

A Refocus on Learning

**Chaffey College
January 7, 2010**

Terry O'Banion

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”**



CATALOG 2007-2008



CELEBRATING
125
Years

Chaffey  College

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

Visit our website at www.chaffey.edu



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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.

i cdnuolt blveiee taht I cluod aulacly
uesdnatnrd waht I was rdanieg.

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.

Palomar College – California

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.

Palomar College--Vision

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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 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

Education for an Agricultural Economy

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**

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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**

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Terry O'Banion
obanion@league.org

Ancora Imparo
“Still I am learning.”

