

Urgency of Now presentation ACCT

Urgency is based upon the fact that "learning" as a currency is losing to "competency". External context: everyone is circling Higher Ed. However, we are attending to a different socioeconomic demographic. Trustees need to help drive the focus back to learning. Compliance is not the goal. What do students need to achieve? Students learning - they will engage, they will complete, they will participate. We can't just be focused on accountability.

Competency-based education is not going away. Most colleges are planning to develop a program to address this. It changes everything. All of the demands are coming in piecemeal fashion, and programs are being developed in the same way. Efficiency of systems? Scaffolding of learning. Need to unify the effort. Getting rid of "credit hours" and moving to "unit of learning"?

What questions should the board be asking about "learning"? We need to set the direction toward this. Tough question: is it possible that they didn't finish because they aren't learning?

We have different students than the other Higher Ed demos. Different expectations/needs. On the front line of assuring that the workforce can contribute. We are focused on teaching and learning internally, but often only talk about completion, etc. We are embedded with the employers, the community. We are in the real world.

We need innovation now! We are nimble (comparatively) and can scale rapidly. Faculty's role in all this? Must remember that the main place that a student touches the institution is through the faculty (they can do the rest online).

Are we asking the learning questions of data? Such as "Why are we losing ANY student?" This is actionable information. The board isn't the one to look at the data, because the expertise is within the institution.

We have good assessment structures in place already, and already address the "new student". The majority of higher ed students are within our systems.

21st Century Faculty? Pay them, nurture them, etc.? Most colleges focus on their full time faculty, but rarely for adjunct due to cost/time. Ask: "How are we engaging the Adjuncts in this direction?". They often are working professionals, and they can bring that perspective to the discussion, about what the community and workforce thinks.

Ask "What plan do we have for those faculty who earned their credential in the 20th Century teaching 21st Century students? Funding release time, backing for tuition, for them to take graduate level courses to help them become more effective.

21st Century Students expect you to tell them how what you are teaching them is relevant to their next steps/career. Faculty discuss the purpose of the course and its outcomes. Design a development program for faculty to help them grow in this

In CA, there is no training in instructional delivery/pedagogy required. Nationally only 10% of high school graduates come to the comm college. Value and respect the connection between High Schools and COM.

The dialogue needs to be about more than the data! Look at ways to talk to others outside CA (ACCT, AACC, SCUP) and demand that the conversation is broadened. That's the urgency. At the Federal level, most of the folks are not educators, don't really look at students. They do like 30 second stories about students.

How do we do business with business in the 21st century? Stay really focused on the local, since most of our working students don't pick up and move somewhere else for work. Have business and faculty sitting to the table to develop curriculum, if possible. This starts with the business perspectives of the trustees. Partner with the chambers? Have everyone in the room and look at the data without blame. Look at Lumina's website.

Data for K-Job? Move to a single identification number for each student, that follows them all the way through. Need to make sure we are integrating ALL of the education, not just Pre-K, then K-12, then college, etc. Unify the lifespan of education.

Speak to the legislators about setting up a system that gathers all the data so it can be used to help direct more effective outcomes?

Equity AND Excellence, not one or the other.

Monthly accounting of how many students dropped out, presented to the BOT. Going to class, and engaging in class, are leading indicators for learning.

Ask for the data, and the time for the conversations with the right people. Students, what they are learning, how it's helping employers.

Become part of the Reauthorization of Higher Education Act now!

Demand time, set aside purposeful, guided reflection and discussion to look for areas to increase agility,

Learning is happening in so many more places not. Now we are more affirmers of knowledge rather than providers. Accept all forms of learning like years in military, business, etc.

Need to help students to learn how to work!