

## **How to Use The Gold Standard To Follow Your Own Data**

**The following data for your college are available.**

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**Cohorts:** The number of students in credit but not transferable English or math in a given complete year (Fall, Spring, Summers).

**Tracking:** Each student for 3 complete years.

**Success:** What percentage achieved C or better in transfer level English or math?

**Change:** How great an increase is there in the success rate of each subsequent cohort?

### ***Other data indicators to consider as a basis for your inquiry\****

**Early identification:**

What percent of students needing basic skills are effectively identified before they register for their first term? In the first term?

**Accessibility:**

What percent of students who need basic skills start them in the first term or first year? Try to but can't find classes?

Do all groups of students, men and women, all ethnic groups, have comparable success and change rates?

**Scale:**

If a particular approach is successful, can it be scaled up? Or will only a limited subgroup of students ever be affordable? Or is there a complement of strategies that address the total population need?

**Consistency:**

Has the college identified clearly the expected learning outcomes of each course in the sequence and the course's alignment within the sequence? Or are there barrier points at which many students who have been successful in preceding courses stumble?

\*See, for example, the BSI Self-Assessment Tool and the Basic Skills Handbook.

## **Methodology Notes on the Hewlett Leaders Program**

1. Derive data on all colleges from Chancellor's Office source data to identify candidates (See "Gold Standard" below; use 4 clusters)
2. Decide on up to 12 colleges to visit each year based on the most recent 3 cohorts (screened on 4 items: English *and* math student progress within a cohort *and* changes across cohorts).
3. Very experienced team of practitioners study available docs and do site visits according to criteria set up by nationally recognized panelists.

### ***The Criteria***

*Purposeful efforts yield coherent, structured, systematic activities with investment in assessment and actual improvement in basic skills. The following criteria for success guided the work of the Hewlett Leaders program:*

- *Curriculum integrated, aligned and organized for effectiveness*
- *Learner-centered classroom practices, e.g. pedagogy and assessment*
- *Integration of academic support and student services*
- *Equity, valued and pursued by assessing learning and progress rates by cohort*
- *Institutional leadership and support, reflected in leadership that is distributed throughout the college, and by planning, professional development, investment and use of data for improvement*