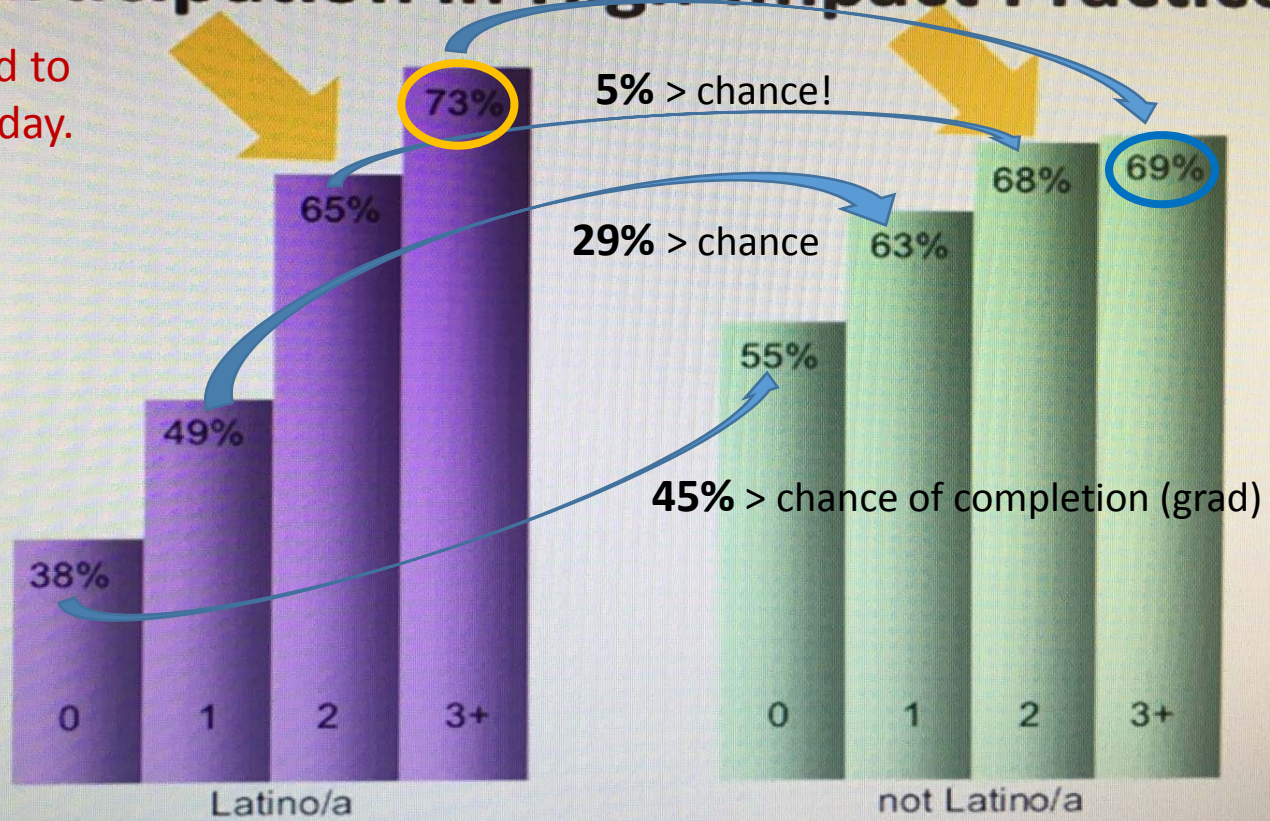
HIGH IMPACT PRACTICES

Graduation Rates by Ethnicity and participation in High-Impact Practices

New paradigm needed to meet challenges of today.

Source: CSU Northridge Institutional Research August, 2010

Not dealing with students incapable of learning!...maybe limited toolkit.



7. System of accountability for expectations

- Action plans in response to data
 - Follow-up report on results (*inspect what you expect*)
- Use resistant faculty as chair of committee
- Use direct observations when appropriate
- Use simple strategy that applies to all
 - 'Reply-all' for discussion...only positive, constructive comments allowed

8. Celebrate Accomplishments!... – Appreciation & Encouragement

- Faculty Spotlight – start weekly
 - Use data to motivate and inspire further action
- Monthly divisional ‘innovation brainstorming sessions’
 - Share best practices
 - New activities – evidence of enhanced learning?
 - Doing nothing not an option
 - Purpose is to promote innovation and courage to extend out of comfort zone!
 - *Inspect what you expect....*
 - Encourage and highlight what you expect!

9. Focus more on participation than buy-in

#1 problem 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

‘Why Colleges Are So Hard to Change’ – Inside Higher Ed

- “Significant change will never occur in any institution until the forces for change are greater in combination than forces preserving the status quo.”
 - Forces for resisting change are extremely powerful.
 - Usually far easier and **less risky to do nothing** than to attempt to change.
 - “However, with few exceptions, where major innovation did occur, the institution faced the prospect either of taking direct action or of losing accreditation or of being forced to close. Innovation, in almost all of these instances, was a **matter of survival.**” (**forcing function!**)
 - Every college must have a quality **institutional research** office charged with providing those in leadership roles with accurate information/data on which decisions and actions can be based.

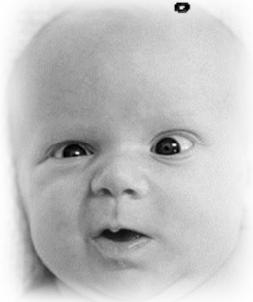
The Five Stages of 'Grief'

(Change, Improvement, Resistance, etc.)

Denial

We have been doing it this way for years. Not changing now.

This will never happen!



Excuses

Anger

What kind of moron came up with this? You can take this accountability and shove it.



Venting

Bargaining

Hmmm... my students seem to really like the way my class is structured. How about I keep on doing what I am doing?



What is the least I can do and still keep my job?

Depression

My class as I know it is over. Academic freedom has died a terrible death.



Quit or commit to team mission?

Acceptance

'Buy-in'

Maybe this will work if I give it a shot.



T..A..S..E!!

Next Stage (leadership mentality).....**Ownership!!**

TEAMwork makes the DREAM work!!

- Financial benefits...power of total involvement
 - 60 full-time gen. academic faculty... one FT student *per class* = >300 students for fall term
 - *Over 800 each year!....and 8,000 each decade!!*
 - $x \$145/\text{hr} \times 12 \text{ hrs/sem} \times 3 \text{ sem/yr} = >\underline{\$4.2 \text{ million/yr}}$ (Tuition only!)

10. Challenge existing paradigms...with questions

- “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!” (Coaches?)
- “Are we supposed to just lower *the* standards? Just give grades?”
- “Focusing on success rates encourages faculty to ‘give grades’.”
- “It is my course; I can do what I want.”
- “I could teach them if I had motivated students willing to learn.”
- “I asked them if there were any questions and nobody replied.”
- “Not my job to teach basic life skills. That’s the parents’ job.”
- **Others????**

Instructional Leadership for 21st Century

- Three basic principles of instruction... **I-CAN**
 - **Maximum Engagement**..
 - Max. student-student & student-faculty interactions in 'active' learning environment
 - **Relevant Instruction**.. (the 'WHY')
 - **Supportive Relationships**..
 - Makes connection w/ 3 folks on campus....completion chances double!!

Instructional Leadership for 21st Century

- 100% participation in ***basic best practices*** *guarantees increases in learning, retention, and completion*
 - **Course evals** to *improve perceptions*
 - **Unit objectives** *prior to lectures*
 - **Instructor-made lecture videos**
 - **Frequent assessments**
 - **Early, intrusive interventions**
- Standardization levels the playing field for all students, while promoting innovation and creativity... (adjunct; mtn. road)

“Legacy is not leaving something for people.
It’s leaving something **in** people.” -Peter Strophe

The **ONLY** wrong answer in response
to any issue or problem that affects
student learning...

- ...is to say you are doing - NOTHING! 😊
- What do **you** plan to do today, tomorrow, and next week in response to this session?

How many of your faculty/staff need to hear this info?

Tony Holland

For speaking engagements, workshops, or entire course..

...hollandtony77@gmail.com

