

Learning-Centered Education and the Student Success Movement

By Terry O'Banion



The League for Innovation in the Community College (League) is an international nonprofit organization with a mission to cultivate innovation in the community college environment. The League hosts conferences and institutes, develops print and digital resources, and leads projects and initiatives with almost 500 member colleges, strategic partners, and a host of other government and nonprofit agencies in a continuing effort to advance the community college field and make a positive difference for students and communities. Information about the League and its activities is available at www.league.org.

The opinions expressed in this publication are those of the authors and do not necessarily reflect the views of the League for Innovation in the Community College.

©2020 League for Innovation in the Community College

All rights reserved. No part of this project may be reproduced or transmitted in any form or by any means, electronic or mechanical, including, without limitation, photocopying, recording, or by any information storage and retrieval system, without written permission.

Requests for permission should be sent to

Publications

League for Innovation in the Community College
2040 South Alma School Road, Suite 1-500
Chandler, AZ 85286
Email: publication@league.org

This publication is available in digital form at www.league.org/node/22324.

Please use the following format when citing this occasional paper:

O'Banion, T. (2020). *Learning-Centered Education and the Student Success Movement*. Chandler, AZ: League for Innovation in the Community College.

Learning-Centered Education and the Student Success Movement

Terry O'Banion, President Emeritus, League for Innovation in the Community College, and Senior Professor of Practice, Kansas State University

From 1901, with the founding of Joliet Junior College, to the late 1900s, the primary mission of the community college has focused on increasing access for students. Today, access is still a high priority for community colleges because of the economic and social issues students face. Costs of college, such as tuition, transportation, food, books, clothing, childcare, and a place to live, continue to be major barriers. Special groups of students, including older adults, immigrants, prisoners, international, LGBTQ, and others, do not always find the community college accessible. Even with the “free college” movement, access is likely to remain an issue for students and colleges far into the future.

While access will continue as one of the foundational pillars of the community college, in the late 1900s leaders began to focus attention on student success as equally important. For some leaders, organizations, foundations, and governmental agencies, student success became the primary mission.

The change in mission to focus on success as equal to access is one of the most significant developments in the history of the American community college. When did this change begin? What were the major events (publications, conferences, and initiatives) that provided the foundation for this change? Who were the leaders (individuals, organizations, foundations) who articulated the concepts and led the movement? When did it become clear that student success is as important as student access?

Before student success became a priority, there was the Learning-Centered Education Movement (Learning Revolution, Learning Paradigm, Learning College). The emphasis on learning emerged in the 1990s in reaction to decades of reform efforts to improve traditional teaching—efforts that failed to produce the outcomes required for a changing society. Barr and Tagg (1995), in their seminal article in *Change*, provided a rationale for the change in emphasis:

A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists *to provide instruction*. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists *to produce learning*. This shift changes everything. It is both needed and wanted. (p. 28)

In 1993, George Boggs was prescient in his understanding of how the Learning-Centered Education Movement presaged the Student Success Movement. In a speech to the Conference of Administrators sponsored by the National Institute of Staff and Organizational Development (NISOD) at The University of Texas at Austin on May 24, 1993, he said, “Under the new paradigm, we will be concerned about quality of learning, learning growth and efficiency, increasing the graduation rate, increasing the transfer rate, and increasing the retention rate” (Boggs, 1993, p. 4). In this one statement, he linked the mission of the Learning-Centered Education Movement with the mission of the Student Success Movement.

From about 1995 on, the focus shifted from teaching to learning as a key mission of education. “The new synthesis suggests: The purpose of teaching is improved and expanded learning. Improved and expanded learning is the outcome of effective teaching” (O’Banion, 2011, p. 63). Earlier in 2007, O’Banion started asking two essential questions in an article in the *Community College Journal* titled “Leadership for Learning”:

1. Does this action improve and expand student learning?
2. How do we know this action improves and expands student learning?

The focus on “How do we know?” reflected his earlier concern with a culture of evidence in a 2000 article in the *Community College Journal* in which he asked the following:

- Is there general agreement across the institution regarding the value and importance of assessing and documenting learning outcomes?
- Have courses and programs that already do a good job of assessing learning outcomes been identified in the institution, and are these courses and programs cited as examples for others to explore?
- Have the major assessment instruments developed by testing companies been reviewed for relevancy?
- Have faculty been encouraged to develop creative approaches for measuring learning outcomes that are not easily measured by traditional tests?
- Is the college experimenting with documenting student learning in ways other than grades and credit? (p. 18)

Two major changes led to the contemporary focus on student success as an overarching mission of the community college: All levels of education began to agree that learning is the primary purpose and outcome of education. All levels of education also began to agree that a culture of evidence is needed to undergird the actions and activities undertaken by educators. The following questions became the mantra that led foundations, institutes and agencies, educational organizations, and educational leaders to focus their energies on the student success agenda—Does this action improve and expand student learning? How do we know this action improves and expands student learning?—and community colleges led the charge.

The following lists were compiled to illustrate the evolution of significant milestones in the Learning-Centered Education Movement and in the Student Success Movement. All items reflect national efforts; local and statewide efforts are not listed. A select group of national leaders—many of whom direct these initiatives and write these books—have reviewed these lists to ensure the most significant have been included. The descriptions have been copied from websites or reports, and those with page numbers are direct quotes from associated sources.

The Learning-Centered Education Movement: Paving the Way for the Student Success Movement

Accent on Learning: Improving Instruction and Reshaping the Curriculum, K. Patricia Cross (1976)

The challenge of structuring college curriculum to meet all of the educational needs of new students to higher education (those who would not be in college except for open admissions policies) is considered in this book. Research studies on teaching, learning, and student development form the basis for improvements in college programs outlined. Different techniques of individualized instruction are described. Programs teaching interpersonal skills are emphasized. A model college program is outlined that allows students to achieve excellence in fields suitable to their individual talents and that accommodates student differences through flexibilities in time, method, and curriculum.

"A People Place," President's Speech, George Boggs, Palomar College (1985)

Are the needs of the target population compatible with our central mission: student learning? (p. 11)

Palomar College 2005: A Shared Vision, George Boggs (1991)

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. (p. 3)

The American Imperative: Higher Expectations for Higher Education, Wingspread Group on Higher Education (1993)

Putting learning at the heart of the academic enterprise will mean overhauling the conceptual, procedural, curricular, and other architecture of postsecondary education on most campuses. (p. 14)

Teaching and Learning in the Community College, Terry O'Banion (1994)

There has never been a more propitious moment for the community college to leap forward in its continuing commitment to quality education. The signs are right for a major breakthrough that will place teaching and learning at the heart of the community college enterprise. The chapters in this book are important beacons that help light the way to the transformation of teaching and learning that will become the hallmark of the community college by the year 2000. (p. 19)

"The Learning Revolution," *Businessweek* (1994)

On February 28, 1994, the cover of *Businessweek* magazine featured the idea of the Learning Revolution.

"The Learning Revolution: What Wondrous Things Occur When a School Is Wired to the Max," *TIME* (1995)

On March 1, 1995, *TIME* magazine featured a special section on the Learning Revolution.

"From Teaching to Learning: A New Paradigm for Undergraduate Education," Robert Barr and John Tagg, *Change: The Magazine of Higher Learning* (1995)

A college is an institution that exists to produce learning. (p. 28)

"A Learning College for the 21st Century," Terry O'Banion, *Community College Journal* (1995)

The learning college places learning first and provides educational experiences for learners anyway, anyplace, anytime. (p. 22)

The Learning Paradigm Conferences, Palomar College (1996-2001)

Palomar College sponsored a series of conferences in San Diego on the Learning Paradigm which were well attended. In addition, conference videos were made

available to community colleges across the country. Later, the Public Broadcasting Service (PBS) produced three videos as part of the League for Innovation's national conferences.

A Learning College for the 21st Century, Terry O'Banion (1997)

Colleges that change their basic systems to focus on learning by expanding learning options for students, by engaging students as full partners in the learning process, by designing educational structures to meet learner needs, and by defining the roles of learning facilitators based on the needs of learners, will create an educational enterprise that will help students make passionate connections to learning, one whose accomplishments will be worth great celebration in the institution and throughout the society. (p. 249)

The Cross Papers (seven issues on learning), K. Patricia Cross, League for Innovation in the Community College (1997-2003)

Three National Teleconferences on the Learning Revolution and the Learning College, Public Broadcast Service and League for Innovation in the Community College (1997-1998)

Learning Abstracts, League for Innovation in the Community College (1998-Present)

As part of its leadership for the Learning College idea the League created *Learning Abstracts* as a series of reports on specific programs, practices, and issues related to learning-centered education. A monthly publication, *Learning Abstracts* features programs and services that create substantive change in individual learners; profiles of activities that engage learners as full partners in the learning process and help students toward achievement of their educational goals; innovative, effective, or promising practices in teaching and learning; strategies to involve all college employees in supporting student learning, retention, and completion; innovative uses of physical and virtual spaces to create effective, supportive learning environments; programs to document learning outcomes; and other topics around improving and expanding learning. Issues of *Learning Abstracts* are published on the League's website and featured in *League Connections*, which is emailed to over 18,000 community college practitioners and other stakeholders, each month. As of September 1, 2019, 228 *Learning Abstracts* have been published by the League.

Learning Outcomes for the 21st Century: Report of a Community College Study, Cynthia D. Wilson, Cindy L. Miles, Ronald L. Baker, and R. Laurence Schoenberger, League for Innovation in the Community College (2000-2002)

Despite the positive findings of this study funded by the Pew Charitable Trusts, including the indications of overwhelming community college interest in addressing 21st Century Learning Outcomes, the central finding remains: Community colleges are not documenting student acquisition of 21st Century Learning Outcomes. (p. 58)

Vanguard Learning College Project, League for Innovation in the Community College (2000-2002)

In January 2000, the League launched the Vanguard Learning College Project with funding from Atlantic Philanthropy to assist community colleges around the world to become more learning-centered institutions. Twelve Vanguard Learning Colleges were selected by an international advisory committee to help develop model

programs and best practices in learning-centered education with a specific focus on five key areas: organizational culture, staff development and recruitment, technology, learning outcomes, and underprepared students.

AACC Mission Statement (2001)

Building a Nation of Learners by Advancing America's Community Colleges.

Learning Summit (originally Learning College Summit), League for Innovation in the Community College (2003-Present)

The Learning Summit is a working retreat for college teams to focus on improving and expanding learning at their institutions, and to accelerate progress on these efforts. Within the context of the overall Learning Summit theme (e.g., assessment, bridging silos) and with guidance from Summit facilitators, individual college teams can opt to plan a new or emerging initiative, redesign or strengthen an existing program or project, or reinvigorate a postponed or stalled effort.

The Learning Paradigm College: Tomorrow's Teaching and Learning, John Tagg (2003)

Students who are oriented more toward learning than toward grades both learn and perform better than those looking simply to complete the course or get the degree. Deep, lasting learning is active, holistic, incremental, and mindful, while surface learning or learning that is poorly retained is inert, atomistic, and reinforces mindlessness. "Hot" rather than "cool" cognitive environments can foster deep learning by offering intrinsic rather than extrinsic goals, activities that demand higher-order cognition, higher ratios of feedback to evaluation, longer time horizons for learning, stable communities of support for students' intellectual risk-taking, and aligned messages rather than contradictory ones. (p. 81)

The Seventh Learning College Principle: A Framework for Transformational Change, Alicia Harvey-Smith, Ed. (2005)

How can student affairs divisions and other organizations transform to become more learning-centered? Based on Terry O'Banion's seminal work in *A Learning College for the 21st Century*, *The Seventh Learning College Principle* is a unique resource for institutions wanting to acquire additional knowledge on the adoption of the learning college concept and on becoming a more learning-centered organization. This groundbreaking text is one of the first national efforts to examine the learning college concept, its six principles, and the change process as it applies to institutions and student affairs divisions.

Establishing & Sustaining Learning-Centered Community Colleges, Christine Johnson McPhail, Ed. (2005)

Colleges embarking on the learning college journey will face a transitioning paradox: how to maintain the integrity of teaching connected to the old instructional paradigm without stifling the potential and benefits of the learning paradigm. . . . Commitment to the learning college means walking away from habits and practices that sometimes stagnate the integration of learning-centered concepts in programs and services. In essence, becoming a learning-centered college means changing the culture of the organization. (p. 211)

Focus on Learning: A Learning College Reader, Terry O'Banion and Cynthia Wilson (2011)

If this reform effort is to be different than those that have come before, then we must become more astute at collecting, analyzing, and applying evidence that what we do is effective and efficient. We must become cynics of our own romanticism; we must balance our passion with caution and rationality. We must be able to explain to our students and our colleagues, to our supporters and detractors, to those who govern and fund us—and ultimately to ourselves—that we are on the right journey to make a substantive difference in the lives of our students, our communities, and our world by placing learning as the core process and product of all our efforts. (pp. 1-2)

The Deep Learning Revolution, Terrence Sejnowski (2018)

The Deep Learning Revolution is a guide to the past, present, and future of deep learning. Not meant to be a comprehensive history of the field, it is rather a personal view of key conceptual advances and the community of researchers who made them. . . . Part I provides the motivation for deep learning and the background needed to understand its origins; part II explains learning algorithms in several different types of neural network architectures; and part III explores the impact that deep learning is having on our lives and what impact it may have in years to come. (p. x)

Student Success Initiatives

Charles A. Dana Center, The University of Texas at Austin, under the direction of Uri Treisman (1991-Present)

The mission of the Center: How can we ensure all students—particularly those traditionally underserved—have equitable access to excellent math and science education? At the Charles A. Dana Center at The University of Texas at Austin, this question has inspired our vision and guided our work for more than 20 years.

Institute for Higher Education Policy (1993)

IHEP is a nonpartisan, nonprofit research and advocacy organization that is committed to promoting postsecondary access and success for all students. Established in 1993, IHEP develops innovative policy- and practice-oriented research to guide policymakers and education leaders and to address our nation's most pressing education challenges.

Community College Research Center (1996-Present)

Initially funded by the Alfred P. Sloan Foundation, CCRC studies community colleges because they provide critical access to postsecondary education and are uniquely positioned to promote equity and social mobility in the United States. Our mission is to conduct research that helps these institutions strengthen opportunities and improve outcomes for their students, particularly those from underserved populations. CCRC has conducted hundreds of research projects since its founding.

Center for Community College Student Engagement, The University of Texas' College of Education (2001-Present)

The University established the Center for Community College Student Engagement as the umbrella organization for survey research, focus group work, and related

services for community and technical colleges interested in improving educational quality through strengthened student engagement and student success. Annual reports from CCCSE have addressed numerous issues affecting student learning, completion, and equity in community colleges.

College and Career Transitions Initiative, League for Innovation in the Community College (2002-2008)

The College and Career Transitions Initiative (CCTI) was a ground-breaking, five-year project funded by the Office of Vocational and Adult Education of the U.S. Department of Education. Designed to create partnerships among high schools, community colleges, and businesses, the project focused on the development of career pathways and created 81 models. A career pathway is defined by CCTI as “a coherent, articulated sequence of rigorous academic and career courses beginning in ninth grade and leading to an associate degree and/or industry-recognized certificate or licensure, and/or to the baccalaureate and beyond.” Career pathways were a prelude to more current student success pathways and guided pathways.

Achieving the Dream: Community Colleges Count, Founded by the Lumina Foundation and Seven Founding Partner Organizations (2004-Present)

Evidence-based, student-centered, and built on the values of equity and excellence, Achieving the Dream is closing achievement gaps and accelerating student success nationwide by: (1) guiding evidence-based institutional change, (2) influencing public policy, (3) generating knowledge, and (4) engaging the public.

National Community College Benchmark Project (2004)

The National Community College Benchmark Project (NCCBP) is the foremost resource for community colleges in the assessment of core indicators of institutional effectiveness. NCCBP provides an easy-to-use tool for community colleges to conduct peer comparisons on leading measures of effectiveness and has been a key component of performance measurement activities.

Commission on the Future of Higher Education, The Spellings Commission (2005-2006)

The formation of a Commission on the Future of Higher Education, also known as the Spellings Commission, was announced on September 19, 2005, by U.S. Secretary of Education Margaret Spellings. The nineteen-member commission was charged with recommending a national strategy for reforming postsecondary education, with a particular focus on how well colleges and universities are preparing students for the 21st century workplace, as well as a secondary focus on how well high schools are preparing students for postsecondary education. In the report, released on September 26, 2006, the Commission focused on four key areas: access, affordability (particularly for nontraditional students), the standards of quality in instruction, and the accountability of institutions of higher learning to their constituencies (students, families, taxpayers, and other investors in higher education).

Bridges to Opportunity for Underprepared Adults: A State Policy Initiative for Community College Leaders (2008-2010)

Funded by the Ford Foundation, Bridges was a multi-year effort designed to bring about changes in state policy that improve education and employment outcomes for educationally and economically disadvantaged adults.

National Institute for Learning Outcomes Assessment (2008-Present)

NILOA is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning. It supports institutions in designing learning experiences and assessment approaches that strengthen the experience of diverse learners within a variety of institutional contexts. NILOA works in partnership with a broad range of organizations and provides technical assistance and research support to various projects focused on learning throughout the U.S. and internationally.

Developmental Education Initiative (2009-2014)

The Developmental Education Initiative, created by MDC with Achieving the Dream and funding from the Bill & Melinda Gates and Lumina foundations, was an effort at 15 colleges and six states to find ways to make developmental education more effective, more efficient, or unnecessary altogether.

Voluntary Framework of Accountability, American Association of Community Colleges (2009-Present)

The Voluntary Framework of Accountability (VFA) is the first national system of accountability specifically for community colleges and by community colleges. Leadership in the sector is defining the most appropriate metrics for gauging how well our institutions perform in serving a variety of students and purposes. The VFA will provide opportunities for colleges to benchmark their student progress and completion data against peers and to provide stakeholders with critical information on the colleges.

Complete College America (2009-Present)

Something incredible has happened in our colleges and universities over the past decade. The era of expanding access to higher education has given rise to a clear focus on ensuring that all students—regardless of their goals, readiness, or lived experience—succeed. Shifts like this don't just happen. They are the result of thousands of leaders who have joined together to do the hard work of delivering on the promise of higher education.

White House Summit on Community Colleges (2010)

Goals of the Summit: To emphasize the role of community colleges in achieving the President's goal of making America the most educated country in the world by 2020. To demonstrate that community colleges are critical partners in our efforts to prepare our graduates to lead the 21st century workforce. To highlight the Skills for America's Future initiative, a new Bill & Melinda Gates Foundation program called Completion by Design, and the Aspen Prize for Community College Excellence.

Democracy's Colleges: Call to Action (2010)

As organizations representing America's community colleges, we mutually commit and pledge to promote the development and implementation of policies, practices, and institutional cultures that will produce 50 percent more students with high quality degrees and certificates by 2020, while increasing access and quality. We call for leaders from every sector and constituency of every college to join us in this work. Our democracy needs every one of us. AACC, ACCT, CCSSE, NISOD, Phi Theta Kappa, and the League for Innovation in the Community College.

Significant Discussions: A Guide for Secondary and Postsecondary Curriculum Alignment, League for Innovation in the Community College (2010)

The Significant Discussions guide, funded by MetLife Foundation, was created to facilitate discussions between secondary and postsecondary faculty and administrators, and business, industry, and community partners. The Significant Discussions guide is a comprehensive set of tools to assist these partners in their collaborative work to better align curriculum across institutions, thus easing student transitions from high school to community college and university transfer. The guide is based on effective and promising practices identified through research.

Developing a Community College Student Roadmap, Association of American Colleges and Universities (2010-2013)

The Roadmap Project is designed to help nineteen community colleges create robust and proactive programs of academic support—tied to expected learning outcomes—that engage students at entrance and teach them, from the outset, how to become active partners in their own quest for educational success.

Trade Adjustment Assistance Community College and Career Training (2010-2018)

This initiative seeks to increase the ability of community colleges to address the challenges of today's workforce. Grants are designed to help workers eligible for training under the TAA for Workers program, as well as a broad range of other adults. Every U.S. state received funding for each of four years through 256 grants totaling \$1.9 billion. Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, which continued through September 2018, are impacting 60 percent of the nation's publicly funded community colleges and building industry-aligned programs in manufacturing, healthcare, information technology, energy, transportation and other industries.

Through TAACCCT, community colleges have developed or redesigned nearly 2,600 programs of study to help adults learn skills to lead to employment. Each college or consortium of colleges developed programs of study aligned with local and regional business needs, which were identified through partnerships formed or strengthened with grant funds. To help adult students obtain industry-recognized credentials more quickly, colleges are using TAACCCT funding to innovate with strategies such as career pathways, credit for prior learning, competency-based models, online training, and student support systems.

Student Success Center Network, Jobs for the Future (2010-Present)

A Student Success Center connects the dots between colleges across the state so they can collectively meet their state's completion goals. The Center creates a coherent, statewide framework for action, or a lens through which community colleges in the state evaluate, align, and integrate their work in various student success initiatives. Sixteen states currently participate.

The Governance Institute for Student Success, Association of Community College Trustees (2010-Present)

The Governance Institute for Student Success (GISS) is a national initiative that provides education for community and technical college trustees and presidents to assist them in data-informed governance to promote student success, equity and completion, and career readiness. A robust and unique governance leadership model, GISS provides college leaders with insights, guidance, and engagement to promote policies and accountability measures to increase student success.

Carnegie Math Pathways, WestEd (2010-Present)

Initiated by the Carnegie Foundation for the Advancement of Teaching in 2010, WestEd assumed responsibility for the Carnegie Math Pathways in 2017. Quantway is a set of quantitative reasoning course options designed to promote success in community college mathematics and to develop quantitatively literate students. Statway is a set of statistical reasoning courses that are designed to teach mathematics skills that are essential for a growing number of occupations and are needed for decision-making under conditions of uncertainty. Students in Statway and Quantway are earning college level math credit at triple the rates and in half the time compared to the 15 percent of students who succeed in the traditional developmental math sequences in two years.

Next Generation Learning Challenges, EDUCAUSE (2010-Present)

With funding from the Bill & Melinda Gates Foundation, the Hewlett Foundation, and others of over \$50 million, this program is designed to accelerate educational innovation through applied technology to dramatically improve college readiness and completion in the United States. The initiative is guided by the belief that providing investment capital to expand the use of proven and emerging learning technologies, collecting and sharing evidence of what works, and fostering a community of innovators and adopters will result in a robust pool of solutions and greater institutional adoption which, in turn, will dramatically improve the quality of learning experiences in the United States. Many organizations and foundations have partnered with EDUCAUSE in this multi-project, long-term initiative.

Committee on Measures of Student Success, U.S. Department of Education (2011)

The Committee on Measures of Student Success was authorized by the Higher Education Opportunity Act of 2008 to advise the Secretary of Education in assisting two-year degree-granting institutions of higher education in meeting graduation rate disclosure requirements in the Act. The Committee can also recommend additional or alternative measures of student success that take into account the mission and role of two-year degree granting institutions.

Completion by Design, Bill & Melinda Gates Foundation (2011-2017)

The purpose of Completion by Design is to double the number of students who, by 2020, will earn a certificate or associate degree, or transfer to a four-year college or university. The initiative focused efforts on work in Florida, North Carolina, and Ohio.

Integrated Planning and Advising for Student Success (iPASS), Achieving the Dream and EDUCAUSE (2011-Present)

iPASS was developed to transform how colleges and universities approach student advising. The goal of iPASS is to provide students with a more seamless, holistic advising experience that leads to improved student outcomes. Under iPASS, institutions select new technologies and learn how to use them, collect new data, help faculty and advisors integrate the data and technologies into their practice, and ultimately change the way they interact with students.

College Excellence Program, The Aspen Institute (2011-Present)

The Aspen Institute's program aims to advance higher education practices and leadership that significantly improves student learning, completion, and employment after college—especially for the growing population of students of color and low-income students on American campuses.

Degree Qualifications Profile, Association of American Colleges and Universities (2011-Present)

In January 2011, Lumina Foundation published its Degree Qualifications Profile (DQP) to challenge faculty and academic leaders in the U.S. to think deeply and concretely about aligning expectations for student learning outcomes across higher education. The DQP is a bold effort to help higher education move beyond credit hours to competency and beyond fragmented learning to intentionally preparing students to integrate and apply their learning to unscripted problems and responsibilities.

Reclaiming the American Dream: Community Colleges and the Nation's Future, A Report from the 21st-Century Commission on the Future of Community Colleges, American Association of Community Colleges (2012)

In the summer of 2011, the American Association of Community Colleges launched a new 21st-Century Initiative. The overall goal of the initiative was to educate an additional 5 million students with degrees, certificates, or other credentials by 2020. Grounded in the enduring commitment of community colleges to improving the lives of students through opportunity and excellence, the initiative was funded by the Bill & Melinda Gates Foundation, Kresge Foundation, ACT, and Educational Testing Service.

Faculty Voices Project, League for Innovation in the Community College (2014-2018)

The League's Faculty Voices Project engaged community college faculty, both full- and part-time, in the national conversation about student success and completion to (a) identify issues, challenges, and concerns faculty have about the national focus on student completion; and (b) identify ways faculty—individually and in college-wide

efforts—support student success, retention, and completion. The four-year project was funded by a grant from the Bill & Melinda Gates Foundation.

Center for the Analysis of Postsecondary Readiness (2014-2019)

The Center for the Analysis of Postsecondary Readiness (CAPR) is a research center funded by a grant from the U.S. Department of Education's Institute of Education Sciences to study developmental education and provide evidence for promising reforms. CAPR is a partnership of two organizations—the Community College Research Center at Teachers College, Columbia University, and MDRC—as well as additional research scholars from several universities.

Redesigning America's Community Colleges: A Clearer Path to Student Success, Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (2015)

We argue that to improve outcomes, colleges need to move away from the prevailing cafeteria-style model. Instead, they need to engage faculty and student services professionals in creating more clearly structured, educationally coherent program pathways that lead to students' end goals, and in rethinking instruction and student support services in ways that facilitate students' learning and success as they progress along these paths. In short, to maximize both access and success, a fundamental redesign is necessary. We refer to the resulting strategy as the guided pathways model. (p. 3)

The College Promise Campaign (2015-Present)

The College Promise has built broad public support for communities and states to cover tuition and fees for the first two years of community and technical college and to provide support to help students succeed. . . . It convenes leaders from business, education, government, philanthropy, nonprofits, labor, and the students themselves to support the College Promise in their communities and states in ways that fit their specific civic, economic, and social needs.

Guided Pathways Project, American Association of Community Colleges (2015-Present)

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. The goals are to improve rates of Pathways college completion, transfer, and attainment of jobs with value in the labor market—and to achieve equity in those outcomes. The AACC work and its spinoffs have engaged over 200 colleges—work accomplished in collaboration with six national partner organizations.

Aspen Presidential Fellowship for Community College Excellence (2016-Present)

The fellowship program aims to develop a cadre of exceptional leaders who can transform community colleges to achieve higher levels of student success while maintaining broad access. Drawing on the exemplary work of excellent community colleges, the Aspen Institute engages a select group of fellows each year in this intensive, applied leadership executive program, delivered in collaboration with Stanford Educational Leadership Initiative. The year-long fellowship includes three in-person residential seminars plus structured mentoring by experienced community college presidents and the development of a strategic leadership vision through a

capstone project. Of 120 graduates to date, 40 have become community college presidents, of which 66 percent are women and 44 percent people of color.

Pathways Collaborative (2017-Present)

Established by AACC and then facilitated by Sova Solutions, the Pathways Collaborative is a group of organizations committed to improving rates of college completion, transfer, and attainment of jobs with value in the labor market—and achieving equity in those outcomes. Collaborative organizations developed the guided pathways model, and individually and collectively, they support guided pathways reform in higher education institutions across the country.

Student Success in the Community College: What Really Works? Terry O'Banion and Maggie Culp (2020)

This book, which will be published in fall 2020, addresses practical issues of what really works in student success. Authors represent some of the leading organizations in the nation committed to student success including the Community College Research Center, Aspen Institute, Ada Center, and Bill & Melinda Gates Foundation. Also featured are three of the leading community colleges nationally recognized for their work in student success and one of the leading state systems.

References

American Association of Community Colleges. (2012, April). *Reclaiming the American dream: Community Colleges and the Nation's Future*. A report from the 21st-century commission on the future of community colleges. Washington, DC: Author.

Armstrong, L., Yang, D. J., & Cuneo, A. (1994, February 28). The learning revolution. *Businessweek*, 80-88.

Bailey, T., Jaggars, S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Cambridge, MA: Harvard University Press.

Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. In T. O'Banion & C. Wilson (Eds.). *Focus on learning: A learning college reader* (pp. 28-37). Phoenix, AZ: League for innovation in the community college.

Boggs, G. (1985, September 3). A people place. Orientation day speech at Palomar College. In T. O'Banion & C. Wilson (Eds.). *Focus on learning: A learning college reader* (pp. 11-14). Phoenix, AZ: League for innovation in the community college.

Boggs, G. (1993, May 24). Community colleges and the new paradigm. Speech at the Conference of Administrators in Celebrations, an Occasional Publication of NISOD. Austin, TX: The University of Texas at Austin.

Cross, K. P. (1976). *Accent on learning: Improving instruction and reshaping the curriculum*. San Francisco, CA: Jossey-Bass, Inc.

Harvey-Smith, A. (Ed.) (2005). *The seventh learning college principle: A framework for transformational change*. Washington, DC: NASPA-Student Affairs Administrators in Higher Education.

League for Innovation in the Community College. (2010). *Significant discussions: A guide for secondary and postsecondary curriculum alignment*. Phoenix, AZ: Author.

McPhail, C. (Ed.) (2005). *Establishing & sustaining learning-centered community colleges*. Washington, DC: Community College Press.

O'Banion, T. (1994). *Teaching & learning in the community college*. Washington, DC: Community College Press.

O'Banion, T. (1995, December). A learning college for the 21st century. *Community College Journal*, 66(3), 18-23.

O'Banion, T. (2000, September). An inventory for learning-centered colleges. *Community College Journal*, 71(1), 14-23.

O'Banion, T. (October/November 2007). Leadership for learning. *Community College Journal*, 78(2), 45-47.

O'Banion, T. (July 2011). *Learning, teaching, and the completion agenda* (21st Century Initiative Working Brief). Washington, DC: American Association of Community Colleges.

O'Banion, T., & Wilson, C. (Eds.) (2011). *Focus on learning: A learning college reader*. Phoenix, AZ: League for Innovation in the Community College.

Palomar College. (1991). *Palomar college 2005: A shared vision*. San Marcos, CA: Author.

Sejnowski, T. (2018). *The deep learning revolution*. Cambridge, MA: The MIT Press.

Tagg, J. (2003). *The learning paradigm college: Tomorrow's teaching and learning*. Bolton, MA: Anker Publishing Company.

Wilson, C. D., Miles, C. L., Baker, R. L., & Schoenberger, R. L. (2000). *Learning outcomes for the 21st century: Report on a community college study*. Mission Viejo, CA: League for Innovation in the Community College.

Wingspread Group on Higher Education. (1993). *An American imperative: Higher expectations for higher education*. Racine, WI: The Johnson Foundation, Inc.

Opinions expressed in this Occasional Paper are those of the author(s) and do not necessarily reflect those of the League for Innovation in the Community College.