Achieving the Dream
In Washington State:
Progress Building a Culture of Evidence

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Overview of Evaluation

Evaluation of AtD implementation at initial six WA (Round 3) colleges

– Progress from 2008 to 2011
– Realization of COE principles
– Strategy implementation
– Patterns of data use
– AtD contributions
Research Methods

• Site visits to the six WA colleges (spring 2011)
  – Interview protocol based on protocol used for Rd 1
  – Interviewed similar respondents

• Panel survey of data use
  – Same instrument as 2007 (minor revisions)
  – Faculty and administrators
  – Added survey of student services staff

• Trend analysis (forthcoming)
Key Findings

• All but one college made progress in building COE; 4 of 6 rated high overall in implementation of COE principles by 2011

• Examples of shift from scaling interventions to re-designing programs and services at scale

• Promising models for faculty-led efforts to develop/spread instructional innovations

• Overall increase in data use modest; largest increases in colleges that made most progress in implementing COE principles
Committed Leadership

• President and senior admin
  – Most demonstrated leadership commitment to AtD
  – Some had other competing institutional priorities, initial resistance to AtD, turnover

• Trustees
  – Generally informed of AtD efforts; saw improvements in use of data
Use of Data and Research

• IR capacity
  – AtD provided increases to IR staff and utilization of data teams
  – Challenges with managing more data demands

• Most identified gaps in achievement
  – Finding new student populations in need
Broad Engagement

• Most made progress in engaging faculty, staff
  – Addressing the “top-down” approach to changes

• Limited efforts with engaging students and external stakeholders
  – Student surveys, focus groups
  – Only one college strategically engaging outside partners
Continuous Improvement

• Strategic planning
  – All colleges aligned AtD goals with “core themes” for accreditation

• Infrastructure
  – Institutionalizing Core and data teams post-AtD

• Professional Development
  – Challenges with resources, other PD not aligned with strategy development
# Level of Implementation of COE, Spring 2008 and Spring 2011

<table>
<thead>
<tr>
<th>College</th>
<th>Spring 2008</th>
<th>Spring 2011</th>
<th>Increase in Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA-1</td>
<td>High</td>
<td>Very high</td>
<td>+1</td>
</tr>
<tr>
<td>WA-2</td>
<td>Medium</td>
<td>High</td>
<td>+1</td>
</tr>
<tr>
<td>WA-3</td>
<td>Low</td>
<td>High</td>
<td>+2</td>
</tr>
<tr>
<td>WA-4</td>
<td>Low</td>
<td>High</td>
<td>+2</td>
</tr>
<tr>
<td>WA-5</td>
<td>Very low</td>
<td>Low</td>
<td>+1</td>
</tr>
<tr>
<td>WA-6</td>
<td>Very low</td>
<td>Very low</td>
<td>0</td>
</tr>
</tbody>
</table>
Student Success Strategies

• Findings from Rd 1 study:
  – Only $\frac{1}{4}$ of strategies were changes to classroom practice
  – Trade-off between scale and intensity
  – Most strategies were small-scale

• Therefore:
  – unlikely to increase student completion on substantial scale
Strategy Implementation: Comparison with Rd 1 Colleges

- Emphasis on instructional reform
  - Rd 1: 52%, WA: 70%
- Majority in dev ed (math)
- Higher % of large scale strategies in WA
Redesigning Practices at Scale

• Redesigning programs and services
  – Redesigned intake and advising (1 college)
  – Redesigned orientation (1 college)
  – Created ESL transition center (1 college)
  – Restructured dev ed sequence (1 college)

• Models of faculty-driven instructional reforms
  – Reading Apprenticeship (RATS), Universal Design for Learning
  – Efforts at 2 colleges successful; 1 not
Main Survey Findings

• Some changes between 2007-08 and 2010-2011
  – Mostly positive, albeit small increases; however, not consistent across measures

• Survey findings consistent with field research
  – Colleges that made most progress in implementing COE principles more likely to show evidence of increased data use
Faculty Use of Data

Positive changes in use of data and research in teaching-related decisions.

- 2007-2010 mean differences

<table>
<thead>
<tr>
<th></th>
<th>WA-1</th>
<th>WA-2</th>
<th>WA-3</th>
<th>WA-4</th>
<th>WA-5</th>
<th>WA-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>0.4*</td>
<td>0.2</td>
<td>0.7**</td>
<td>0.5*</td>
<td>0.7</td>
<td>0.3</td>
</tr>
<tr>
<td>Teaching</td>
<td>0.3</td>
<td>0.2</td>
<td>0.5*</td>
<td>0.5**</td>
<td>0.2</td>
<td>0.6*</td>
</tr>
<tr>
<td>Advising</td>
<td>0.5*</td>
<td>0.4</td>
<td>0.6*</td>
<td>0.9***</td>
<td>-0.1</td>
<td>0.1</td>
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<tr>
<td>Identifying high failure rate courses</td>
<td>0.5*</td>
<td>0.4</td>
<td>0.7**</td>
<td>0.7**</td>
<td>0.0</td>
<td>0.4</td>
</tr>
</tbody>
</table>
Progress Building a COE

• Overall, WA colleges made progress in 5 yrs
  – More attention to student outcomes
  – Increased IR capacity; some positive changes in data use
  – Examples of redesigned practices at scale
  – Models for faculty-led instructional innovation
• Only 2-3 colleges strongly committed to closing gaps
• Most changes limited to intake, advising and dev ed
Perceived Benefits of AtD

- Improved data capacity for identifying gaps (2), redesigning institutional policies and practices (3), program review (1), budget decisions (2), grant writing (3)
- Impetus/resources to experiment (1), turn ideas into action (2)
- Synergy with accreditation (6)
## Coaching: Perceived Usefulness

<table>
<thead>
<tr>
<th>College</th>
<th>Coach</th>
<th>Data Facilitator</th>
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<tbody>
<tr>
<td>WA-1</td>
<td>Low</td>
<td>High</td>
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Other Impetuses for Change

• New accreditation of NWCCU (6 colleges)

• Student Achievement Initiative (3 colleges)
  – AtD had greatest impact on change at 2 colleges; at 2-3 colleges AtD provided a framework for responding to accreditation and SAI
Moving the Needle in WA?

• Promising mindset shift from scaling discrete interventions to redesigning programs and practices at scale
• Examples of faculty-led efforts to spread effective teaching methods across departments
• Most efforts on front end; no efforts to better structure and align college-level programs; therefore substantial improvements in completion unlikely