A Refocus on Learning

Chaffey College
January 7, 2010

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Chaffey a Flagship College

- Lumina Foundation Focus story
- Hewlett Leader in Student Success
- Chancellor’s Office Award for Student Success
- Board of Governors Award
- Statewide Academic Senate Award for Innovation
- MDRC leader
- Basic Skills Innovation Training
Basic Skills Transformation

Reorganization of “Basic Skills” instruction
Rejection of the “remediation” model
Development of the Success Center Network
Development of Success Center Curriculum
Commitment to data and evaluation
Student Success Initiative

- Development of Opening Doors to Excellence
- Development of Smart Start and Early Alert Programs
- Creation of the Reading/Writing Center in Chino
- Development of the Faculty Success Center and Summer Institute
Task Force on Learning

- Created criteria for hiring learning-centered faculty
- Celebrated at a Convocation on Learning
- T-Shirts: “Chaffey College: At the crossroads of a Learning Revolution”
CELEBRATING 125 Years

Chaffey College

Learning is our business... your success is our goal!

Visit our website at www.chaffey.edu
Chaffey’s Culture of Evidence

• 98% of Chaffey’s new students assess at pre-collegiate levels in reading, writing, or math.
• The Success Centers make an overall 17% increase in student course success.
• Opening Doors students are twice as likely to be removed from probation.
• Percentage of students who begin in foundation courses and complete a certificate or degree increased from 6% in 2000 to approximately 30%.
But What About Evidence of a Culture in Which

• Learning is our business.
• Student success is our goal.
• “Chaffey isn’t here to teach. We are here to see that our students learn. There’s a big difference.” Greg Creel, Instructional Specialist, Chaffey College
Evidence of a Culture of Learning at Chaffey College

• Sustained institutional commitment to funding core strategies that enhance success
• Rejection of the “deficit” model regarding unprepared students
• Fearless commitment to evidence-based decision-making regarding student learning
• Commitment to an expansive “Learning Outcomes” agenda
Lack of Integration

“Although all stakeholders may be committed to the goal of student success, their disparate priorities and approaches to achieving that goal function more often in vertical organizational schemes, as in silos, than in horizontal organizational schemes, as in integrated unison.”

• John Nixon, President, Mt. San Antonio College, *Foreword: Student Success in Community Colleges* by Laura Hope, et. al. Jossey-Bass 2010
While piecemeal implementation of reforms may lead to progress, it will not be the same magnitude as a systemic strategy focused on student learning.

_The Progress of Educational Reform, 1995_
The Learning College Provides a Framework

- The Learning College provides a systemic strategy focused on student success.

- The Learning College provides an overall design, an overall framework, an umbrella for creating and examining student success.
The Learning College Idea

• The Learning College places learning first by overhauling the traditional architecture of higher education.

• The Learning College provides educational experiences for learners any way, any place, any time.
The Seven Stages
Of Becoming
A More Learning-Centered College
Stage I

Experimenting with Learning-Centered Innovations
• Learning Communities
• Collaborative Learning
• Active Learning
• Contextual Learning
• Project-Based Learning
• Service Learning
• Inquiry-Based Learning
• Classroom Assessment Techniques
The Amazing Human Mind

fi yuo cna raed tihs, yuo hvae a sgtrane mnid.

Cna yuo raed tihs? Olny 55 plepoe out of 100 can.

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Stage II

Trying on the Language
• We are a learning community.
• We are a learning organization.
• We have always been a learning college.
• We support student-centered learning.
• “Learning Is Our Business!”
Clarifying Terms

- Student Centered
- Teaching Centered
- Learning Centered
Stage III

Focusing the Language
Mission and Commitment

Chaffey College improves lives within the diverse communities it serves through equal access to quality, learning-centered occupational, transfer, general education, and foundation programs.
Our new vision statement reflects a subtle but nonetheless profound shift in how we think of the college and what we do. We have shifted from an identification with process to an identification with results. We are no longer content with merely providing quality instruction. We will judge ourselves henceforth on the quality of student learning we produce.
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Kingsborough Community College shall be an institution focused on the question:

*How do our individual and collective actions contribute to student learning?*
• Isothermal Community College exists to improve life through learning

• Cascadia Community College will be a community of learners pioneering innovative pathways to successful learning.

• Transforming lives through learning—Lane Community College
New Titles

• Chief Learning Officer—Alabama Southern Community College
• Vice President Academic Affairs/Chief Learning Officer—Valencia Community College
• Vice President for Learning—Anne Arundel Community College
Stage IV

Creating a Foundation To Support the Mission Statements and Titles
Richland College—Texas
We affirm these values as the unifying fabric of the Richland community and the foundation for our work together:

- Mutual Trust
- Honesty
- Fairness
- Considerate, Open Communications
- Diversity and Creativity
- Responsible Risk Taking
- Joy
Cascadia Community College
Institutional Core Core Values

• Community
• Diversity
• Access
• Success
• Learning
• Innovation
• Environmental Stewardship
Core Principles of the Learning College

1. Creates substantive change in individual learners
2. Engages learners as full partners in the learning process
3. Creates and offers as many options for learning as possible
4. Assists learners to form and participate in collaborative learning activities

5. Defines the roles of the learning facilitators by the needs of the learners

6. Succeeds only when improved and expanded learning can be documented for learners
Stage V

Changing the Culture
Everyone recognizes the academic calendar for what it is: a relic of an agrarian society in which all able-bodied men and women were needed in the fields at certain times of the year.

Clara Lovett, 1995
Education for an Industrial Society

America’s schools still operate like factories, subjecting the raw material (students) to standardized instruction and routine inspection.

Alvin & Heidi Toffler, 1995
Tradition as a Barrier

• After some two decades of trying to find answers to the question of how to provide education for all the people, I have concluded that our commitment to the lock-step, time-defined structures of education stands in the way of lasting progress.

  K. Patricia Cross, 1984

• Higher education is a thousand years of tradition wrapped in a hundred years of bureaucracy.

  Roger Moe, 1994
Traditional Limits

**Time - Bound**
- class hours
- semester course
- school year

**Place - Bound**
- classroom
- library
- campus

**Bureaucracy - Bound**
- linear/sequential
- credit/grade
- ADA/FTE

**Role - Bound**
- lecture
- expert
- sole judge
Changes in the Culture

- Sinclair’s Learning Challenge Awards
- Fleming’s Centers of Specialization
- Maricopa’s Board Meetings
- Chaffey’s Criteria for Selecting Faculty
Chaffey College – California Faculty Profile

- Learner-centered, able to inspire, motivate, and enable students to succeed
- Skill as a facilitator of the learning process
- Experience with the development of learning outcomes and in the design of alternative learning opportunities and their use
- Demonstrated experience or commitment to integrating new technologies into the learning process
- Appreciation and respect for students and their role and responsibility in the learning process
Stage VI

Beginning the Really Hard Work
Grades can be a measure of:

- Punctuality
- Gain or growth
- A place in a distribution
- Dishonesty
- Extra or additional achievement
- Attendance
- Motivation and perseverance
- Social class
- Political statement
The Course Grade

The course grade is an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material.

Paul Dressel, 1983
Learning Outcomes

• Define learning outcomes for each course
• Integrate into the curriculum
• Teach for learning outcomes
• Assess student achievement
• Document achievement
Transcripting Learning

- Student Development Transcript – Waukesha
- Learning Portfolio – Cascadia
- “Smart Card” inventory of skills and competencies - Sinclair
Stage VII

Transforming the Institution into a Learning College
A 10-Year Effort Requiring:

- Leadership/Vision--Continuity
- Civility/Consensus
- Integration/Unification
- Creativity/Risk-taking
- Commitment to a Culture of Evidence and to Evidence of a Culture Focused on Learning
The Architecture Changes

- Admissions deadline 3 weeks before term
- No late registrations
- Eliminates cancelled and added classes
- No drop/adds without strong justification

Valencia Community College
The Organizational Structure Changes

- Learning Outcome Teams at Cascadia
- Institutional/Instructional Responsibility
- Faculty are organized in 4 Outcome Teams
- Meet twice a month with LOT Facilitator

Lot I: Think Critically, Creatively, & Reflectively
The Decision-Making Process Changes

At the Community College of Baltimore County all budget decisions are made on the basis of whether or not the proposed budget improves and expands student learning.
Two Fundamental Questions

1. Does this action improve and expand student learning?

2. How do we know this action improves and expands student learning?
Goose bumps marched the length and breadth of my body and the back of my neck tingled as I knew for the first time that learning itself could carry the sting of divine inextinguishable pleasure.

Pat Conroy
My Losing Season
Terry O’Banion
obanion@league.org

Ancora Imparo
“Still I am learning.”