

# **Student Success Seminar**

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## **Central Piedmont Community College**

**August 5, 2015**



# Disruptive Innovations

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**1. The Learning College**

**2. The Student/Success  
Completion Agenda**

**3. General Education for the 21<sup>st</sup>  
Century**

**4. Assessing and Accounting for  
Student Success**



# Disruptive Innovation # 1

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## The Learning College



# Emphasis on Research

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**Research and publications  
have become the primary  
means by which most  
professors achieve  
academic status.**

**Ernest Boyer, 1990**



# Emphasis on Teaching

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- **Building communities through dedicated teaching is the vision and the inspiration of this report.**
- **Quality instruction should be the hallmark of the community college movement.**
- **The community college should be the nation's premier teaching institution.**

**Building Communities : A Vision  
for a New Century, 1988**



# Emphasis on Learning

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**The Learning College places learning first and provides educational experiences for learners anyway, anyplace, anytime.**

***A Learning College for the 21<sup>st</sup> Century—Terry O'Banion 1997***



# **Emphasis on Learning at CPCC**

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## **Welcome to CPCC--A Learning College**

**Student Success is the Heart of a Learning College**

**The College itself is a learner, continuously learning how to produce more learning with each entering student.**



# A Message from Tony Zeiss

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Our strategic plan for the next five years reaffirms our commitment to **learning** as the central value of the College. It is the collective responsibility of each of us to provide a **student-centered** and supportive environment that **improves learning.**





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**Student Success Is the Heart of a  
Learning College.**

**The Student Success/Completion  
Agenda**



# Disruptive Innovation # 2

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## The Student Success/Completion Agenda



# Mission of Completion Agenda

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**The mission of the Completion Agenda is to double the number of students who by the year 2020 earn a one-year certificate, associate's degree, or transfer to a four-year college or university.**



# Completion Agenda

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- **President Obama: 5 million more CC grads by 2020**
- **Lumina: 60% increase by 2025**
- **Gates: double number of grads**
- **CC Org: 50% more by 2020**
- **Utah: 66% by 2020**
- **Anne Arundel: double by 2020**



# Completion by Design

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- **Learning Communities**
- **First-Year Experience**
- **Contextual Instruction**
- **Project-Based Learning**
- **Supplemental Instruction**
- **Student Success Course**
- **Dual Enrollment**
- **Early College High School**



# High Impact Practices

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**AAC&U—10**

**CCSSE—13**

**State of Oregon—27**



# **“Best Practices”**

**“While colleges will likely need to adopt some new practices and adapt some older practices, practice-based reforms cannot be the primary work undertaken by colleges participating in Completion by Design.”**

**Venezia, Bracco, & Nodine 2011**



# Disruptive Innovation # 3

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## General Education for the 21<sup>st</sup> Century





# General Education

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**General Education is a  
common core of learning  
for the common person.**



The Physical Environment

The Social Environment

The Aesthetic Environment

HM-100

SC-100

SS-100

BE-100

The Individual in a Changing Environment

EH-100  
The English Language

MS-100  
The Mathematics



# General Education

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**Three recently-revised goals for students completing the 18 hours of general education**

- **Critical Thinking**
- **Written Communication**
- **Oral Communication**



# CPCC Core4

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**Competencies critical to the success of every CPCC graduate:**

- **Communication**
- **Critical Thinking**
- **Personal Growth & Responsibility**
- **IT & Quantitative Literacy**



# Essential Education

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**An Essential Education is the core learning experience that draws from the best of liberal/general education and workforce education to create an integrated quality education for every student.**

***Bread and Roses: Helping Students Make a Good Living and Live a Good Life***



# Disruptive Innovation # 4

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## Assessing and Accounting for Student Success



- 1. Grades/GPA**
- 2. Learning Objectives**
- 3. Learning Outcomes**
- 4. Competencies**
- 5. Proficiencies**



# What Is a Course Grade?

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The course grade is an inadequate report of an inaccurate judgment by biased and variable judges 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

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**If the learning outcomes are so important and include the core learning outcomes every student should achieve, then why don't colleges just create a required course for each of the outcomes to better ensure that students achieve the outcomes?**



# Consider Portfolios

1. High School History
2. Assessment Scores—Affective & Cognitive
3. Grades
4. Learning Outcomes
5. Teacher Observations & Assessments
6. External Observations & Assessments
7. Performance Demonstrations
8. Self Assessments



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