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Nine Essential Conditions for Learning-Centered Governance

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Agenda

1. Texas Pathways Essential Practices/Capacities
2. Before Guided Pathways
 - The Learning Revolution
 - The Learning Paradigm
 - The Learning College
3. Nine Strategies for Implementing Learning-Centered Governance
4. Evaluating Learning-Centered Governance
5. Interactive Dialogue

Texas Pathways Essential Practices

1. Clarify paths to students' end goals
 - a. Simplify students' choices with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
 - b. Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
 - c. Align high school pathways (endorsements), including dual credit courses and student learning outcomes with community college academic or career and technology certificates and degree programs.

Texas Pathways Essential Practices, (cont.)

2. Help Students Choose and Enter a Pathway

- a. Bridge K-12 to higher education by assuring early remediation in the final year of high school, including a college prep course, jointly designed by high school and community college instructors, that accelerates remediation of basic prerequisite skills of community college pathways.
- b. Redesign traditional remediation as an “on ramp” to program of study, which helps students explore academic and career options from eight grade through the beginning of their college experience, aligns math and other foundation skills coursework with a student’s program of study, and integrates and contextualizes instruction to build academic and non academic foundation skills throughout the high school and college-level curriculum, particularly in program “gateway” courses.
- c. Provide accelerated remediation to help very poorly prepared students, including those in Adult Education & Literacy programs, succeed in college –level courses as soon as possible.

Texas Pathways Essential Practices, (cont.)

3. Help students stay on path
 - a. Support students through a strong advising process, embedded and ongoing in the high school-to-college-to career pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
 - b. Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

Texas Essential Pathways Practices, (cont.)

4. Ensure students are learning

- a. Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across high school, community college, and university programs.
- b. Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.
- c. Ensure incorporation of effective teaching practice, especially practice that promotes student engagement, throughout the pathways.

Essential Capacities for Guided Pathways Reform

- Leadership demonstrates skills for managing and sustaining large-scale transformational change
- Broad and authentic engagement of college faculty and staff—particularly advisors—in the design, implementation, evaluation and ongoing improvement of pathways for students
- Institutional will and capacity to use data and evidence to design academic and career pathways, monitor student progress, and implement needed improvement over time
- Technological tools and infrastructure appropriate to support student progress through guided pathways
- Commitment to the level of strategically targeted professional development that will be required to design and implement pathways to scale
- Policy conditions established at the state, governing board, system, and institutional level that provide incentives, structures, and supports for pathway design and implementation at scale while removing barriers
- A continuing action research agenda that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation at scale



Before Guided Pathways

1. The Learning Revolution

“The Learning Revolution has two distinct goals that make it different: 1) to place learning first in every policy, project, and practice in higher education, and 2) to overhaul the traditional architecture of education”

(O'Banion & Wilson, 2012)

2. The Learning Paradigm

Comparing Educational Paradigms	
The Instruction Paradigm	The Learning Paradigm
Mission and Purposes	
<ul style="list-style-type: none">➤ Provide /deliver instruction➤ Transfer knowledge from faculty to students	<ul style="list-style-type: none">➤ Produce learning➤ Elicit student discovery and construction of knowledge
<ul style="list-style-type: none">➤ Offer courses and programs➤ Improve the quality of instruction➤ Achieve success for diverse students	<ul style="list-style-type: none">➤ Create powerful learning environments➤ Improve the quality of learning➤ Achieve success for diverse learners

The Learning Paradigm

Comparing Educational Paradigms	
The Instruction Paradigm	The Learning Paradigm
Criteria for Success	
<ul style="list-style-type: none"> ➤ Inputs, resources ➤ Quality of entering students ➤ Curriculum development, expansion 	<ul style="list-style-type: none"> ➤ Learning and student-success outcomes ➤ Quality of existing students ➤ Learning technologies development, expansion
<ul style="list-style-type: none"> ➤ Quantity and quality of resources ➤ Enrollment, revenue growth ➤ Quality of faculty, instruction 	<ul style="list-style-type: none"> ➤ Quality and quantity of outcomes ➤ Aggregate learning growth, efficiency ➤ Quality of students, learning

The Learning Paradigm

Comparing Educational Paradigms	
The Instructional Paradigm	The Learning Paradigm
Teaching/Learning Structures	
<ul style="list-style-type: none"> ➤ Atomistic; parts prior to whole ➤ Time held constant, learning varies ➤ 50-minute lecture, 3-unit course ➤ Classes start/end at same time ➤ One teacher, one classroom ➤ Independent disciplines, departments 	<ul style="list-style-type: none"> ➤ Holistic; whole prior to parts ➤ Learning held constant, time varies ➤ Learning environments ➤ Environments ready when student is ➤ Whatever learning experience works ➤ Cross discipline/department collaboration

The Learning Paradigm

Comparing Educational Paradigms	
The Instructional Paradigm	The Learning Paradigm
Teaching/Learning Structures, Continued	
<ul style="list-style-type: none"> ➤ Covering material ➤ End-of-course assessment ➤ Grading within classes by instructors ➤ Private assessment ➤ Degree equals accumulated credit hours 	<ul style="list-style-type: none"> ➤ Specified learning results ➤ Pre/during/post assessments ➤ External evaluations of learning ➤ Public assessment ➤ Degree equals demonstrated knowledge and skills

The Learning Paradigm

Comparing Educational Paradigms	
The Instructional Paradigm	The Learning Paradigm
Learning Theory	
<ul style="list-style-type: none"> ➤ Knowledge exists “out there” ➤ Knowledge comes in "chunks" and “bits” delivered by instructors ➤ Learning is cumulative and linear ➤ Fits the storehouse of knowledge metaphor ➤ Learning is teacher centered and controlled. ➤ “Live” teacher and “live” student required ➤ The classroom and learning are competitive and individualistic ➤ Talent and ability are rare 	<ul style="list-style-type: none"> ➤ Knowledge exists in each person’s mind and is shaped by individual experience ➤ Knowledge is constructed, created, and “gotten” ➤ Learning is a nesting and interacting of frameworks ➤ Fits learning how to ride a bicycle metaphor ➤ Learning is student centered and controlled ➤ “Active” learner required, but not “live” teacher ➤ Learning environments and learning are cooperative, collaborative, and supportive ➤ Talent and ability are abundant

The Learning Paradigm

Comparing Educational Paradigms	
The Instructional Paradigm	The Learning Paradigm
Productivity Funding	
<ul style="list-style-type: none">➤ Definition of Productivity: Cost per hour of instruction per student➤ Funding for hours of instruction	<ul style="list-style-type: none">➤ Definition of productivity: Cost per unit of learning per student➤ Funding for learning outcomes

The Learning Paradigm

Comparing Educational Paradigms	
The Instructional Paradigm	The Learning Paradigm
Nature of Roles	
<ul style="list-style-type: none"> ➤ Faculty are primarily lecturers ➤ Faculty and students act independently and in isolation ➤ Teachers classify and sort students ➤ Staff serve /support faculty and the process of instruction ➤ Any expert can teach ➤ Line governance; independent actors 	<ul style="list-style-type: none"> ➤ Faculty are primarily designers of learning methods and environments ➤ Faculty and students work in teams with each other and other staff ➤ Teachers develop every student's competencies and talents ➤ All staff are educators who produce student learning and success ➤ Empowering learning is challenging and complex ➤ Shared governance; teamwork
(Barr & Tagg,1995)	

3. The Learning College

“ The Learning College places Learning first and provides educational experiences for learners anyway, anyplace, anytime”

The Learning College is based on six key principles:

- The Learning College creates substantive change in individual learners.
- The Learning College engages learners as full partners in the learning process with learners assuming primary responsibility for their own choices.
- The Learning College creates and offers as many options for learning as possible.



- The Learning College assists learners to form and participate in collaborative learning activities.
- The Learning College defines the roles of learning facilitators by the needs of the learners.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

(O'Banion, 1997)

4. Nine Strategies for Implementing Learning-Centered Governance

- Place learning first.
- Link learning to governance.
- Develop learning-centered policies.
- Reinforce learning-centered governance; anyplace, anytime, any way.
- Integrate learning-centered governance into local and national learning college initiatives.
- Create a learning-centered governance vision statement.
- Develop learning-centered governance outcome assessments.
- Establish professional development training programs.
- Communicate results widely whenever possible.

(McPhail, 2005)



5. Evaluating Learning-Centered Governance

How has this policy improved or expanded student learning?



How do we know?

Interactive Dialogue

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