

**San Bernardino Community College District
District Strategic Planning Committee
Strategic Issues Subcommittee Report**

6H

Subcommittee Member: Cheryl Marshall and Kaylee Hrisoulas

Date of Report: January 27, 2010

Subcommittee Topic

1. Pedagogical Innovations
2. Accountability and Learning Outcomes

Highlights

1. Accountability and Assessment
 - a. Continued pressure from WASC, the DOE, and the public for community colleges to demonstrate student learning through assessment and documentation
 - b. Challenges with assessment include philosophical differences among practitioners and assuring validity.
2. Alternative Modes of Instruction
 - a. Strong student demand for online instruction and short-term classes and programs
 - b. Availability of technology for instruction (online tools, clickers, smart classrooms, etc.)
3. Focus on Clear Pathways
 - a. Public expectation and need for clear pathways from K12 to ultimate career goal
4. Active, Student Centered Teaching and Learning
 - a. Continued trend towards and evidence of the effectiveness of active learning with student involvement
5. Student Success
 - a. Continued need to help underprepared students succeed in college and gain foundational skills (SCANS, etc.) for success in further education and employment

Most Important Implications

1. Assessment of Student Learning Outcomes will continue to be a “hot topic” in regards to accountability measures. Workloads increase while campuses learn the process and incorporate measurement and continuous improvement as part of their cultures.
2. Effective use of technology in the classroom demands frequent upgrades and continuous training for both students and faculty.
3. Methods and processes for assuring the quality of online instruction need to be in place.
4. Community colleges must partner with K12, 4-year institutions, and employers to develop and maintain clear pathways from education to successful employment. Curriculum needs to be aligned and meaningfully designed to help students succeed in achieving their goals.
5. Professional development and support for innovation are both needed for faculty to learn and implement active learning techniques in the classroom. The principles and practices for brain-based learning, learning communities, student engagement, and other best practices need to be shared and implemented.
6. Students sometimes feel underprepared and lack some of the crucial skills for success. Colleges must have accurate placement methods, must integrate SCANS skills throughout the curriculum, and continue to align classroom instruction, learning resource centers, and student services.

Resources

www.adademicinnovations.com – SCANS skills

www.borntolearn.net and www.brainlogy.us – Brain-Based Learning

<http://www.evergreen.edu/washcenter/home.asp> – Learning Communities

Dowd, A., and Tong, V. Accountability, Assessment, and the Scholarship of “Best Practice”, in *Higher Education: Handbook of Theory and Practice*, Vol. 22, 57-119, 2007

Shulock, N., Moore, C., Offenstien, J., Kirlin, M. It Could Happen: Unleashing the Potential of California’s Community Colleges to Help Students Succeed and California Thrive. The Institute for Higher Education Leadership & Policy, February 2008.

Are They Really Ready to Work? Employers’ Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce. The Conference Board, 2006

Frye, R. Assessment, Accountability, and Student Learning Outcomes.
<http://pandora.cii.wvu.edu/dialogue/issue2>

College Learning for the New Global Century. Association of American Colleges and Universities, 2007. www.aacu.org

Kuh, G. High-Impact Educational Practices. Association of American Colleges and Universities, 2008. www.aacu.org