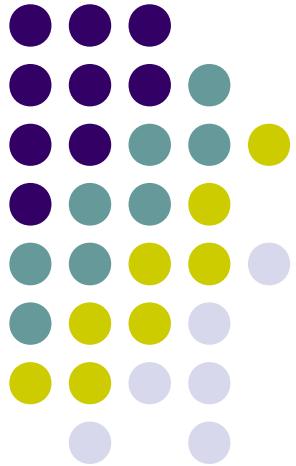
Surry Community College

Unique Mission

Open Door – Everyone Can Learn

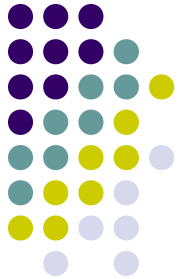
Start Here – Go Anywhere



Values

- Student/Learner-centered, respect for the individual, available to all
- Commitment to the community
- Flexibility
- Honesty & Integrity
- Instructional Quality, emphasis on learning, high academic standards
- Emphasis on team work, collaboration
- Innovation

A Comprehensive Community College



- Lifelong learning, economic development, vocational/ technical programs, transfer, workforce development, Certifications, ABE/GED/ESL, conveners, quality of life – personal/community enrichment
- Continual improvement
- Develop the whole student
- Emphasis on teaching and learning
- Access – open door with selective admission
- Responsiveness
- Community – place bound

Successes

- **Nationally recognized learning college initiative**
- **National award for exemplary program in critical thinking [CT Foundation]**
- **Professional Development model detailed in Critical Thinking Foundation Website: criticalthinking.org**
- **Featured in Community College Journal (Feb. 06') for exemplary teaching practices**
- **CCSSE – Best Practices:**
  - Academic Challenge
  - Student Support
  - Active Collaborative Learning
  - Community College Survey of Student Engagement.ppt

Successes

- **SIR II - Mean ratings above national average**

- **NCCCS Performance Measures [superior status]**
- **Performance standards include the following:**

  - **Progress of basic skills students**
  - **Passing rates on licensure and certification exams**
  - **Employment status of graduates**
  - **Performance of college transfer students**
  - **Graduate satisfaction**

Successes

- **SACS accreditation December 2004 – QEP National Model**
- **Transfer Report - SCC students met or exceeded native university students GPA for 5 consecutive years [21 colleges met measure]**
- **Passing Rate - Practical Nursing January 05' 100% (24 graduates)**
- **Passing Rate – Associate Degree December 05' 98.6% (70 passed)**

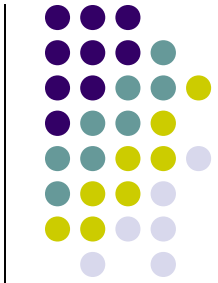
Innovations

- Online/hybrids/modularized online courses
- Eportfolio – Featured in Campus Technology
- Interactive math for developmental studies
- Freshman Orientation Course – research based - faculty authored text
- First-Year Experience Program
- Construction Institute
- Language Institute
- Academic Support Center and tutor program
- New orientation program for new students
- Bridge Program for ABE/GED students
- Learning Communities and Linked Courses

Innovations

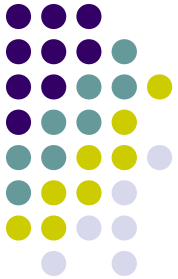
- Restructured Developmental Studies
- Program Evaluation
- Faculty Evaluation
- Strategic Planning Model
- Writing Across the Curriculum
- Implemented new model for advising
- Developed grant to fund Tech-Prep 2006
- Developed grant for simiulators for nursing program Entrepreneurship strand and program certifications
- Art program – donations
- Travel abroad
- Shared auditoriums/winery
- Strategic Planning Model

New Degrees



- **AFA – Associate Fine Arts**
- **AAS – Associate Applied Science**
  - Special Education
  - Community Spanish Interpreter
  - Graphic Design
  - Internet Technologies
  - Teacher Assisting
  - Lateral Entry
  - Viticulture and Enology

New Programs for 2007



- Construction Management
- Physical Therapy
- Simulation and Game Development (1+1)
- Landscape Design
- Emergency Preparedness Training/Homeland Security
- New Product Design (Certificate)

Partnerships

- **Early College High School on Campuses**
  - Surry Early College School of Design
  - Yadkin Early College
- **ASU 2 + 2 Viticulture**
- **2 + 2 WSSU, GWU, ASU, Lees McRae, NC A&T, UNCG, ECU**
- **1 + 1 Viticulture: Davidson and FTCC**
- **1 + 1 Biotech: FTCC**
- **1 + 1 Polysonography Caldwell CC**

Program Planning

- **Programs to Revitalize**
  - Construction Technology
  - Machining Technology
  - Mechanical Drafting

Program assessment

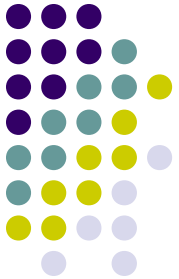
- An Institution's financial health is crucial to academic quality
- Quality also linked to effective utilization of resources
- Must determine academic priorities
- Challenges – increase revenue, decrease expenses, improve quality and reputation
- Students are looking for quality and reputation
- Don't let aspirations overtake reality – Be careful of course and program creep – unhealthy internal competition

Program assessment

- When money is tight departments may become fiefdoms
- Must prioritize academic programs provide leadership and have a will to act
- Campus must wrestle with quest for excellence – quest to compromise to keep unworthy programs and retention is not uncommon

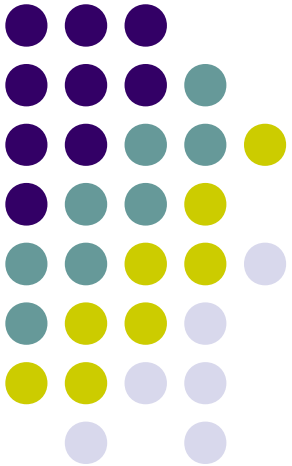
Criteria

- **Expectations of the program**
- **External demand**
- **Internal demand – required to support other programs**
- **Quality of program inputs and processes**
  - Faculty and staff
  - %offered by FT faculty
  - Coherent curriculum
  - Currency
  - Equipment, facilities, resources
- **Quality of program outcomes**
- **Size scope, productivity of program**
- **Revenue and resources generated**
- **Impact and essentiality**
- **Opportunity analysis**

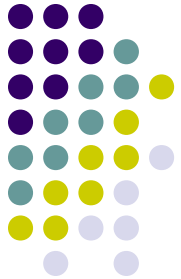


- Decide weights for criteria
- Get sound data – this does not replace sound judgment
- Tennessee Program Criteria Matrix
- Hold campus meetings
- Campus Blog for misinformation
- Bring in outside experts
- Periodic open hearings

The Surry Community College Learning Initiative

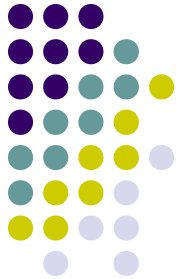


The Learning College: A Critical Thinking Institution



- **"At the start of [the 1990s], a new way of thinking about education began to emerge from a great variety of sources, a way of thinking that places learning as the central aim of the education enterprise" (Terry O'Banion).**
- **The learning-college transformation requires a commitment to thinking critically about all aspects of the institution.**
- **College should be a learning community – inspires and supports, inspires, and requires academic growth – all serve learning**

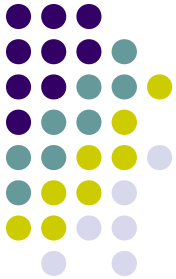
What is the focus of SCC's Learning Initiative?



- **Project Goal: To foster the development of a learning-centered community college.**

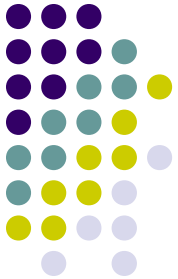
- **Project Objectives: Improve Student Engagement through Critical Thinking, Assess Learning Outcomes, and Reform Organizational Culture**

Triggering Events



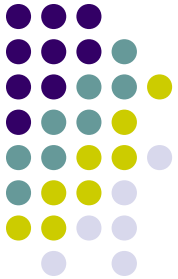
- **League for Innovation in the Community College Annual "Innovations" Conference inspired SCC to become a learning college & provided ideas for SCC's project objectives**
- **Community College Survey of Student Engagement (CCSSE) triggered focus on critical thinking as a key strategy for improving student learning**

Reforming Organizational Culture



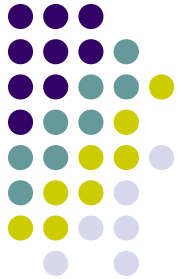
- **Cultivate an organizational culture in which policies, programs, practices, and personnel support learning as the major priority**
- **Assess present culture to determine features that support or hinder the move toward becoming a learning college**
- **Revise policies and language to reflect learning as the priority**
- **Transforming the culture→ Critical thinking institution**

Assessing Learning Outcomes



- **Identify college-wide learning outcomes**
- **Choose and implement an assessment model**
  - Institutional Portfolio chosen
  - Faculty teams created rubrics, incorporating **critical thinking concepts**
  - Professional development offered
  - Artifacts collected and assessed
- **Disseminate results, use as basis for future professional development**

Communication & Collaboration:



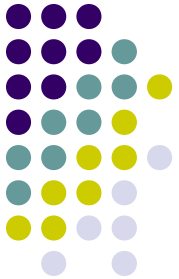
- **Improving Communication: Project logo, posters, newsletter, web site, information packets, administrative addresses**
- **Building Collaboration: Roundtables, professional development workshops, rubric development, newsletter, poster session**

Improving the quality of dialogue

Hold your dialogue to Intellectual standards:

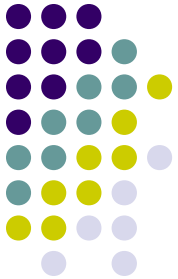
- **Clarity**: Could you elaborate further? Could you give me an example?
- **Accuracy**: How could we check on that?
- **Precision**: Could you be more specific?
- **Relevance**: How does that relate? How does that bear on the topic?
- **Depth**: What are some of the complexities? What are some of the difficulties we need to deal with?
- **Breadth**: Do we need to look at this from another perspective? Do we need to look at this in other ways?

Improving Communication



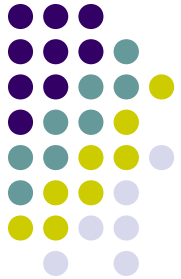
- 1. State
- 2. Elaborate….In other words
- 3. Illustrate….find a metaphor, analogy, or picture
- 4. Exemplify…find a concrete example

Addressing those Challenges



- **User-friendly, abbreviated documents**
- **Faculty and staff success stories**
- **Department chairs play key role**
- **Faculty autonomy**
- **Strategic budgetary planning**

Improving Student Engagement through Critical Thinking

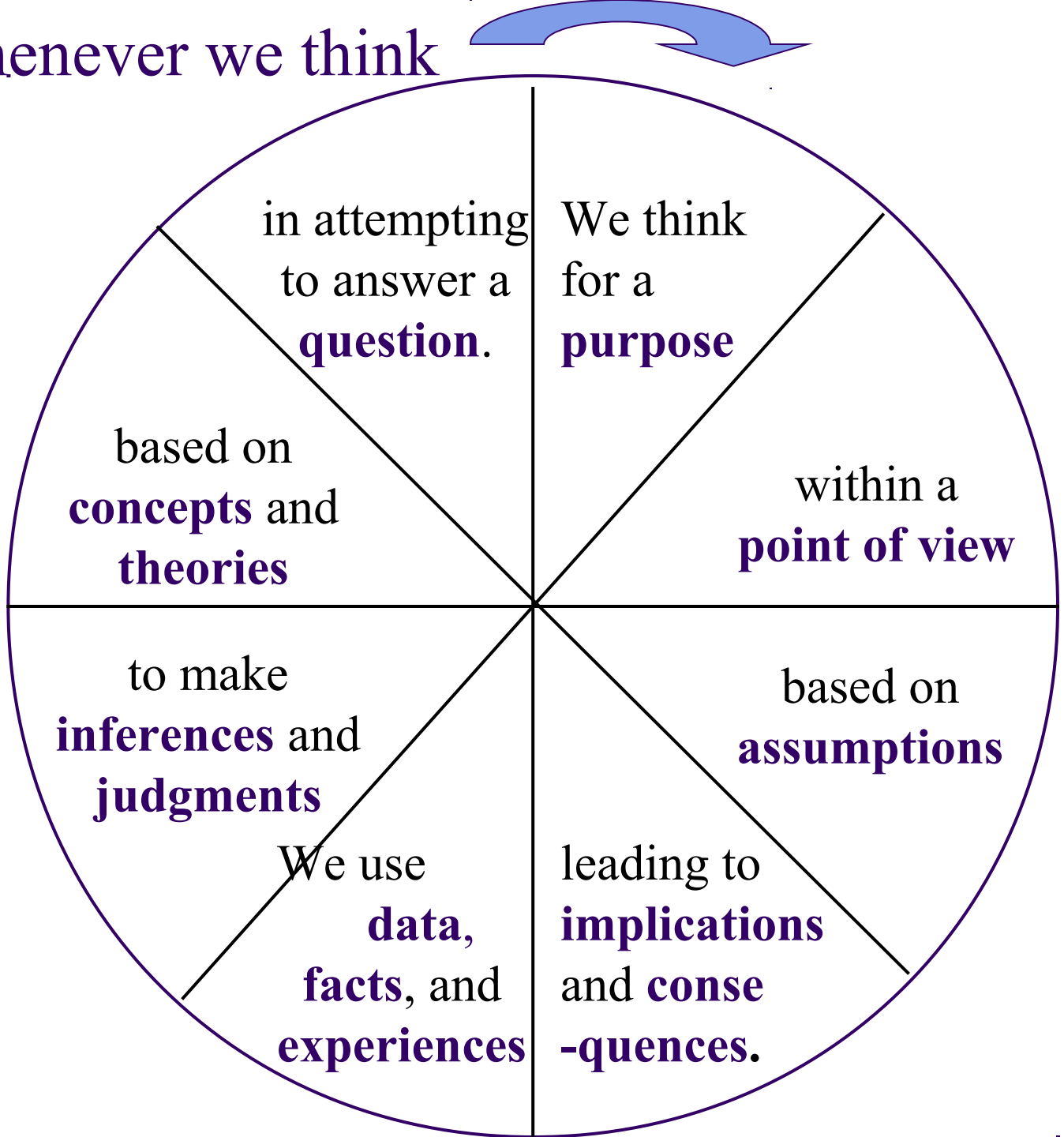


- **Assess present division-level activities that foster a culture of student learning through challenging/meaningful academic tasks**
- **Provide incentives and training to encourage faculty and staff to implement critical thinking/student engagement projects and activities**

Critical Thinking Model

- Richard Paul and Linda Elder/Foundation for Critical Thinking (www.criticalthinking.org)
- Elements of Thought: purpose, information, assumptions, conclusions, implications, etc.
- Intellectual Standards: clarity, precision, accuracy, etc.
- Intellectual Traits: fairmindedness, confidence in reason, intellectual humility, etc.

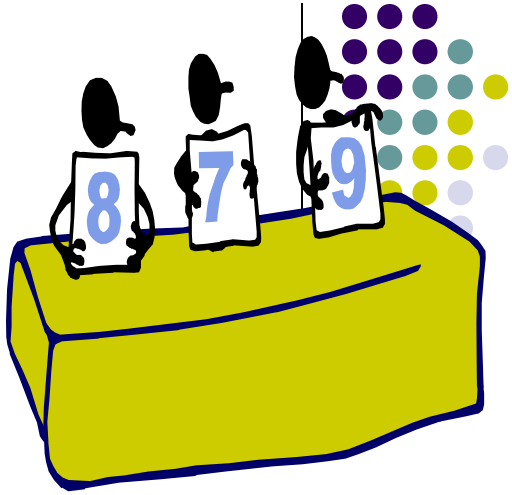
Whenever we think



Nine Questions Based on the Elements

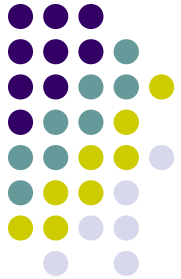
1. What is the main purpose or goal?
2. What are the key issues, problems, and questions?
3. What is the most important information (or sources of information)?
4. What are the logical inferences, claims, and conclusions?
5. What are the key concepts?
6. What are the assumptions?
7. What are the positive and negative implications?
8. What point of view is/should be represented?
9. What other ideas, information, issues, points of view, claims, etc. are relevant?

Standards of Thought



- Clarity
- Accuracy
- Precision
- Relevance
- Depth
- Breadth
- Logic
- Significance

Assessing College-Wide Learning Outcomes



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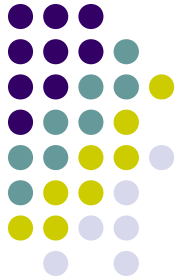
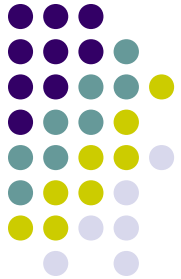
Improving Student Engagement through Critical Thinking



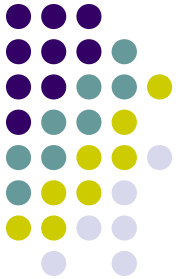
- **SCC identified several general education outcomes: critical thinking, communication, information literacy, technology skills, quantitative literacy, and culture & ethics**
- **CT soon became the "umbrella" outcome, the main focus for improving student learning across campus**

Steps in the Development of Assessment Methodology and Standards



- Each sub-committee developed rubrics utilizing the "elements of reasoning" and "intellectual standards."
- TACT developed exemplary "projects."
- Assessment rubrics piloted on these projects.
- Reliability and validity of the rubrics established during pilots

Characteristics of SCC's Institutional Portfolio Model



- **No standardized testing**
- **General Education is the responsibility of the faculty as a whole not individual departments**
- **Minimally intrusive for both faculty and students**
- **Uses existing examples of student work**

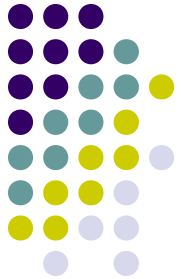
Assessment Plan Logistics

- **Who Selects Artifacts?**
- ✓ **faculty in each targeted area**
- **Who Collects, Copies, Distributes Artifacts?**
- ✓ **Office of Institutional Research**
- **How Results are Used?**
- ✓ **Results compiled by Office of Research; reviewed by faculty for curricular improvement**
- **Assessment of Assessment Plan?**
- ✓ **Annual review of Faculty Assessment Plan.**

Refinements to Assessment Plan

- Refine procedures for institutional portfolio scoring of student artifacts
- Faculty members need continued training in the development of "exemplary" projects
- Faculty members need feedback from TACT concerning projects
- Faculty members need access to rubrics from website
- At least one member of the student artifact scoring teams should be from the project's discipline

Developing Program Level Outcomes



1. **Recruit a stakeholder task committee of 3-4 stakeholders.**
2. **Set up a 2-3 hour work session.**
3. **Choose or find a facilitator.**
4. **Allow people to talk and become engaged/immersed in this process.**

5. **Prepare a set of competency statements describing what students should be able to do when they leave SCC (Lot of work already exists in the area of skill sets and standards accreditation requirements, previous course outlines, SCANS, brochures and catalogue descriptions, curriculum committee reports, learning objectives or outcomes developed for a similar unit at another institution, professional organization standards or recommendations.**

6. **Ask your stakeholder group to answer the following question(s):**

- **What roles do you see students taking in society?**
- **What will students be doing in these roles when they complete your SCC program?**
- **his is a brainstorm activity. Have them write their answers on little Post-It notes. Group common ideas or statements. Write a broad statement describing each cluster – these are your program learning outcome statements.**

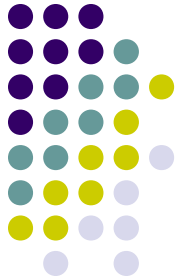
Stimulate high schools and colleges to align their courses and assessments to improve college readiness.

- **Few standards are developed for 11th or 12th grades or connected to the academic expectations of colleges.**

What States Must Do

Create data systems to track student progress across educational levels and institutions.

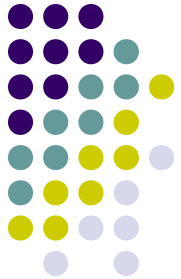
- **What pedagogical approaches are common among high-school teachers who consistently send well-prepared students to college?**



- **Aligning their courses with those standards, so students don't continue to struggle once they enter college.**
- **Developing model lessons, units, benchmark assessments, and end-of-course assessments to help teachers improve the quality, consistency, and rigor of courses that sometimes have similar titles but very different content.**
- **Updating the skills and knowledge of current teachers to ensure that they know that content and how to teach it to all levels of students.**

What States Must Do

- Ideally, exit standards from one education sector would equal the entrance standards of the next. But for too long, we have relied on incomplete measures of academic rigor for high-school classes.
- In addition, the benchmarks for high-school assessments in most states are pegged at the level of eighth, ninth, or 10th grade. Few standards are developed for 11th or 12th grades or connected to the academic expectations of colleges.



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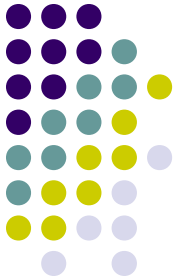
Faculty Evaluation Plan

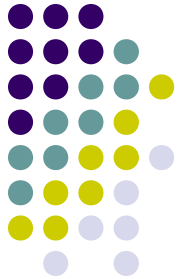
- Faculty Evaluation Plan

Retention



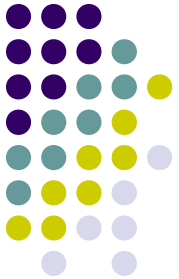
- **<u>High quality advising is linked empirically higher levels of student satisfaction and thus to increased retention and graduation rates (CCSSE)</u>**
- **<u>Advisor training program – often weak</u>**
  - Conceptual – developmental
  - Informational – polices and procedures
  - Relational –

Academic Programs and College Culture



- Learning-based curriculum that holds all students to high expectations
- Engaging Instruction that emphasizes critical thinking and problem solving
- Academic catch-up program combining basic skills with advanced concepts
- Clear student behavioral norms based on professional norms
- Formal orientation and mentoring of new students
- Faculty constantly searching for new ways to make the analytic methods of the various academic disciplines more clear to students
- Faculty consistently come up with strategies to engage every student

Academic Programs and College Culture

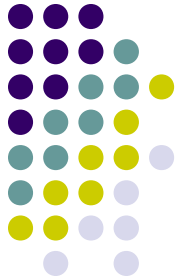


- **Multiple modes of academic support**
- **Faculty commitment to motivate an inspire students**
- **Construction of peer culture that supports each other's success**
- **High school and university partnership – help high school students obtain college knowledge**

Academic Programs and College Culture

- Data-driven approach to curriculum, instruction, and school design
- Hiring and development of faculty with skills and values to fulfill mission
- Shared leadership and collective decision-making
- Use of external studiers to prevent erosion of internal standards
- Development of common tools and understanding to ensure consistent academic expectations
- Multi-faceted staff development that continuously improves teaching quality
- Focus on general education outcomes across curriculum programs
- Deployment of staff and other resources in flexible and creative ways
- Leader who serves as “keeper of the flame,” reinforcing mission and culture

Advising



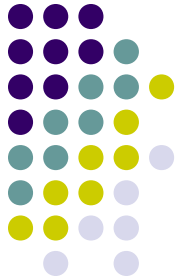
- **National studies of student satisfaction indicate that advising is the area of their educational experience with which students are least satisfied.**
- **A recurrent themes that advisor training has need and continues top be one of he weakest links in advising programs**

- **Student Academic Program Coordinator Guidelines – Title, Roles, Responsibility, knowledge (responsible, support, inform)**
- **Admissions – 1st contact – hold faculty and staff responsible for follow-up – communicate common content – work from script to ensure inquiry – Access student goals, past successes, interests – What abilities or experiences to you bring to the classroom**

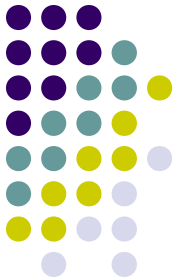
Marketing

- Clientele to be served- numbers and characteristics who is currently attending age- dual enrolled – non credit market distance or online

- The array of programs ad services to be offered for clientele
- Competitive niches of the College and the correct market position for the College
- Need for change or enhancement of public perception



- Market area Analysis
- Review of College Information
- Evaluation of Marketing Materials and Web Site for Market Segment
- External Research: Target Markets – Customer Service Scan
- High School Scan
- Community Scan

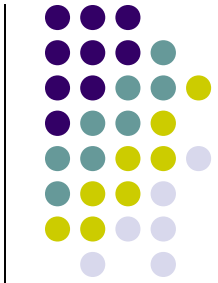


- How are “first contact” calls handled and what image do they create- friendly, courteous, how long are wait lines- how many transfers are involved
- How quickly are catalogs, schedules, and program information received? Do they meet stunts’ needs?
- How easy is it for prospective students to reach each department and get help with enrollment during evening and on weekends?
- How quickly and who responds to requests from prospective student from the College's Web site?

Results of High School Scan

- **What are the students attitudes toward attending Edison College**
- **What career aspiration and potential careers are student considering**
- **Major competitior for the high school market**
- **Key influences on students – quality costs, coolness**

Affective teaching

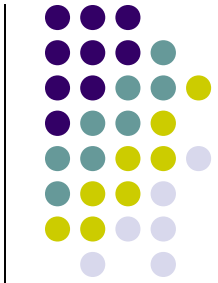


- Time on task
- Student effort
- Active learning
- Engagement in meaningful activities
- Prompt feedback
- Communicate high expectations
- Respect for students

THIS I BELIEVE

If we approach students as thinkers, assign activities which require thinking, model the thinking we expect, teach students how to assess and improve their own thinking, they will become better and better thinkers, students, and persons.

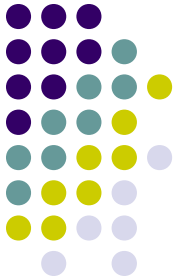
Motivating Students to Think Critically about Content



1. Teach them how to do it

- Provide and explain how to think historically, scientifically, mathematically, geologically…
- Provide a resource (e.g., a miniature guide)
- Have students work collaboratively to internalize content (e.g. stating, elaborating, exemplifying, and illustrating concepts)
- Provide multiple opportunities for practice
- Design activities so "slow" and "fast" students can help each other. (e.g. use reciprocal teaching)

Motivating Students to Think Critically about Content



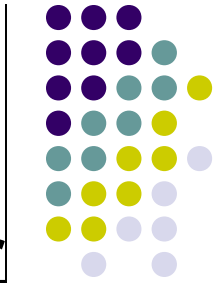
2. Hold students accountable for their thinking

- Have students check student work (you guide them)
- Give them examples of high and low performance
- Call on students randomly while presenting new ideas

3. Show the connection of content and classroom activities to everyday life

- For example, demonstrate historical, scientific, and literary thinking in everyday life.

4. To gain substantial learning students need to “read it”, “hear it”, “write it”, “say it”, and “apply it.”
5. Have students read or listen, then in pairs complete the following activity in writing: state, elaborate (“in other words…”), generate metaphors, and exemplify (give an example). Students need to read and complete the activity individually, then share their responses with their partner. Afterwards, call on students to give their responses orally. Ask other students to paraphrase – ask other students if they agree.
6. When reading, have students (1) paraphrase text sentence by sentence, (2) explicate the thesis of a paragraph (perform the steps cited in the above bulleted item), (3) analyze the logic of what they are reading (what is the author’s fundamental purpose, point of view, assumptions , basic concepts., etc.), (4) because all writing is not the same quality have student answer questions related to clarity, accuracy, relevancy, breadth, depth, logic fairness, etc.



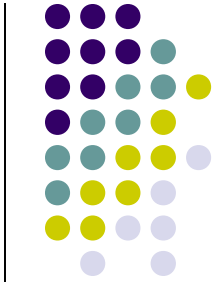
7. Apply the elements of reasoning to lectures or reading assignments. Have students identify: purpose, questions, information, inferences, conclusions, implications, and assumptions.
8. Apply some of the intellectual standards to elements of reasoning.
9. Tell students often what thinking is required to do well.
10. Use engaged lecture – stop and process, shuffle cards and randomly select students for participation, etc.

11. Question systematically and Socratically – focus on elements of thought, question based on standards. Some good questions include: “can you explain your reasoning to me in more detail?”, “ if what you say is true, wouldn’t x or y also be so?”, “can you elaborate?”, “To answer this complex question, what other questions do we need to answer?”, “Do you agree with…”, “can you paraphrase what x said…do you agree with x?”

12. In reading a text, have a student’s write a one or two sentence summary for each section and at least two questions per section.

- **ANY IDEA ADDED SHOULD ADD QUALITY**

Teach YOUR Students to Read and Critically Think Within Content In All Its Forms:



- Psychology
- Anthropology
- Engineering
- Law
- Ethics
- Language
- Physics
- History
- Literature
- Biology
- Chemistry
- Geology
- Sociology
- Mathematics