

L e a r n i n g a t M a r i c o p a

INTRODUCTION

"I enjoyed both the format and discussions. Please continue!" "A great forum for dialogue!" "Love the format: Focused, values audience input, engaging, purpose-full." "I thought Open Space was a unique way of making the participants responsible for creating the environment."

The enthusiastic comments above were made by some of the Maricopa faculty and administrators who have participated in a new kind of dialogue process called Open Space Forum. Since November 1997, Open Space Forums have been held at South Mountain, Mesa, Gateway, Phoenix, Paradise Valley, Rio Salado, and Chandler-Gilbert. This document is a compilation of all the issues which have been discussed during each of the Open Space Forums.

What is an Open Space Forum?

The structure of the forums is based on the Open Space Technology (OST) method created by Harrison Owen. In this method, a central topic which is of "passionate concern to all involved"* is introduced. The participants themselves set the agenda by introducing issues related to the central topic. The issues are then discussed in small groups according to the interests of the participants. At the end of the discussions, each participant makes a commitment to become personally responsible for taking action.

What have Maricopans been discussing?

Learning, of course. What other topic could be of more "passionate concern" in an educational institution? The central topic of all of the Maricopa Open Space Forums has been the question, *How can we transform the Maricopa system into one in which learning is our core value?*

As might be expected, Maricopans have responded to this topic by introducing a wide variety of issues and engaging in lively discussions. This summary of the Open Space Forums includes all of the issues, discussion points, recommendations for action, and commitments of personal responsibility which were introduced by the approximately 250 Maricopans who have participated in the Open Space Forums. Also included in the summary are the issues discussed by the 90+ Kellogg LINC project representatives who participated in an Open Space Forum while visiting the District Office.

When will more Open Space Forums be held?

Additional Open Space Forums will be held in Spring 1999 at Estrella Mountain, Glendale, Scottsdale, and the District Office. Specific dates and times will be announced over A1 as they become available. Please come join your colleagues for a *"stimulating, worthwhile experience."*

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.

Abigail Adams

*Owen, Harrison (1997). *Open Space Technology: A User's Guide*, p. 20.

L e a r n i n g a t M a r i c o p a

ISSUE

Professional Development

CONVENER

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DISCUSSION AND RECOMMENDATIONS

Professional Development for Adjunct Faculty Minimal

Don't have computers available for their use

Don't have a-1 accounts

Some have a-1

Using restrooms as meeting places

How do Adjunct get mail?

Some colleges have difficulty due to time constraints and where the mailboxes are placed

Do we have different expectations of part-time and full-time?

Professional Growth Funds

Adjunct Faculty can request funds up to \$300 to be used however to attend a conference

Expectations are not the same: Adjunct

- Have an orientation to the college so that Adjunct are aware & familiar with the College
- Have incentives so that growth can continue
- Pay Adjunct to attend conferences and meetings
- Give offices to Adjunct even if they share an office.
- Hoteling concept of offices, have offices set up so that anyone can move in.
- Must have access to computers and copies, etc. The hotel concept would achieve this.
- Pay instructors for four credit hours rather than three hours in order to be paid for office hours. Of course, more pay = more expectations and responsibilities
- Problem: If you pay Adjunct more where does the funding come from? Usually from full-time schedules.

Professional Development for Full-time Faculty

The Ratio of Full-time Faculty to Adjunct is very high.

One Rational: We need Adjunct to support growth due to high salary schedule

2nd Rational: At one college there are 6 full-time English instructors on reassigned time.

- Give extended contracts for the first semester or release time for new instructors OYO and OSO. This allows time to attend professional courses: cooperative learning, assessing text books etc.
- Look at both day and evening ratios of full time to adjunct
- Look at compensating adjunct for more than just the hours that they are in class
- Department to decide where development should be
- Do short mini workshops rather than one long workshop
- Align professional growth to the real needs of the department and include adjunct
- Give a set amount of money and allow faculty to spend however they want for continuing education; example; 1 \$1200 a year. If you don't spend it, you lose it for the next year
Maybe even be able to "bank" your money to attend a specific conference.

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Professional Development
(continued)

WHAT NEXT

Individually support Faculty Staff Development Coordinator Committee efforts to align Professional Growth policies with needs of full-time and adjunct faculty.

Collectively - MCCCCD leadership (administrators, faculty, all policy groups) should consider alternatives to current professional growth policies procedures.

We need to decide what the learning outcomes are for identified professional development act. Needs assessment for adjunct faculty professional development.

Attend faculty social functions to develop better collegiality within the department, furthering better teamwork and mutual support.

Provide leadership for faculty development.

I will assist in Inservice Training for both full-time and adjunct faculty.

MCLI is documenting and will continue to add to the "learning@maricopa.edu" web site. Would people be willing to join an electronic discussion there?

<http://www.mcli.dist.maricopa.edu/learning/>

Make faculty professional growth into a "voucher" system. Give every faculty member \$X to spend on professional development activities. Eliminate needless bureaucracy. Trust faculty to make good decisions. This is for Meet and Confer teams.

Increase utilization by faculty/MAT of development/growth opportunities by further networking with folks such as faculty staff development coordinators and chunking information into more accessible, digestible, useful units.

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ISSUE

Being too convenient at the risk of learning

CONVENER

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DISCUSSION AND RECOMMENDATIONS

Are we gearing education to the fast track?

Learning driven by:

- consumer wanting things quick and fast
- industry - get it done! Too efficient not always effective

Not for all learners

We as a society have the "quick" mindset

We need time to "Process"

Difference between training and educating

End up with a nation of job holders, but no critical thinking skills

Value in learners having the opportunity to earn from one another often requires time

We as teachers are losing some "control" over directing our students

Concepts and skills are both needed

Classes based on "seat" time in our system

How accountable are we in assessing our students?

Consumer metaphor (give them what they want) breaks down when we are only delivering "chicken macnuggets" and forget our basic goal of educating students to be able to think, apply, and seek knowledge as part of a value system

The students may not know what they need - it is our job to know this. We have a lifetime of learning on which we base this paradigm. (This in response to the question: how do we know that we are right?)

We are the experts in content, the student knows what his/her leaning style is and how they need instruction to be presented.

We need to be able to let industry know that not all students will acquire the required competencies within the "seat" time allowed; we need to quantify competencies.

"What do educators need to do to guarantee 90% competencies?"

How are we accommodating divergent learning styles?

Not every student will have a computer, but every student needs access to one.

Western Governor's University - our competition

Is part of the problem that we attempt to be "all things" and we end up Mediocre?

Placement needs revision, we don't have initial assessment tools which effectively evaluate student abilities

Students are often set up for failure

Students don't always want to be where they should be (placement)

How can skills be more integrated into content, particularly vocational, courses?

Learning communities important.

What is the role of values teaching?

The most important skill employees can have is "communication" abilities.

Our society's bottom line is "money" FTSE is the bottom line

We work so hard at retention without questioning how they were retained.

What can we do? Integrated classes, accommodate "learning styles," not be resistant to change, recognize the importance of advisement

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Being too convenient at the risk of learning (continued)

We need to educate advisors, especially concerning awareness of learner needs.

Faculty needs help in adapting learning styles

Physical plants are not set up for innovation; they are set up for lecture.

How are faculty measured for successful innovation?

We need some standard models for assessment.

We need to share them so we don't all have to reinvent the wheel

WHAT NEXT?

Recognize that we can't be all things to all people.

Constantly evaluate what I think is important to be learned in the classes I teach.

As a district, we need to identify the approach and tools to assess a learner when they first contact the institution. We need to assess prior learning, learning styles, personal career goals, short/long term goals, and financial need. Based on the assessment results, the learner should be connected to the appropriate resources, courses, faculty, advisors, etc. I would be willing to co-chair a group on this issue. (Pat Honzay)

Question new delivery methods and contribute to their soundness.

Maintain reasonable but uncompromising standards of quality educational services delivery and continue to expect students to strive to meet a level of performance that reflects genuine improvement in each individual while exceeding minimal master of content areas.

Connie Rainey and Bonnie Ehmman need to follow-up on developing and implementing a one unit computer course integrated with an English course.

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ISSUE

Academic Class Structure -
Scheduling/Credit, Loading

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DISCUSSION AND RECOMMENDATIONS

First, we brought up possible formats for class structures:

16 week semester

open exit, not seat time but competency based

eight weeks

quarter-system

year round classes

academic floor issues

other intensive formats

intersessions – two week courses

Look at difficulty of courses – quantity of info in courses, too concurrent vs. sequential

Foster cooperation and collaboration between colleges (minimize FTSE competition)

More planning when assigning courses for the year

Flexibility of schedules – (PASS program – 7 weeks, 6 credits)

Open time in middle of day for shared college activities

Coordinate speakers/activities with classes and or faculty

Second, we looked at faculty loading issues:

count evening classes as part of load

year round vs. nine months

release time for alternative delivery; develop criteria

learning communities

research

course development

ongoing support after up-front support

prep time for complex learning methodologies

loading based on diversity or needs of student

develop an individual faculty plan

goals and objective

committees (look at how much work is involved)

review by chair

Dean of Instruction

flexibility of schedule

start small

faculty renewal – every three years

WHAT NEXT

Will explore different loading for Spring 98 for multi-level developmental educational community.

In order to get rid of structural obstacles, toss RFP into the wastebasket and begin to determine how issues of faculty work load etc. can SERVE STUDENTS NEEDS.

I can commit to doing my part as a faculty member in being open and receptive to new ideas. As a faculty we need to commit to working together and assert ourselves to be open to exploring new ideas regarding learning communities and loading. We need to explore a more individualized faculty load and schedule.

L e a r n i n g a t M a r i c o p a

ISSUE

Integrated Learning
Communities: Making
Them Work

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Melinda Rudibaugh

DISCUSSION AND RECOMMENDATIONS

Obstacles identified:

- faculty loading
- small campuses have difficulty getting enough students to make it work/justify
- loading
- making curriculum problem-based raises issues of credits
- special programs have small student numbers
- FTSE
- students have preconceived ideas of schedule building
- billing based around course competencies => PBL (examine these)
- requirements for transfer
- efficient use of student time (two courses at same time)
- NCA requirements
- how do we get adjunct into the process?
- utilizing AF in different ways ... i.e., hire to lead discussions
- focus on specific programs?
- create modules that add up to xx courses

Benefits:

- Integrating / embedding learning in content
- Curriculum revision

ISSUES:

- Issue of competencies – are they currently at a recall level? Shouldn't they be raised to problem-solving level?
- Evergreen is making this work
- Should we create modules that add up to XX courses
- MCC struggling with engineering learning community
- Should a college be created from ground up???
- Are the consequences endangering guarantees of RFP
- Would students support a streamlined curriculum
- Does "x" number of hours and "x" number of students equal learning
- Assessment has to be present to show competency accomplishment
- No seat time in distance learning
- Check out the pilots which have been run
- How to keep momentum/enthusiasm going – JUST DO IT

WHAT NEXT?

Suzann and other learning community developers should convene a district-wide forum to assess what has and hasn't worked.

Deans of Instruction need to dialogue on how to make learning communities work within and outside of the present structure for loading faculty.

Experiment with learning community in which seat time is less than usually associated with 6 hour block – but competency of both courses are covered.

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Integrated Learning
Communities: Making
Them Work
(continued)

Really begin to look at semester vs. quarter (or other system) which allows for creativity/exploration in designing a learning environment that fits the needs of today's learner.

I commit to working toward that end with other folks.

L e a r n i n g a t M a r i c o p a

ISSUE

Students (slow, advanced, in the middle, poor, rich) and faculty come together to learn to teach.

CONVENER

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Ed Hutton

Jackie Moran

Many Griego

DISCUSSION AND RECOMMENDATIONS

No learning takes place outside of classroom

Time in class is not enough time

Students can't even afford to buy a book (or other supplies)

Students don't have time to spend out of class

Students don't get together outside of class to discuss, problem-solve

Students don't take advantage of outside resources, such as tutorials

How do we help these students?

Multiple Intelligence Theory might be helpful

Students want career applications – encouraging the research for this, so they can apply what they learn to their "real world" application.

Crisis exists that too many people are allowed into classes without meeting prerequisites (or because prerequisites haven't been set)

Students ignore prerequisites because only the higher class transfers/fulfills a credit, or they were tested to that level, but the test was inaccurate.

As a teacher, the goal of each teacher should be to get learning across, despite the different student/learning types. It is the teacher's responsibility. This requires knowing the student and the student's situations/realities (e.g., Mario doesn't own an alarm clock, therefore he has trouble arriving on time.) What can instructors do to help? To succeed with this goal?

Encourage tutoring, encourage questions, pay attention to test scores and achievement

Discussion on teacher's role – can or cannot teach everyone?

Can't teach students who don't want to learn (don't do homework, come in late, don't go to tutors, don't agree to staying after class, don't give any effort)

OR can you? Is there a way to motivate students? We don't have methods, support, resources to do so – what do we need?

No, because student isn't willing to give more than 45 minutes, appearing in classroom without really being there.

Then make that 45 minutes really count, and encourage outside resources for student success – helping them to obtain it.

How much time do teachers have to hand-hold so many students?

Adjunct cannot give same quality because they aren't always aware of resources for students and teachers, don't have time (or incentives) to spend more time with students.

What would help to teach all students?

- Student work groups
- Look at different options that address different learning styles
- Incorporate the Internet to keep info current and encourage self-directedness – This means that teachers need to have technology knowledge
- Look at other resources: experts, listgroups, television, computer-based instruction
- A bold idea: What if students were given a computer at beginning, and made payments for the computer instead of buying books?
- Can scheduling be more flexible?

Ideal situation:

- Teachers see their role as facilitator, and resource, not just teacher.
- Have goal, objectives, then facilitate the learning process in a way that needs of all students are met in some way.

L e a r n i n g a t M a r i c o p a

ISSUE

Faculty as Learner

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DISCUSSION AND RECOMMENDATIONS

Faculty often model the exact behaviors we object to in our own learning experiences. We need to demonstrate good T/L in our own behaviors. Faculty need to understand learning and pedagogy as well as their respective disciplines. Should they be “required” to know these or participate in learning these? We are limited in assessing learning styles. Need flexibility in options -- modes of learning. Not be teaching to specific learning styles, but teaching so students can translate what is being taught to their specific learning styles. But, do (and how would) they know their respective learning styles. Point in paper: learning is transformational - if faculty were learning, we would see changes in their behavior. Ideas on new types of teaching (evidence of change): collaborative, peer editing, service learning, (computer) simulation, distance learning, self-paced, group discussion, project method, learning communities, interdisciplinary, etc. But, if we walk down the hall, what would we see as the predominant methodology? Lecture?

Issue: What about the time/resource requirements to change/innovate? Partial solutions: faculty loading; different view of role of faculty by both faculty and non-faculty (facilitator v. deliverer of content/content expert); mechanisms need to be in place to allow/support change; start with core of those who are more comfortable with new strategies/modes/ etc.; faculty person needs to accept personal responsibility for his/her own life-long learning.

What are our expectations of faculty as learner? And, does the system support those expectations?

We need to learn: we cannot make same assumptions about our students as were made of us; we need to know when what we are doing isn't working; there is greater diversity among student bodies; we must become life-learners both within our disciplines and learning (students learn in different ways, some modalities are more effective, etc.);

WHAT NEXT?

Continue to learn more about learning

As faculty, be committed to learning from our students and community. Continue learning about learning.

I will implement a faculty support group on my campus to facilitate and discuss the implications of new instructional technology. (Name)

Be a model of lifelong professional learning in my activities and make that known to my students.

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Faculty as Learner
(continued)

Make curriculum real world problem-based to be more meaningful to students.

Develop more interdisciplinary learning communities; encourage dialogue that is interdisciplinary.

We're encouraging college-level groups to form as local "web-developer' groups, as follow-up to the successful, yearly event held last Oct at GCC (Alan Levine)

L e a r n i n g a t M a r i c o p a

ISSUE

Student Services and Learning

CONVENER

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DISCUSSION AND RECOMMENDATIONS:

How can adjuncts treat students as whole people?

Difficult with adjuncts because they are on campus and off

- PC requires adjuncts to participate in general orientation
- Gateway is offering more training but may not be high participation
- Main incentive for adjuncts to participate in training is future full-time employment

How can we deal with students as whole people?

- learning communities including counselor
- special programs for at-risk students,
- educating faculty that counselors are also faculty, offering workshops and other training to faculty on counseling students
- use service learning to engage students in more holistic training
- leadership training for students
- Scholastic Academic System – monitors student athletes to see if they are attending class and progressing properly; also have faculty mentors for particular teams
- early alert system for students who are not progressing properly, students identified by faculty; do adjuncts use system?
- different campuses have different combinations of advisors/counselors, creates confusion about who counselors are, often viewed as advisors.
- need stronger ties between job placement and disciplinary faculty.
- PC merged counseling and job placement.
- for technical, industrial programs, have community advisory committees that include business people who are aware of employment trends and issues.
- dedicated advisors are not faculty.
- need adequate faculty training for advising.
- lots of career info. on WWW, companies have web pages that detail job opportunities, tutorials on employment issues, etc.
- need universal (mandatory?) advising, counseling.
- student services as the center of a learning community.

WHAT NEXT?

Help to share the holistic activities that take on our campuses.

Help to foster more learning-centered activities.

Work with Mike Rooney's area to have mandatory placement throughout the district.

Jesse Chanley will develop a list of the opportunities for participating in learning dialogue at different campuses. This should help determine if opportunities are sufficient.

Mike Rooney and Jesse Chanley are participating in discussions of learning and student services at PVCC, PC, and EMCC in the next month.

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Student Services and Learning
(continued)

corrected/healed by further dialogue and by doing activities which bring people together. I commit to helping people to connect.

Student Services – I can continue to present my ideas for change regarding student services. This will be done by dialoguing with our Deans, Dean of Student Services, Dean of Instruction...As a department, we can present our ideas to the faculty senate for discussion in hopes of moving toward change – focus on the emotional/social domain. As faculty, we need to commit to coming together for better understanding of a team effort for a learning community to better serve our students as well as taking better care of ourselves and one another.

L e a r n i n g a t M a r i c o p a

ISSUE

Math Reform and
Traditional Curriculum

CONVENER

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DISCUSSION AND RECOMMENDATIONS

TIMMS report said we teach a mile wide and an inch deep . . . too much per semester

If students go on to another section, reform teaches more problem solving, while traditional teaches more skill development . . . need a way to bridge the gap between

Old and new

Competencies need reviewing

Caught in dilemma => business asks different things

How do we deal with it now? We don't . . . we each do our own thing and ignore the others

Why is what happens at IC not sent out to all teachers?
such as what ASU and UA doing in calculus?

We would like reform and traditional to find a balance in our classrooms that would be the best for the student.

Reform means too many things, is it NCTM standards, is it MMC, is it collaborative learning, is it applications, is it Arizmatyc standards?

When we say 'reform' we set off assumptions that may not be true.

Reform should mean the competencies are at minimum, use technology, writing, collaboratively all together in class. Study groups, etc.

Do we teach thinking or skills? both

Need applications and theory and proofs . . .

Where is the balance?

The bottom line is that we want the best for the students . . .

Do we use graphing calculators and at what level? We need to train the faculty.

WHAT NEXT?

I will stay informed and continue to learn about math reform. I will attend conferences and workshops where reform oriented curriculum is developed, in return I will conduct inservice training for Adjunct Faculty at SMCC. (Terri Leyba)

L e a r n i n g a t M a r i c o p a

ISSUE

How FTSE Drives Structure

CONVENER

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Roy Cohen

Geri Rasmussen

DISCUSSION AND RECOMMENDATIONS:

Not necessarily quality -- outcomes for students-tangible and safe
Insufficient State-funding; too much reliance on increasing tuition rate
=> compromise concept of community college; some states have performance based – but who and what determines? => If legislature, they may not be knowledgeable.

Does not promote quality

affect existence of program

Have lost additional occupational funding

Funding sources are not necessarily knowledgeable of academic needs

Sometimes the population needs to be highly skilled, although small numbers

45 day funded whether learning takes place or not

45 day count – nothing to do with learning

Before we correct it we need to see how it would work

Did change OE/OE => may change with increasingly flexible scheduling; also process could be streamlined if done electronically

If done electronically, could save time; need to tie to learning before we are told to make it performance based. We can generate credit hours, but what does it lead to? More money.

Assess program competence.

Competition should promote quality of learning.

May lead to too much speeding up.

See state funds as added on

Too much growth, may be slow down

How best serve community => scheduling RFP limitations for growing population; facilities => better use possible (though already better than other institutions)

Tremendous turf battles, generates creativity if battle is quality, but not if it is money.

Reservations on (for example) ability to retain with intercession classes. They bring FTSE, not learning.

Look for money to add on to state money, so state money does not have to fund and thus limit creativity

Maybe focus on quality, not numbers

Facilities, scheduling issue in a growing community

We do not need more facilities, just better use of them

RFP issue but not true at all colleges, some work around the clock

Education per dollars spent, we are extremely effective

Other part of funding is how much tuition can we charge before it impacts on enrollment

Financial aid may increase – one-way or another, taxpayer pays

Legislators need to visit schools, and we inherit product of public schools. We spend a lot of resources on things that should have been done prior to college

Concentrate on partnerships with business. Financially and providing services for them.

We fund on credit, can we fund on a different unit? We do so many other services. Maybe fund on numbers of students. Funding on competencies documented. But a danger of teaching to the test.

Might generate more paperwork

Ratio of FTSE and headcount

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How FTSE Drives
Structure
(continued)

We can't change how we get funding from outside but we can change how we allocate it
Change funding UNIT from credit hour => more on headcount / reflect time and activities needed; competency documented – could promote simple competencies; generates increased paperwork; combination of headcount/FTSE
Can change all allocation internally
Some students can learn independently (e.g., distance learning); different faculty role
Tuition incentives
Incentives for creativity => individualized faculty plan, contribution to college
Headcount relates more to student services
Programs (small #) may be contributing more => program completes transfers; job placement
Combination of headcount/FTSE, and program outcomes (various); other outcomes measured; accreditation
External/Internal => looked at many possibilities, may be other, need for more study
Not every student needs the structure of the classroom.
Flexible start time
How FTSE restricts creativity
Incentives for innovation and creativity
Individualized Faculty Plan based on contribution to college with approval of dean, chair and review by committee
Based on success, not on numbers going through
Headcount, FTSE, program, program completers, transfer to university, program outcomes of various types (including those not generating FTSE)
Outcomes are already measured in some other way, except accreditation
But we need to know what we get from the money spent

Conclusion:

Both external and internal considerations. We looked at some possibilities. There are others. Those looked at need to be further studied.

WHAT NEXT?

Learn more about funding alternatives that may have been tried across the country.

We can figure out creative ways to tackle the funding structure that seems to create barriers to many of the change agendas.

Work in concert with others on FTSE Reform.

Look at and change funding structure to allow more innovation.
Encouraging innovation.

L e a r n i n g a t M a r i c o p a

ISSUE

Assessment that
Measures Student
Academic Achievement

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DISCUSSION AND RECOMMENDATIONS

What are some non-traditional means of assessment?
portfolios
interviews - entry/exit
performance based

How do we get at what we want to measure?

critical thinking
problem solving
reading, writing, listening, speaking
computing
humanities

Critical Thinking: standardized multiple-choice tests are a questionable method problems with definition and measurement

Writing: identifying what we want students to learn

- Dean has defined revision and editing as the important writing skills
- At Gateway, they are doing a pre- post- writing assessment that is judged by a standard evaluation form.

Recommendation:

Rewrite competencies based on desired learning outcomes.

This would require a major commitment on the part of the district.
Some of the existing competencies are laughable.

There are problems between District Ends Statements and course competencies.

We need good, agreed-upon competencies and a variety of tools that are used in common throughout the district for assessment; need better distribution and sharing of what is and is not working. The Web would be one possibility for distributing information. Many disciplines have good tools.

Three ways to deal with assessment:

1. ignore it
2. pre-post multiple choice tests of discreet skills
3. more involved - rubric type measurement
need time to develop the assessments and pilot them

Need to involve all full-time and adjunct faculty.

At Rio, they are developing 20 question multiple-choice pre-post tests for all their courses. In addition, they are formally assessing writing in every discipline. Use a common scoring rubric.

Assessment should be part of students' grade; students should know what the standards and expectations are. Students should also do self-assessment.

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Assessment that
Measures Student
Academic Achievement
(continued)

Assessment issues:

1. Students may not want to do assessment. Teachers need to prepare them.
2. Fear that assessment will be used to evaluate particular teachers.
3. Teaching to the test. Is that bad if the test is a good test that is measuring desired outcomes.
4. Some feel that learning can't be measured.
5. Need to check at various points along the education process.
Overall entry-exit test.
6. We're already measuring within classes through tests.

Defining academic achievement:

1. perceptions - affective domain
2. cognitive domain

WHAT NEXT?

We need to identify basic areas of faculty development and provide training for both full time and adjunct faculty.

I will discuss this idea with the staff development coordinator at my college. (Name)

Rely more on holistic assessment portfolios — demonstration of student learning by doing.

Will participate in assessment web page.

We've started a searchable collection of assessment tools
<http://www.mcli.dist.maricopa.edu/ae/tools/>

We'll continue if the format is of interest.

Develop and apply more effective assessment measures.

Try alternative assessment activities in a multilevel developmental block

I can continue to work on implementing the complex assessment of student learning agenda at my campus.

L e a r n i n g a t M a r i c o p a

COMMENTS

Well done - excellent discussions don't let it die!!!

I enjoyed both the format and discussions. Please continue!

Productive process! (has positive implication for the classroom as well)

Before implementing changes, collect from students their perception on the impact of these changes on their overall educational plan or process. For example - will the change facilitate or hinder the student's movement into a university or career?

Interesting format for open dialogue, thanks!!

I enjoyed the open discussion format. It was disappointing not to have more faculty here to participate.

I'm curious about next steps and how to go beyond "preaching" to the choir. How will new folks become engaged?

Excellent facilitation, good risk taking. Thank you.

I participated fully, was tired by the end of the afternoon and wondered what I learned as part of the process.

I really liked the structure and the openness.

Modeled new behaviors that we profess. We lived through the beginning 'chaos' - it can be done. Marybeth Mason, great job.

Should have been more staff involved as well as numerous campuses.

Good facilitator; conversational style; accessible; authentic. Process - interactive and participatory. I did not learn anything new.

A great format for dialogue. Very interesting insights and concepts, even though the group was smaller than I had anticipated - lots of energy - wonderful. Looking forward to the next one.

Just as in Naomi's EDU 250 - it's nice to see "practice what you preach" happening. (A complete learner paradigm)

I thought Open Space was a unique way of making the participants responsible for creating the environment. I really liked the group (small) sharing and then the larger group.

This was a beginning - but we need to implement action.

The discussions were excellent. It would have helped me to have more focus.

I always leave gatherings of this sort feeling that no fundamental changes have been made. I think we just need to do it.

I want action. Our district is innovative and there are many exciting initiatives. I do not know if all the "butterflies are flying in the same direction."

L e a r n i n g a t M a r i c o p a

ISSUE

Why can't we have learning at the center

CONVENER

Rick Effland

PARTICIPANTS

Bob Bendotti
Roy Cohen
Bill Crawford
Manny Griego
Pat Honzay
Margaret Hunt
Jerrilee Mosier
Gayla Preisser
Marilyn Wood

DISCUSSION

What keeps us from doing this? What does it mean to have student at center?

- Department would work together/cross discipline;
- Way courses are offered;
- Schedules/compressing courses - is it to the learner's benefit?
- How much influence do faculty have on the system?
- Support for non-traditional scheduling [i.e. weekend]. How can services be provided for students when they need them and want them -- at what cost?
- Do we make learning top priority at the maximum cost benefit or do we let cost become the sole driving force - FTSE;
- FTSE may or may not impact what is altered at different levels;
- What is good for learning -- it does not have an effect on hiring decisions;
- FTSE's impact on student services look at advisors as salesmen;
- Fundamental conflict between the present business centered model and the learner centered model;
- Move from faculty/institution centered to student/learner centered;
- Question as to why students are here/what do they want;
- Want it when they want it/want the courses to transfer don't see a lot of students taking classes just to learn/want to get a degree/job;
- Have a responsibility to give students an education/not to give them what they want if it decreases learning;
- Implies that the person is interested in learning many customers/students are not interested in learning;
- Student has a choice if they are not being served - they can go other places. If we don't someone else will;
- Non-traditional structures do not imply inferior learning - but we don't know because we don't have the data;
- Content plus skills that go into being a learned person and those elements that are part of being a human being;
- Learning takes place outside of the classroom;
- Changing demographics of students - older;
- Michael Dolence - 1/3 of student population here to learn;
- Accommodation of older students and needs - work hours, family demands;
- Attentive delivery modes;
- Assessment is critical;
- Learners learning from other learners/building cohorts;
- Engineering - technical skills, important, but social skills are most important;
- We do all of this, meeting students needs, it is all to the degree to which it is offered -- offer a variety;
- Access is important, but not the most critical;
- Let's create the better learning environment and market it;
- Do we know what technology is going to be used in coming years;
- Continued learning by faculty to reach student cohorts;
- Where is the systemic effort to help faculty remain connected - particularly in the use of technology and the support for it's use;

L e a r n i n g a t M a r i c o p a

ISSUE

Why can't we have learning at the center (continued)

- Support is broad based - not only applies to technology, but weekend, late evenings;
- Issue of adjunct faculty and support;
- Support staff/classified/work-study/students, etc.;
- How much prescribed as opposed to self selected;
- Give time and money to support learning efforts;
- Tremendous money being spent on activities that have no relationship to learning;
- Have fallen in to 'top down';
- Purpose of open space -- grass roots level, however participation limited;
- Disconnection exists -- a lot of talk but there doesn't seem to be a connection with the faculty who are directly interfacing with students;
- What about faculty who don't use or know how to use structures -- systems to assist students/SIS;
- Departments get disconnected within campus cultures;
- Physical space is part of the chasm between departments -- separate buildings;
- If someone wants to have a dialogue, they get up and walk somewhere -- How do we motivate others to do this?
- Do we have an environment that fosters interdisciplinary relationships?
- Where is the focus of learning within the district? Leadership to establish a culture/to nurture a culture;
- Mission of district not learning, but FTSE;
- Leadership needs to be moved from the top to more of the center of the organization;
- Need to at least be interested in talking about it - learning;
- Accessibility of leadership is a problem.

RECOMMENDATIONS

Leadership needs to be moved from the top to more of the center of the organization - physical space as well as in other ways - need to be involved in the dialogue;

Need to engender a cultural atmosphere which supports and encourages learning;

Need to step forward; if not us, then who?

L e a r n i n g a t M a r i c o p a

ISSUE

Listening, titles, roles, assumptions, status, power – related to learning

CONVENER

Raul Monreal

PARTICIPANTS

Johnny Romero
Amalia Villegas
Andrea Greene

DISCUSSION

- Mentoring, advocates, learn self-worth;
- People learn fear; we have to teach people “not to fear”;
- The system is structured as a very traditional hierarchy. Where is the student in the hierarchy?
- We create ranks that prevent coming together for a common cause (learning);
- Book “Leadership in Science”. Structure does not exist; we live in chaos. How do you work with chaos?
- Learning is not a structured thing, but we have put unnatural structures around learning;
- Where do the 7 multiple intelligences fit into our learning system;
- We have made learning competitive. Teams need to work together for common goals. Learning is more functional if people learn together.

ISSUE

We have a structure for learning that does not work because learning is not a confined, isolated activity.

- We (educators) tend to label everybody and everything;
- People are assigned titles and power that are contradictory to learning.

RECOMMENDATIONS

Revolution of creative individuals whose mindset is not restricted;

If we had a different structure, people would act differently;

Learning should be open, not restricted – such as through learning communities;

Learning communities are focused on learning, not on teaching;

Learning imperatives – what are the reasons for learning? You don’t move on until the learning has occurred. This means learning needs to be measured;

Encourage risk-taking in the classroom;

Develop in students their motivation, self-assurance, risk-taking, creativity, belief in themselves, their own view of themselves as learners, take advantage of opportunities.

ACTION PLAN

Create Learning Communities by providing time, space, opportunities for those who believe in this type of learning to come together to implement and pilot. It could be a whole campus, or programs within a college. People from the community, students, everyone who is involved in learning would be involved in planning the learning community. People would not be assigned titles, roles, power.

L e a r n i n g a t M a r i c o p a

ISSUE

Cross-functionality and separate disciplines

CONVENER

Denise Menchaca

PARTICIPANTS

Betsy Hertzler

Linda Wegener

DISCUSSION AND RECOMMENDATIONS

ISSUES

- Educational Structure Inherited From Industrial Age (Compartmentalization) -- Need to move to information age (Linkages)
- Integrated Studies;
- Engineering;
- Learning Communities -- separate disciplines Group people who need to be dialoguing with each other. Social Science and ?;
- Ancient History, Anthropology and Archeology, Into - student persistence and retention. Informal dialogue and get students together. Miss old days of handing out class cards and talk to colleagues. Kaleidoscope. Community faculty staff and students. Not only separate disciplines who could work together. Should be about people and not only disciplines;
- MCC & GWCC -- learning communities. Curriculum connections Research a specific topic -- co-enrollment. Integrated studies class- a good way to dialogue with other faculty;
- Establish communities -- encourage informal dialogue, tutoring center, student center;
- Possible model -- current issue from perspective of a variety of disciplines.
- How do we get cross functionality when I haven't even been in other areas for a long time?
- Instructional issues addressed in a non-disciplinary perspective, e.g. collaborative learning, instructional techniques. Instructional issues that unite disciplines. Diversity, collaboratively, new instructional techniques;
- Hear about issues that other disciplines are having - may find out other groups are having the same problems. Richard Levy article on six basic skills in the workplace. 50% of high school graduates do not have 9th grade level reading and math. These students are at our institutions. The other 50% go to the university;
- Information age requires that students see linkages between areas (such as those on Internet). Student is the center - many other areas will find means of being connected. Information age - Internet - forms links between different pieces/forms of information. We are in a new age where we have to make linkages.
- Believe that have a lot of information to teach them. Faculty say, "How can we do group learning or other new teaching methods?" History -- better to make connection of what happened with no dates.
- Linkage is the important concept that needs to be promoted.

RECOMMENDATIONS

Learning communities of various faculty, staff, students who are connected informally (tutoring center, informal patio);

L e a r n i n g a t M a r i c o p a

ISSUE

Cross-functionality and separate disciplines (continued)

ENG 102/ discipline connections (co-enrollment);

Possible model - current issues from perspective of a variety of disciplines;

Colloquia (physical sciences) - professional, students;

Professional dialogues between disciplines about application of learning from one discipline to another;

MESA project and other special projects which bring disciplines together for special mission.

ACTION PLAN

Use of faculty governance committees to have purposeful dialogue. Some senate committees are not functional. Should be eliminated. Have committees that actually do things.

L e a r n i n g a t M a r i c o p a

ISSUE

Imposed educational structure

CONVENER

Reece Weide

PARTICIPANTS

Brad Kincaid

Ken Baer

Shirley Lowman

Ann Barrett

Charlene Almendarez

Donna Tannenhill

DISCUSSION

- Too many students say they only want the grade;
- Some students only want grades/credential for the workplace marketability;
- Need for life experience “non-classroom” learning;
- Focus on lecture format and traditional classroom spaces is too strong;
- Traditional schedule is also used too commonly;
- Focus on creating the “assembly line” process and FTSE;
- Problem based learning has potential for improving our system;
- Different types of credit need to be convertible and exchangeable;
- We need to have more focus on learning to learn;
- Courses are not driven by a consensus of the necessary student outcomes;
- Teaching the process and skills of learning is a need;
- Competencies as written only describe artifacts of actual learning, not the actual learning abilities students should have upon completion - both types of competencies are needed;
- One of the jobs of the college is to provide multiple learning resources and help students set up their personal learning networks;
- Students need to understand that learning isn’t physically attached to the classroom, instructor, college, etc.;
- We need to encourage and facilitate the cross-class use of the student’s work - for example, allow them to give a required speech (in a communications class) about a topic which they need to research for a biology class;
- Testing (and grading) needs to be reformed so that it better mirrors the workplace.

RECOMMENDATIONS

Increase college’s flexibility, both physical and temporal;

Revise competencies to be focused on student outcomes and learning process and techniques - this may require reduction of quantity of discipline-specific detail content;

Continue (accelerate?) movement from lecturing toward experiential learning, collaborative learning, problem-based teaching, student-centered active learning, and similar modalities.

L e a r n i n g a t M a r i c o p a

ISSUE

Old Dogs New Tricks

CONVENER

Tom Jordan

FACILITATOR

Toni Rodriguez

PARTICIPANT

Jackie Fergusson

DISCUSSION

- Students are coming unprepared to take responsibility for their own learning.
- Students need to know their own learning styles and what works best for them.
- Explorations of learning, what it is and how one can learn should be undertaken.
- Instructors have the problem of time constraints and curriculum responsibilities which limits their ability to incorporate more creative teaching techniques that might facilitate learning.
- Students are definitely "old dogs" and have no idea of what is involved in the learning process and do not wish to take responsibility for their own learning.
- Faculty sometimes are "old dogs" and also need to learn new tricks. There needs to be some incentives in place for faculty to learn new tricks. Faculty need time to put these new ideas in place.
- The whole system is an "old dog" geared to a semester format, the time periods for classes are fixed, and the physical institutional layout is set in stone.
- The evaluation process is an "old dog" and is not conducive to the improvement of instruction. There are certain basic differences between the disciplines which are not recognized.
- The system is an "old dog" and everyone is learning new tricks [i.e. students, faculty, administration].

POSSIBLE SOLUTIONS

- More time given to instructors to develop new models of learning.
- Educational workshops and seminars for instructors.
- Making education more seamless by adopting a more interdisciplinary approach.
- In view of the fact that resources are limited, instructors might have to devise new methods like computer simulations to achieve a better learning goal.
- Re-examine relationships between the various divisions of the college to make better use of the future possibilities which could improve learning.

L e a r n i n g a t M a r i c o p a

ISSUE

How Students Services
Impact Learning

CONVENER

Debbie Stanfield

FACILITATOR

Debbie Stanfield

PARTICIPANTS

Andy Bernal
Cathy Meschke
Ester Schon
Irene Ruiz

DISCUSSION

- How to get out of the boxes – e.g. signatures from advisors if student is taking certain number of credits.
- Policy and procedures – based on traditional – re-examine policies and procedures.
- Residency policy – many are not learner centered; chose to go elsewhere.
- Need a place to go to get needed information.
- Teach how to navigate our system, policies, and procedures.
- Employees are limited also.
- Different models/procedures on each campus.
- Coach vs. trial and error.
- Customer service/student centered.
- Disabled students are restricted.
- Retraining of staff.
- Problem solving techniques.
- Teach/coach, do not do for them.
- In some ways policies (rosters) distract faculty from being able to teach i.e. students learning distracted.
- Concern that implementation of policies/procedures are different throughout the district.
- When programs/services are district-wide, no vehicle to get information to all campuses.
- Systems not set up to do things systematically.
- Size of college has impact on flexibility.
- Computer systems do not support instruction/services in many ways.
- Implementation of system to track allied health students – no dialogue with those being impacted.
- District reacts vs. being proactive.
- External drivers, financial aid, faculty's last day of accountability.
- Develop communication line where issues can be raised on a continual basis to discuss with all.
- Job descriptions/personnel may not have the needed experience/training – change in how we do business, walls/counters are done – tasks within a job.
- Models are different.
- Students don't know who to ask.
- Expectations of students from the college – not a "real college".
- Paid and want it their way.
- Student's need to learn what it is we do – and know what their responsibilities are.
- Tools/publications/forms need to be "user friendly".
- Use technology (WEB) to coach students – on-line tour via District Advising Council.

L e a r n i n g a t M a r i c o p a

ISSUE

How will we know when our system is progressing toward a learning system?

CONVENER

Yvonne Zeka

PARTICIPANTS

Jackie Moran
Clyde Perry
M. Denise Menchaca
Manny Griego
Geri Rasmussen

DISCUSSION

- Need to understand where we are now. How do we know? Summary of what we are doing now – where and by whom.
- Teaching system now?
- Indicator [1] – schedule reflects needs of students as opposed to needs of faculty, staff, etc.
 - One indicator will be when we progress, such as GCC, when the scheduling reflects the needs of the students.
 - A good indicator is what we can see right now; need to talk about things that do not exist right now.
- Indicator [2] – students taking responsibility for their learning – how to measure now and in the future?
- Indicator [3] – learning cannot take place without good instruction and an environment conducive for learning.
- Indicator [4] – the number of opportunities for students to demonstrate what they can do and know.
 - In order to teach the proper thing - are they learning what they need to earn.
- Indicator [5] – measure input from external community in development of the curricula for liberal arts and sciences.
- Zeka – read article on the three C’s of education – Content, Context, Certification. Explained what these mean.
 - Still need to have other qualities – team building and getting along with other people – are not taught by specific courses but should be modeled within all courses.
 - Will there be rewards/recognition for those who are assisting in the movement of the system toward a learning system. Having a clean classroom.
 - Rewards and recognitions for those who are placing learning as their core value.
 - When learning is at the center – faculty, student records, student services all orbit around the student - no one area is better or more valued than the other. All staff and faculty are also learners themselves.
- Indicator [6] – We have to replace FTSE to determine funding. Need to come up with another method to determine funding. FTSE creates competition among colleges to gain more funding.
- Indicator [7] – when MCCD becomes one and not 11 (colleges/skill centers)
- All learning < – – > Faculty, A & R, Student Services, Activities, etc.

RECOMMENDATIONS

- Define specific outcomes that will measure where we are on the continuum.

Baseline Data

Goals

Open Space Forum • 4.7.98

GWCC

X _____ X
 Now Future

L e a r n i n g a t M a r i c o p a

ISSUE

How will we know when our system is progressing toward a learning system?
(continued)

- Goal – Learning is the core value – will never reach that but always working to get there.
- The system needs to have the goals established with the student as the center.
- One way we will because everything about our being – mission, goals, etc. – will reflect the needs of the external community, also within. Person coming in will define goals with the proper guidance and counseling.

FURTHER DEVELOP INDICATORS

- Difficult and important areas – How to fund other than FTSE? Getting students to value learning. Need to think beyond classes and programs.
- Portfolio evaluation – will reflect accumulation of experience and learning. Getting away from grades.
- Learning is important outside of the classroom. Processes – grievance procedures, registering for classes, real-situation problem-solving – not getting what you want when you want it – real world experiences. Valuable learning experiences. A lot of these processes are given in the first day of classes to help them negotiate through the class and be successful – i.e. learning/going through the processes of getting an education.
- Quote – “Learning seems to occur after the event.”

L e a r n i n g a t M a r i c o p a

ISSUE

Measuring the Impact of
Technology on Learning

CONVENER

Fred Gaudet

FACILITATOR

Fred Gaudet

ATTENDEES

Fred Gaudet
Alan Levine
Gloria Stahmer
Doyle Burke

DISCUSSION:

- *learning@maricopa.edu* has a section on measurement (p. 13).
- Does technology impact the speed of learning, retention, and quantity of learning?
- Do grades measure learning; is learning measurable?
- It is important to ask whether technology has an impact on learning.
- What does technology do in the learning process?
- Can we measure applications of technology in the teaching/learning process?
- Is technology an enabler or an inhibitor?
- Can learning be measured?
- How can we know that learning has occurred?
- Something is measurable, but what?
- What is measurable?
 - Performance-based activities seem to be measurable
 - Concepts are more difficult to measure
 - Easier to measure skills
 - Can technology be measured in assessing skills development?
- Why do we want to measure whether technology enhances learning?
 - So much hullabaloo over cost
 - Some faculty are questioning whether technology is worth it
- What is the alternative to technology use?
- Shift of the question: While it is apparent that technology won't go away, the question is what impact it will have on the society (academic society).
- Is it appropriate to measure the impact on the teaching/learning process as opposed to measuring learning?
- Faculty may or may not use technology. Will students rise up and make demands of faculty?
- Question: where do we put our scarce resources?
- Report: some chairs have ordered faculty to use technology. Some faculty use an outline program, but question the effectiveness.
- Is it possible to assess outcomes? It depends. Outcomes may be vague.
- Some students like PowerPoint because the faculty member is more organized.
- An array of possibilities may be more effective.
- Question: What is the alternative?
- It is important to help faculty plan to use technology effectively. Much of instruction is a focus of "Me, the transmitter of information."
- Shift: How does technology facilitate learning?
- We still have to assess learning, but there is talk of third-party assessment.
- Is there any research that suggests that technology makes learning worse? (None reported.)

L e a r n i n g a t M a r i c o p a

ISSUE

Student Activities:
Involving faculty in
student activity
programming.

CONVENER

Wiley Davis

ATTENDEES

Michelle Bush
Connie Rainey
Dean Stover
Madge Valladares

DISCUSSION

- How to come together to discuss and promote the concept.
- Utilize available funds to promote service-learning inside and outside the classroom.
- Recognition that student activities can play a vital role in supporting classroom instruction.
- Student services and instruction are on the same team.
- Both areas are guided by the vision and mission of the college.

RECOMMENDATIONS

1. Hold a break out session on faculty and service days. Facilitate discussion on ways to use student activities to promote classroom instruction.
2. Attend staff development meetings to plan combined activities.
3. Develop a plan of action, and present it to the administration, division chairs and other department faculty.
4. Find common themes that **connect** the disciplines and promote learning.
5. If plan is accepted, faculty would need plenty of lead time to incorporate activities in their syllabus
6. Learning issues to include: problem solving, diversity, family values, culture, health, environmental, money management, careers, educational etc.
7. Have FUN.

MEETING INSIGHTS

Naomi Story

INSIGHTS AT END

- Something other than FTSE needs to drive the colleges.
- Scheduling an issue.
- Do we over analyze?
- Can learning really be measured?
- Change will occur if FTSE is not at the center.
- Feeling of sadness that we need to reflect on learning now...what were we doing then as educator.
- If there are different models for learning what would it take?
- FTSE, loading inhibit our ability to try new models.
- Learning occurs outside classroom – joyous.
- How we've locked ourselves into the system – what we have is not working...FTSE is a problem for 20 years.
- We're discussing same issue from a different point of view – policies and teach within confines of policies – we need to communicate between two sides of the college.
- All student services structured differently at all colleges and students who attend more than one college have problems – how can we work systematically.
- If you do what you always did, you're going to do the same.
- New word in town – learning – but it's old...let's enhance learning (outside classroom).
- Problems are same...we talk it to death but need to move forward.
- Students as being old dogs...then faculty as old dogs...then administration old dogs.....therefore everyone old dogs...biology evolution – if I have a new idea will it be accepted.
- AAHE-joint task force on learning – need to get across curriculum by themes and unify campus – what are some of themes?
- Learning is complex – hard to get a grip – look at a number line – where are we now and where do we want to be.
- Enormity of the goal – systemic change overwhelming...buy in of administrators...have deans discussed this too? Presidents and department chairs need to talk to faculty and listen.
- Process of analysis important but we should not lose sight of innovation and experimentation.
- Recognizing efforts that we are trying to improve communication; good system to work for; ball keeps moving too fast for some of us.
- Policies and procedures not learner-friendly across the district; they are designed for a 9 month calendar rather than 12 month one.
- Sensing a need to change because society is changing – we were always focused on learning – worry about setting up a change for a particular audience – we need to be diverse in our teaching for our diversity.
- No one talking about a new concept; we have always been about learning, but we can do it better even if there are limitations; at GWCC – walls beginning to crumble – moving toward interdisciplinary; seamlessness across disciplines and student services.
- Learning focus is what education is about – we get caught up with how much we have to teach – look at competencies rather than content – do a better job about learning.
- Learning is not about covering a subject but uncovering it.

L e a r n i n g a t M a r i c o p a

**MEETING INSIGHTS
(CONTINUED)**

Naomi Story

- A lot of little baby steps in doing this change.
- Analogy with technology when it first came into Maricopa.

Open Space Forum:

- Allows for topics to surface.
- Circle good.
- Democratic process.
- Issue: FTSE what will be done with it? Move to action.
- Good way to get together.
- Free to speak.
- Having different folks is great.
- Chance to listen to other perspectives; allows us to speak about issues that we are passionate about.
- Issue – student responsibility – organized mechanism to deal with issues.
- Process truly exemplifies diversity.
- Change from lecture/presentation.
- Exciting – never know what's going to happen.
- Agenda is dynamic.
- No other forum like this process; start the discussion on change...now hope that it continues.
- Discussion goes beyond the discussion.
- Appreciate hearing the issues for the first time.
- Can't come over for just an hour.
- Informative.
- People who need to be here the most – open their minds – how to get them here saddens me.
- Good to hear about holistic learning – need to include PSA and staff and encourage them.
- Move forward to address one of the issues.

L e a r n i n g a t M a r i c o p a

ISSUE

Sense of community

CONVENER

Melinda Yee

PARTICIPANTS

Melinda Yee

Ginny Brew

Marian Tadano

Marie A.

Faith

Verone White

Andrea Greene

Santos Rodriguez

Amalia

Judy Boschult

Jeannette Morrow

DISCUSSION

- when solving problems or issues – we should ask – what would best serve the students
- communication between students and teachers
- include the students more often
- teachers are also learners
- are students customers
- students are not customers, but people who are here to share ideas
- have students ideas or thoughts be incorporated into study
- teacher should ask what would student want to learn, or what does the student need to review
- have students included more in decision making, committee
- drop box for ideas
- how to motivate students to become involved
- if everyone sees students as being part of the solution, depends on our idea or relationship with the student
- everyone needs to become humble enough to accept criticism or feedback to improve the system
- education and learning is different than serving customers
- students should be able to change class depending on whether they like the style of the faculty
- as a learner, have strong and weak points, and I may select teachers because they do not require me to write (a weak point)
- students should not shop around
- in the working world, can't change bosses, so one should learn how to cope with various teachers
- change environment to benefit the student, if for example, an office hour doesn't work, change to a study session

RECOMMENDATIONS

- get students more involved in committees
- involve students in the beginning to communicate
- more space available to students in the classroom area for studying
- use library to set up study groups instead of scheduling office hours
- have a suggestion box for ideas
- there should be equality in respect so students give up time just as a teacher gives up time
- students are trying to do something with their lives, so they should be asked

L e a r n i n g a t M a r i c o p a

ISSUE

Diversity

CONVENER

Irene Ruiz

PARTICIPANTS

Judy Boschult

Irene Ruiz

Jim Walters

Bill

DISCUSSION

- Learning modalities/options
- Diversity
 - Awareness
 - Understanding
 - Acceptance
- Classes are diverse at this time. Learn a lot from other classmates. Makes it more interesting. Learn more from age, diversity of background. All contribute to the learning environment.
- Bulk of what happens in the classroom is traditional lecture and notetaking. We have tried as educators to fix students rather than fix what we do. Options, i.e.: lecture based ENG101 or discussion based ENG101. Different ways to experience learning. Not talking just technology.
- Learned more from lab setting interactions, group work and discussion. We need to find out what students want for learning alternatives.
- How about different modalities within one course based upon student selection? Assessment should focus on learning styles, and course selection should reflect this. If we are going to have learning as a core value, then we need to deliver how the student wants the information. How do we get students involved? Modalities could be that certain courses are team taught. How do we involve faculty in training in different delivery systems?
- Diversity, people think it is culture and in the classroom it is different learning styles. We find out what is going on, but never discuss how to improve it. We need a way to discuss this problem.
- Another component of diversity is to stretch people beyond the way they came in. Challenge them to learn in other ways. We talk about customer service and if we are strictly customer service you will never challenge values. We are avoiding something we really need to do by not getting students in groups, learning collaboratively, or community based projects related to the learning.
- Do faculty have dialogues about different learning? Each faculty has own way of delivery. Many try different deliveries, but on their own.
- Task is to make students life-long learners, not to educate. Ensure that students become life-long learners.
- Maybe the faculty should try different modalities within a course, then they could get an idea of what motivates students.
- Need to understand who the students are, culturally. If you stereotype—that attitude should not be in the classroom, but sometimes is.
- Teaching is learning. You develop teaching from learning.
- Teachers are not as friendly or caring as in high school. Do not seem as open. Just give assignments. HS teachers are more open. They talk to you about how they are. You're the student and I'm the teacher. Not enough communication.
- We need to humanize the process more.
- Part of that is the responsibility shift to you as a student.
- How do we work through our preconceived notions about one group or another?

L e a r n i n g a t M a r i c o p a

ISSUE

Diversity (cont'd)

- Lots of times we don't know to stop looking at the superficial diversity. When we learn about the different reasons why cultures act differently, we can have a perspective in order to deal with diversity.

RECOMMENDATIONS:

- Have faculty share and meet formally to discuss what each teacher is doing within the classroom regarding different methods. Responsibility should not be totally on faculty. More initiative for faculty than students.
- Students need to give more feedback to the teachers. Need a way for students to give feedback on what style/type of learning works well. Perhaps on the evaluation form.
- There is a university that has a book on student critiques of teaching styles. This is put out by students. Available in the bookstore.
- List in course documentation how the course will be taught. Let the student decide what modality they prefer.
- Know ahead of time who is teaching what and using what modality.
- Put together an advisement tool that gives more information about the course, i.e.: what types of papers to write, lab work, etc.
- Do an informal survey at the beginning of the course in order to understand the modality best for this class.
- There are cultural differences that impact the learning environment. This is not restricted to a culture.
- Establish a rapport for the students by talking about him/herself and letting students know they are approachable.

L e a r n i n g a t M a r i c o p a

ISSUE

Time; value for reflection so we are thoughtful about our learning and that of others/do we need seat time to accomplish or finish classes? How to Assess? Can you use work experience to receive credit?

CONVENER

Sandra Wells

PARTICIPANTS

Sandra Wells
Linda Kurth
Billie Hughes
Judy Boschult

DISCUSSION

- Do things the same way because no time to think about it. No value for experience. Leave life experiences out of the classroom. How many students do we lose because of seat time. Teach to the middle group. Lose those with real world experience and often have more experience than the instructor. Others don't have any knowledge of the topic. Lose the top and lower end.
- The 16 week semester does not meet all needs. Even if students have "mastered" the content, must keep them in class.
- Open entry/open exit (OE/OE) address some of these needs. The weekend college is designed to meet some of those needs. How are these options serving students? How many would come for 4 weekends? Can we gear up to accomplish that?
- OE/OE not good for all students.
- What does it take to make a class? If have 4 students—can it be done? We aren't set up to support small numbers.
- Time: As an employee do not feel have enough time to do things in a way that allows to reflect. Now have time to come to events. If teaching 5 classes could not participate. When could attend special meetings, not time. Just keeping ahead of the students is more than enough. We don't have much of an intellectual community.
- As faculty buy time get done what must do, then the extra things fall by the side. Feel the pressure to "get the job" done. Sense of accountability of expectations do not allow time for reflection.
- Is teaching 5 classes the right thing? Should perhaps one "class" be a professional development load. Expectation to attend workshops, development of activities (curriculum included), technologies.
- Not a normal expectation to spend time for reflection. If reading a book about something need to learn, feel guilty if reading a book about related topic.
- If working with students, and expect students to be reflective, then are not a role model for students.
- Need something in the process to allow for different needs.
- Feel guilty when leave students. Sense that students "need" faculty to be there all of the time.
- We don't model life learning which is our mission.
- Must nurture ourselves to be able to nurture students.
- Seat time issues: Takes time to rethink the seat time issues. If a student can do it at home, then should not expect them to put in seat time. What is the big deal if students are released early from class. Need to treat students more as adults.
- Sometimes acts like a big high school rather than a college.
- Work experience is associated with University of Phoenix or Ottawa. Often people come in with experience that give them the skills they need. If someone has experience as a writer, do they need English 101. If a secretary, do they need typing. What is the sense of having students take classes because our curriculum has that course in it.
- There are pros and cons of competence based. We would not want to do all things the same way. Different types of activities can be valued in different areas. Learning is not easily documented in one way. Many students travel throughout the world. Can speak foreign

L e a r n i n g a t M a r i c o p a

ISSUE

Time (cont'd)

languages and experienced cultures, but we do not value that learning.

- In some cases, the process of learning is as important as the outcome. In some cases participating in a group to solve a problem is important or central to the learning.
- There is not one way to do all things or to acknowledge/assess learning.

RECOMMENDATIONS

- Begin to have jobs restructured. Need load time for development. Part of teaching load restructured to provide time for other things. Would require documentation for this type of activity.
- Other professions have continuing education credits. Must attain a number of professional growth credits. From this menu of activities you need to put together a plan. Could be belonging to groups to discuss issues.
- Build on the professional growth model. For example, could apply for a 3 hour reassigned time with a plan for professional growth. This could include discussion groups. Would be an expectation of "doing" something.
- Need to think more about alternate scheduling. Need more pilot projects in time, class size, and meeting times.
- Piloting projects that include alternatives to seat time for "assessing" and learning.

L e a r n i n g a t M a r i c o p a

ISSUE

Value of Education/
Value of Learning

CONVENER

Unknown

PARTICIPANTS

Spring Pryn

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Christi

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Melissa

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Vanessa

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Jeanne

DISCUSSION

- Seeing our efforts of teaching as an outcome or product – instead of working on a quality process.
- Accept and expect ‘failure’ as part of learning – process not perfection.
- What can we do to make all experiences at PC promote learning?
- Grades and learning are incompatible! We need to replace grades/GPA with a meaningful evaluation system.
- Why are we HERE?
- What is the ‘value’ (??\$\$) of an education?
- If the organization is ‘learning centered’ then do we see everyone (emp. too) as learners?
- Why are students here? What difference is it that educators wish to convey? Since this is a community college are students here to learn or as a stepping stone to a career? Are the two incompatible? What is the value of life-long learning?
- At different points in our lives we need different kinds of education. When students are able to apply learning to real life it sticks with them longer. We need to keep our doors wide open; jobs are changing rapidly and the average person now is expected to have 5-7 jobs in his/her lifetime. Hence, a variety of skills are necessary. Specialization is becoming a rarity. We need to teach students how to learn.
- Is the value of education in teaching others how to think for themselves? Is the student’s education content based or learning based? What are the student’s priorities in education? Is it empathy, compassion, or fact-filling?
- What do the faculty do to prove that their students are really learning what is taught to them? One way is to get the students more involved and have them teach their peers.
- Is it important for you to have a good instructor to teach the class? In some ways it makes all the difference in the world to have someone else to help you through the world in one way another.
- Does it make a difference if the instructor teaches you by lectures or by hands on orientation? Well the instructor tries different ways to help the students benefit the most from it, and by how much they love their job of willing to help society through life.
- Is it important in life for grades to be a part of our everyday actions? In a way it would give you a visual of how well you’re doing. The skills that are taught to you, you must be able to relay those skills on in real life. If you can’t perform these tasks in life then you weren’t really learning what was taught to you.

L e a r n i n g a t M a r i c o p a

**WHAT CAN WE DO
TO ACT ON THESE
ISSUES?**

- Foster a learning environment by including students in the learning process. Develop a sense of community within the classroom which will carry out into the entire campus/district.
- Continue the dialogues in other venues; engage others in the dialogues; reflect on today's learning.
- Have faculty more involved with ongoing classroom assessment.
- Try to improve communications.
- Talk to faculty senate about having students volunteer faculty on committees.
- Work with new faculty to set up study groups rather than office hours.
- Involve the students in every issue; involve the community in the issues (discussion, TV, radio); re-education; discuss what learning is all about.
- Educate our faculty on student concerns about their teaching methods. They want variety as they recognize they learning in different ways.
- We should have meetings or conferences more frequently to get the feedback; teacher-student group communication by setting a meeting in every campus, and district office until gather the information to report back to different campuses or district office acts on it.
- Try some pilot activities, etc., from the recommendations; communicate with today's participants, asking them to be part of the pilot activities.
- We can get committees together to get everyone involved (faculty and students); include bulletin boards with what's going on => get staff involved with students and students involved with staff; find a way for students to know what's going on from the top to the bottom.
- Begin with self learning; learn to learn; meet with learning communities where ever they form; continue to be conscious of opportunities.
- Get a group to agree to 'try' some of the recommendations and provide feedback to the larger community on effectiveness in moving 'learning as core value' ahead.
- Provide a safe environment for experimentation where non-tenured faculty don't feel at risk or threatened if they try or implement something new.
- There are many things that I, or even a group, can do to learn how to learn. You as a person need to want to learn. For faculty their teaching styles need to change. Get everyone involved. Grade them on how much interest or how much they apply themselves, not by paperwork.
- Communicate to faculty/staff and students about diversity efforts both on campus and on the district level.
- To act on issues as a group is to have more activities like these to have more people get involved. Individuals can spread the word to others by advertising.

**WHAT CAN WE DO
TO ACT ON THESE
ISSUES? cont'd**

- I think if we're going to be taught a new method of learning – we teach ourselves and classmates – then this method should be taught to elementary students, so when they get to this point it won't be so frustrating for them. Our classrooms should be a learning place where each student is 100% there. Teachers need to involve students more.
- The idea of asking for student feedback at end of many classes – over subjects covered in class and general issues in the class. This can easily be incorporated into a class period.
- Allow the opportunity for students to apply what they learn to themselves and develop themselves instead of just expecting them to spit back information. Pay attention to how individuals learn. Help teachers strengthen their weaknesses.
- Ask for administrative support of recommendations to implement them. Actually put some recommendations in place at least on a trial basis.
- Provide students the opportunity to learn how they learn. Provide faculty the opportunity to recognize that they have diversity in more ways than just cultural in the classroom.
- Humanize the learning process.
- We can include students in processes (committees) and discussion; put suggestion boxes in the department offices; encourage faculty office hours with groups of students at any location.
- Diversity; in my opinion we should actually enforce them as much as we can. Also research more not only the students, but also the faculty in order to actually have an idea of how people, or most of the people, are thinking. I would probably talk more about this issue with other people.
- Have students put in suggestions and be rewarded with incentives.
- In order to transform our system, all the members meaning faculty and students should perhaps receive and share ideas at the same time instead of the information rolling down, allow for thought to roll up.
- In order to act upon the set of issues discussed today, students and teachers should try to acquaint themselves as people of a team. The established comfortability to speak up invited cooperative progress. We can keep each other informed about events like these and interact often.

RECOMMENDATIONS FOR PROCESS

- Good job Naomi – not rushed agenda; time to interact and reflect. Great use of reflection for learning.
- The best part of today was student participation.
- Having students was fantastic!!! It (the process) worked well.
- Process like it; invite classes of students to dialogues; make it OK to participate.
- Do more of this type of discussion because it is valuable – provide incentives to participate; provide time to all!
- The open forum is something good for involving all students and teachers in what's going on.
- The session could have been 1 hour longer.
- I was surprised at how little the teaching/learning process has changed in the years it has been since I was an MCCD student; we can each work proactively in order to ensure that our recommendations can happen.
- Schedule more of these dialogues.
- This afternoons process? I think it went well; everyone shared without intimidation.
- This way is stimulating, worthwhile experience. I'm glad I came.
- Great process didn't feel threatened to share.
- Continue to involve students; they are invaluable for the dialogue.
- I think today presented a lot of good discussions, but there needs to be a way to implement these ideas.
- Encourage more students to participate by informing students.
- Summarize thoughts; send to a whole community.
- Open a sense of communication between students and teachers; have a group discussion about the issues; open up a study group; I appreciate the opportunity to share my views.
- What can we do? The real question/issue is how do we bring about change? The key is to structure the environment into one of discovery. Each person in the learning environment is afforded the opportunity to first of all explore who they are, what they do, etc. – then to begin to interact with others to discover the same. Build community.
- I think we should be positive and communicate more with each other as a group to find what the best outcomes should be. More communication between teachers, students, and counselors, etc.

L e a r n i n g a t M a r i c o p a

ISSUE

What are the indicators of an institution that truly values learning?

DISCUSSION

- 3 Themes: Intellectual engagement and energy; Budget and governance structures supports learning [learning-based rewards]; Learner [broadly-defined] input is obtained and valued.
- Ongoing - Student input [Are we meeting your needs?]
- Faculty rewards based on student learning [assessing learning in ways other than grades]; Student opportunities 'co-curricular activities'
- Professional development opportunities, capacity building [for whom?] all levels
- Evidence of administration buy-in [mission and values statements, follow through on statements]; Energy / enthusiasm of stakeholders [students, faculty ...]
- Do students value learning? [ability to retool]; Is institution flexible, responsive?
- Budget decisions 'follow the money'; More budget [Are innovative approaches supported?]
- Allocations of money based on criteria other than number?]
- 'Parameters of risk' [Risk taking and failure is okay, up to a point]
- Failure is valued and learned from.

L e a r n i n g a t M a r i c o p a

ISSUE

Assessment of Learning
- How do we get
students to assume
ownership of learning?

DISCUSSION

- Ownership by students - Faculty involvement/resistance [deadening learning process in K1-9?]
- Socialization as now done is damaging
- Should we entertain? There are good models for creating learning experiences
- Diversity of teaching styles and multiple layers of teaching. Assessment Techniques - Many techniques [writing, difficult points, outlines]
- How to engage faculty/students in process
- Core is accountability (\$) and gatekeeping
- Gatekeeping is reactive
- Range of understanding of students' knowledge is small
- How to deal with learning styles
- Did we teach well? Set high expectations for students and teachers
- Ask students, who is their favorite teachers? How do we assess faculty?

L e a r n i n g a t M a r i c o p a

ISSUE

Leadership for transformation - What are the requirements?
Orienting new administrators.
Professional development of faculty - What is the role?

DISCUSSION

- Orientation of new people - lacks content and leadership skills
- People aren't rewarded for support of outreach - communicate the state
- Selection process needed to address you, me and learning
- What do you focus on? Discipline expertise or core value?
- Stability of institution = faculty = need for professional development
- Need to identify institutional core values
- Question - Have departments had any full mode changes on how they teach?
Need to also look at expectation of students and train students to be more learner-centered.
- How do you translate what you learn about learning into actual practice?
- Is professional development one peer at a time? As a group?
- Stuff in learning from cause focus to program focus
- Who do you talk to in getting input from a broad constituencies?
How do you hear the different voices? Ex. Request focus feedback from industry! Whim - Need less focus of more of a broad education.

QUESTIONS

- System approach - looking at all that impact on learning
- Orientation - Need to look at what is communicated - What are they learning about expectations - core value, hearing the different voices, student learning journal of the institute.
- Preferable Deal - As a system, not as individuals - Inclusive and stability learning for cause focus to program focus.

ISSUE

How do we facilitate the interaction between learning systems at community colleges and 4-year universities?

DISCUSSION

- Background - Alfredo talking about the philosophy of learning at the community college level.
- Swirl of students passing through the community college system, to universities and back to the community colleges.
- Must include the 4-years as well as community colleges in this dialogue so students can continue in the learning environment.
- As we mesh the 2-year and 4-year degree programs, must concentrate on learning as a core.
- We should have the same focus for continuity. South Carolina - 16 community colleges and 2 land grant institutions [Clemson and South Carolina State] examples – Forestry program needed in both north and south parts of the state [through distance education, bring courses in.]

OBSTACLES

- Community college tuition or Clemson? Tuition - both community colleges and 4-year colleges - no financial aid without being full-time
- Course being the same throughout system
- Different academic culture
- Different philosophy of learning
- Different course content
- Communication of stakeholder needs - meeting the needs of business, industry, and community.
- Fees
- Financial Aid
- FTE's
- Course Content [heterogeneous]
- Differences in educational philosophy
- Differences in academic culture
- Community of stakeholder needs
- Tradition

STRATEGY

- Focus on student success and student outcomes
- Bring together members from educational institutions to talk about issues and philosophies
- Start from scratch - examine what is course or core curriculum statewide
- Examine course content - statewide meetings
- Reward collaboration - Don't let rules, bureaucracy, turf issues dissuade you
- Share success with faculty - risk-taking and outside the box thinking
- Funding indicators - collaboration and distance education legislators reward collaboration - avoid duplication.
- Focus on student success vs. obstacles
- Statewide dialogue about issues and philosophies
- Funding indicators [i.e. distance education, collaborative learning]
- Share successes with faculty

L e a r n i n g a t M a r i c o p a

ISSUE

What kind of faculty reward/penalty system will encourage/affect involvement.

DISCUSSION

- Current Reward Structure
- Monetary
- Prestige [become a more powerful player]
- Status
- Peer recognition
- Academic recognition
- Student recognition
- Usually done early on in career
- No real consequences for not doing something
- Research vs. teaching - promotion process
- Faculty do very well what they are rewarded for.

QUESTIONS

- Is there a difference between rewards at research vs. teaching institutions?
- How can we transition between research and teaching?
- What are the incentives for sharing research?
- Why is there limited distribution of research?
- Bench-science vs. social science?
- How do institutional values influence individual faculty performance?
- How do the larger issues of expectations/standards and measures come into play?
- How can we avoid research bad, teaching good?
- How does the tenure/promotion process affect the 'choices' faculty make?
- What is the role of past-tense review consequence?
- What are consequences of not excelling at teaching?
- What is the reward for faculty to buy-in to the importance of teaching?

STRATEGIES

- Reward/Penalize unit rather than individual faculty members - budget allocation, etc.
- Revamp promotion process measures?

L e a r n i n g a t M a r i c o p a

ISSUE

How do we decide what should be learned?

What is the core curriculum? What is the general [liberal arts education]?

DISCUSSION

This issue was not discussed.

ISSUE

How do we maintain a system in which learning is a core value?

DISCUSSION

- Sustainability
- Dynamic vs. static system
- Values remain constant, system is dynamic
- Framing unconventional
- Spanning traditional disciplines in traditional settings
- Rewards
- Includes learning across the academy
- Research as a learning activity
- How do we focus the definition of learning?
- Be clear about what learning is to each of our institutions
- Is learning a how or a what?
- Relationships between what is employed to create systems and what is needed to maintain systems

L e a r n i n g a t M a r i c o p a

ISSUE

Cross-curriculum
learning/teaching
Creating learning
communities

CONVENERS

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Eileen Shiff

PARTICIPANTS

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Breanna Collier

DISCUSSION

- Restructuring education to mimic the real world, instead of creating the artificial world. Make it relevant.
- Flexibility. No walls. Learning available day and night. May be necessary to have a place to come for help.
- We talked about content versus structure.
- Facilitator vs. teacher
- Some relationship with learning styles.
- How to choose the disciplines to cross with.
- We're probably thinking in old paradigms, so it's hard to envision how it would like to combine curriculums.
- How would this look? People have learning opportunities in every interaction. Do we need a formal environment. Do computer nerds really need a formal, well-rounded education? Another example...with access to computers secretaries aren't as needed. Everybody is writing their own memos, using their own email, etc. This changes the occupational structure.
- What is it to be an educated person? One who is inquisitive, and has the wherewithal to find knowledge. Given this...our structure should be flexible enough that when information is needed, somebody is accessible to help with understanding that subject. This accessibility could be in person or electronically.
- For some learning styles face-to-face is needed, for some remote access is fine. Some need the visual.
- Maybe we need to change to more short term experiences.
- Let's have smart cards. You can swipe it every time you learn something.
- Question of assessment. How does a person prove she has really learned. Through discussion with a person or using some form of artificial intelligence.
- We may need a combination of internet technologies, videoconferencing.
- We need to have more people teaching who have expertise in more than one discipline. We could get some of our existing faculty trained in totally different areas.

L e a r n i n g a t M a r i c o p a

ISSUE

Bureaucracy

CONVENER

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Andy Helman

Elizabeth Sendejas

DISCUSSION

- Sharing a Learning Formula
- What is the problem/concern?
- Who is causing it?
- Who is affected?
- What needs to be done in order to see results?
- What are the rewards /resolutions?
- Bureaucracy at District is dictated to colleges
- Restrictions/Prerequisites differences - funding creates bureaucracy
- A lot of rules
- How money rules your need to learn
- Need some rules that encourage learning
- People make rules to create bureaucracy
- Territorial
- Protecting territory
- Curriculum needs to be open
- Traditional learning - you learn by rules
- How to eliminate/reduce/deal/work with/ live with some bureaucracy
- Create some responsibility
- Create some accountability
- Authority [empower the people]
- Delegate authority
- How do we know if bureaucracy is reduced?
Survey students, faculty, and staff
- Concrete examples at PVCC to reduce bureaucracy
- Tradition needs to change, too
- We work for PVCC!
- Clear, concise, simple, understandable communication from all players
- Everybody needs to agree to communicate by not leaving questionable concerns unanswered
- Respect
- Communication is un-ranked once the majority agreed and you need to support - If everybody had input and was listened to
- Cross observational provides valuable input
- How does this change add or improve learning at PVCC?
- Internally more respect for each other
- Students are served by facing fewer obstacles
- Everybody contributes to the whole institution mission
- Addresses conflict, frustrations, makes job more enjoyable
- We have fun!

L e a r n i n g a t M a r i c o p a

ISSUE

Celebrate diversity to enhance the learning process

CONVENER

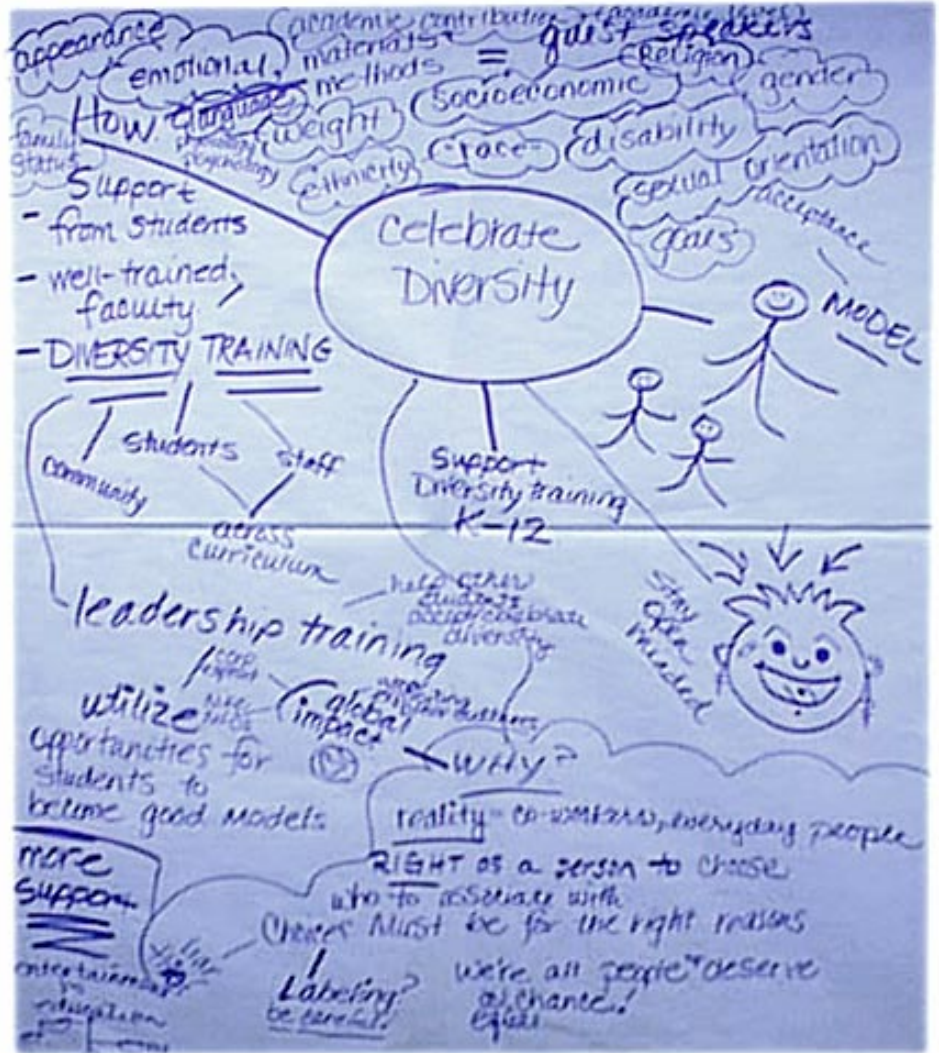
Tiffani Junge

PARTICIPANTS

Marilyn Cristiano
Jan Downey

DISCUSSION

See mind map below (may more clearly be seen on our web site:
<http://www.mcli.dist.maricopa.edu/learning>)



L e a r n i n g a t M a r i c o p a

ISSUE

Intrinsic commitment to learning

CONVENER

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Ann Sues
Cindy Shoenhair

PARTICIPANTS

Jason Laidlow
Tara Swingler
David Gerkin
Paul Dale

DISCUSSION

- Interactive
- Ownership
- Attitude
- Teachers attitude toward students
- Supervisor/Colleague toward other employees
- Is this leadership?
- We can all be leaders to create a passion in students, the instructor must have that passion
- Share more of yourself
- Human level - be a 'real' person
- Relevance to my life and my future - tie activities to things that excite the individual on a personal level
- Needs to fit into who you are and what you are about
- Excitement about what you're teaching/doing
- Get interpersonal
- Need structure for groups
- Do we identify what's important to learn? Learning Objectives?
- Remove boundaries that prohibit learning
- Not a 'deliverer' of information, but a 'connector' of information
- Life-long learning
- Teacher as facilitator - tap into students
- Expertise and experience
- How much of your learning occurs in the class? 15% - Depends on the class you are taking
- Teaching life skills besides content
- The 'way' a class is taught, not just the content
- The little things you do for people that touch them and encourages and motivates them
- Shorter 'attention - getting' segments - teach in 'sound bites'
- Multimedia - visual, sound
- Can listen and see at the same time - use all the senses
- 'Catch phrases' as a trigger to help learning
- Motivation to be positive comes from above [administration]
- Tips for teachers: Be personable, positive, practical, pro-active, involved, approachable
- Know me as a person

WHAT CAN WE DO TO ACT ON THESE ISSUES?

- Impressed with how many students are here; think it's great to hear what you have to say.
- Small group, was one student in group, how to break away the barriers, feel we overran her.
- Like the method; good ideas, small groups - great, spoke about diversity, it's very important to discuss this issue; need to do something to foster the acceptance of differences.
- I've participated in many OSF => come as group, separate ourselves; need to link together; how do we all fit together; when you get people excited in learning, everything is doable.
- Interesting to hear all the comments; I'd like to see things initiated and going, little bit by little bit.
- The willingness needs to be with everybody.
- No matter what our role we're all teachers, the attitude you have affects everyone you come in contact with.
- I like the opportunity to talk with a broad group and see how everybody's ideas are similar => other people share our goals. Helpful to have a student perspective.
- Issue was great, a lot of good communication and feedback; how important to instructor to hear what student has to say.
- It was great to know that instructors are interested in what we [students] have to say.
- Come back together as one group to discuss all the issues generated.
- College attitude passes down to => teachers => students => community.
- Important to hear other perspectives; have few experiences lately where students have been spotlighted and get to hear what they have to say; very compelling => need more opportunities to hear what students have to say about things that affect them and us.
- Like the enthusiasm of our group; ideas were really good; implementation process we came up with seems plausible.
- There needs to be more of a follow-through to discuss issues further.
- Sharing what everybody else has...attitudes very important; get rid of 'I teach, you learn' 'I speak, you listen' etc. => share new attitude.
- Reminded how important interrelationships are to learning; make PVCC more friendly, more personal, make students feel like PVC is there learning home; look for ways to encourage and foster the 'home' atmosphere.
- I learned a lot; appreciate the honesty of the students; 'all human beings by nature desire to know' — this is a basic desire and why we're here.
- Learning and the assessment of learning is going to become more pressured by the outside and we have to change to meet those expectations.
- Talked about diversity, confirmed my feelings.

L e a r n i n g a t M a r i c o p a

ISSUE

Assessing Student Learning [not just for NCA but for each of us]

CONVENER

Naomi O. Story

PARTICIPANTS

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Jolyne Ghanatabadi

DISCUSSION

- This bothers us - we need to do this because it is for improvement and improve learning accountability
- Is learning really taking place
- What can learning do
- How do we know that our students can do it
- How do we measure benchmarks
- Faculty important to determine
- Students can also assess
- Students don't have a lot of input
- Lots of degrees
- Haven't given them the opportunity or tools to assess
- Students can id learning goals
- Staff development needed
- Alternative ways
- Time for assessment
- Nothing built in system to assess [e.g. essay versus multiple choice is multiple guess]
- High schools students know test taking too well, primed
- Teaching to the test versus rather than teaching for learning
- Show me the learning
- Need to quantify learning better
- Link assessment of learning to performance based funding is scary but to guarantee...danger is teaching to the test; treating the student as an individual
- Employers care about whether students can learn...do something
- ...Tire hits the ground
- Grades don't measure learning...just seat time....to get the grade
- Learning is not about seat timeanother issue is seat time
- Is there data how our students do at the university as we compare them with other transfer student and native students...we would hold ourselves accountable by asking for regular data from the universities...guarantee and validate our student performance
- Is the guarantee of student graduation from occupational programs in the catalog of students who graduated...part of common pages
- Institutions will let things drop after NCA accredits
- Important to make it continuous ...part of our culture
- Looking at data constantly and use data to make changes...attach strategic planning, budgeting and assessment together
- Acceptance of N/A student learning outcomes must be

RECOMMENDATIONS

- Assessment forums must be continued
- Find ways to bring faculty together to talk about assessment
- ...Twice a year is not enough
- In-depth staff development on assessment and on using assessment data
- ...More than 1-2 hour
- Bring brain power together rather than reinvent the wheel
- Look at more courses that have common finals
- Data needs to be compiled, shared, discussed, and used for improvingprogram but also for budget and planning

L e a r n i n g a t M a r i c o p a

ISSUE

Assessing Student
Learning cont'd

- Need to share, not be so afraid to lose FTSE
- Establish time for sharing
- Change culture so that we make time for sharing
- Change reporting of FTSE so that it's not comparative...45th day reporting
- ...Perpetuates competition
- If we looked at competency achievement rather than grades then it might be easier for students to transfer out-of-state

L e a r n i n g a t M a r i c o p a

ISSUE

Assessing the
Effectiveness of
Technology in Learning

CONVENER

Manny Griego

PARTICIPANTS

Debbie Krumtinger

DISCUSSION

- The use of technology is really a moot issue
- The issue is one of assessing its effectiveness in teaching and learning
- The use should be regarded as a necessity and investment instead of an overhead, then it would be justified
- Pre and post testing of 2 parallel classes - one using technology and one not
- pre and post testing of students who have taken courses using technology after they have left the community college
- Survey our graduates - who took courses using technology - those who entered job market and those who went on to a university
- do the same assessment of students who were in classes using no technology and see how that impacted them in the job market and at universities
- Survey all employers on their requirements for technical skills, not just for technology jobs, but across the board

L e a r n i n g a t M a r i c o p a

ISSUE

Funding formula that is not based solely on FTSE [# of students], but rather on student achievement/learning - outcomes

CONVENER
unknown

PARTICIPANTS

Henrietta Harris
Karen Mills
Tonya Craven
Liz Warren

DISCUSSION

- How we're funded causes most of the focus of what we do
- Student's education needs to be focus
- 45th day count doesn't represent what's really happening with enrollments on some of the campuses.
- Never see the number of degrees/certificates awarded
- Learning is a shared responsibility - So how do we balance the cost of providing the educational opportunity with the outcomes?
- Outcomes may not be degree related [not all students come for a degree]
- No collective definition of retention
- FA bureaucracy causes student to list a degree/certificate aspiration - even if they don't really mean it
- Trying to make the university model work for community colleges [i.e. open door]
- The formula may need to be customized to the college and the community/student demographics
- There needs to be caution in the assessment of outcomes - they will be dependent on the student population
- Work within college to try to identify a formula that works for them
- Go with each colleges high count for some of the supplemental funding [i.e. foundation scholarships - the current discussion about using 45th day vs. end of year]
- By all colleges being funded to do the same things, resources for technology and learning are fragmented - maybe need to establish specializations among the colleges [fine arts/sports programs/etc.]
- Maybe should look at combining some of the infrastructure areas to create one or two that serve the district [i.e. A & R/class schedule]
- Challenge of campus autonomy vs. district [49% - Money must come from campus reclassification money]

WHAT DID YOU THINK OF THIS PROCESS?

- This forum was a great form of communication about common issues shared by employees of the District. Also to come up with possible solutions.
- Really enjoyed the process!
- This open forum allows for complete candidness - there are no 'hidden' agendas. While this is attractive, there is a level of discomfort because it is 'foreign'.
- I wonder if the issues that were raised would have been different in a larger audience - with more faculty?
- Would the issues raised have been different if community/employers had been part of the forum?
- It's unfortunate that more people didn't attend - maybe a survey of why people didn't come would provide insight for planning the next one.
- Why not introduce in the large groups?
- Interesting process - Need more involvement/participants.

L e a r n i n g a t M a r i c o p a

ISSUE

Learning as the Core
Value of Diversity

CONVENER

Cathy Mendoza

PARTICIPANTS

Debra Glasper
Arnette Ward
Kim Chuppa-Cornell
Nanci Regehr
Irene Pearl
Marybeth

DISCUSSION

- Open access to all students
- Demonstrate acceptance of every student
- Students able to find themselves reflected in the curriculum, class content. Students will be able to recognize themselves, connect with class.
- Information needs to be campus wide. Educate entire campus about working a diverse population.
- Total welcoming, how to connect student to places they need to go.
- Bringing acceptance into the classroom.
- Multiculturalizing
- Challenge textbooks biggest single obstacle knowing how to diversify. supplemental materials to enhance textbook instruction, readings, integrated. looking at subject matter from different perspectives.
- Major object of every class.
- Going to the learning, events & speakers
- Gaining support and acceptance, transforming attitudes and behaviors into inspiration and passion for acceptance.
- Open-mindedness delve into new ideas. academic responsibility.

RECOMMENDATIONS

- Bring in speakers - specific examples and follow up with training modeling with curriculum transformation.

L e a r n i n g a t M a r i c o p a

ISSUE

Overcoming
Intimidation/Fear of
Learning

CONVENER

Ed Laughlin

PARTICIPANTS

Mary Kaye Allen
Barbara Stott
Frank Zamora
Beverly Bullock
Nancy Harrison
Julie Palinsky

DISCUSSION

- Failure/success/new expectations
- Appear stupid
- Money
- Appearance
- Language
- Intelligence
- Not prepared
- Pressure
- Age
- Time Limit
- Family
- Men may intimidate wives who want to excel in school
- Unknown environment
- Self esteem
- Past experience
- Commitment/discipline
- I can't
- Rejection
- Self esteem, past experiences
- Pressure
- Unknown environment

RECOMMENDATIONS

- How can we help alleviate fear of learning?
- Share knowledge and life experiences
- Mentor
- Be kind and attentive and encouraging
- Smile
- Give your time
- Assess needs then a plan of action with appropriate referrals
- Share a realistic approach to life impediments
- Share a realistic approach to succeeding in college.

L e a r n i n g a t M a r i c o p a

ISSUE

Clarity

CONVENER

Sharon Fagan

PARTICIPANTS

Gordon

Michael

Dawn

Shirley

Sara

Patti

Sharon

DISCUSSION

- Clarify learning, passion, applicability

RECOMMENDATIONS

- Recognize that there is a distinction between getting a grade and learning something.
- Identify the big why of asking a class as part of degree, certificate, etc. program.
- Encourage a non-grade option for genuine learning (course) experiences beyond the program of study.
- Create new ways for students to do above (i.e., establish yourself as a credible learner - gpa - example).
- Give students increased variety of means to demonstrate learning (focus on competency-based assessments)
- Promote interdisciplinary to show interconnectedness and commonalties.
- Distinguish essential, expected, extended learning opportunities among course competencies.
- Articulate in "student language" "what & why & how" learning happens in each course (in syllabus and in class).
- Foster learning readiness and internal and external motivation.
- Make definite connections for students regarding:
 - transfer to other courses
 - real life applications
 - the world of work
 - development of self
 - inspired intellect
- Connect classes in learning communities for "cross learning" of skills and knowledge.

RECOMMENDATIONS

- **FACULTY** - Challenge and reward faculty to use instructional innovations
- Continue innovation
- Teach to and state objectives
- Point out relevance of learning
- Take control of objective (ie., not necessary for or exclusive to text)
- **STUDENTS:** Ask "why do we have to know this; how does this _____, connect to _____?"
- Communicate dissatisfaction
- Attend and participate (for continuity)
- Communicate dissatisfaction to someone

WHAT CAN WE DO TO ACT ON THESE ISSUES?

- Focus and refocus my students on what and why they are learning.
- Support all students in positive and helpful ways.

THOUGHTS ABOUT THE PROCESS ...

- Clarity-I go to class and have a goal of getting an "A" in the class. However, many times I don't know what I'm supposed to learn from class. I don't necessarily learn the material to really learn it, but to get an "A" in the class. I think clarity would be very important to have "clarity" of the subject I'm studying so I can learn how it applies to me today and know how it will help me in the future.
- Focus
- This kind of collegial conversation is often undervalued-OSFs negate this!
- Be kind
- Time and Reflection/Diversity/Quality of Process
- Listen and Smile
- An energy filled Friday afternoon
- The closure "this is more than talk" is very important. Thanks for the summary of impact.
- Love the format: focused , values audience input, engaging purpose-full!
- I can be an instructional leader; by modeling for others.
- We don't get together often enough to talk about learning. It's exciting and invigorating. I want to try to make more connections to the outside world in my context.
- Reflection-Start discussion in my area on the activity. Try to inquire interest and curiosity to get involved.
- Take the time. Stop Rushing!
- I can support faculty and students while they are engaged in Learning Opportunities!
- Bill is a fabulous facilitator-personable and in control.
- Terrific organization- a smooth show (sorry for the late start)
- Help others learn about me and what I do.
- I will work hard in my classes and communicate with other students what I've learned and what I feel is valuable material we covered in class.
- Continue to work with students to help them achieve their goals. Show kindness, patience and caring. Strive for the best in yourself and help others to do the same.
- TEAMWORK! As an INDIVIDUAL be more PATIENT! I learned from my group mates.
- Be responsible for providing encouraging participation in a learning environment.
- Enjoyed student input-further example of how we can learn from them!
- These dialogs help me rediscover why we are here why we are involved in education why we invest our energy in student success.

L e a r n i n g a t M a r i c o p a

ISSUE

Maintain hunger for knowledge

CONVENER

Joe Swaba

PARTICIPANTS

M. Bender
E. El-Khawas
P. Kramer
M. Risley
T. Rodriguez
F. Watkins
L. Hicks
J. Bloyer
G. Raab

DISCUSSION

+

Curricular change/reform
District-wide transferability
Pathway
 choices
 idealism
 need flexibility
Extra mile: pre-assessment
Ready when student is ready to learn
Alternative delivery
Assessment
honest dialogue
"Customer" service + morale
Professionalism; credibility
Faculty assessment
Create culture that supports
Make learning a priority
Service-learning
"Personal"
"Holistic"
Information

△

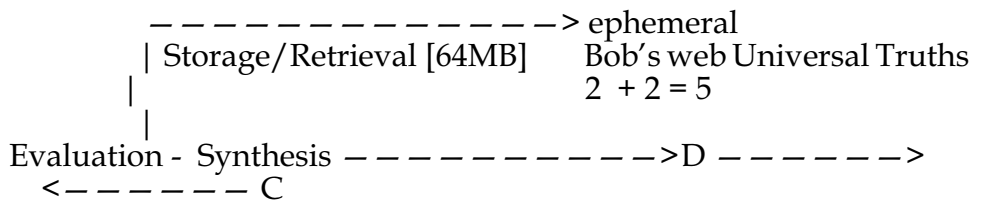
Growing pains (structure built => no students)
Low enrollment
Pathway
 balance
 realism
Overarching picture--difficult
Reinventing "wheel"
Turf
Indifference
Professionalism
Faculty training/orientation
Many hats [potential to impact] teaching
Frustrating process prior to classroom
Weak links
Mis-information

L e a r n i n g a t M a r i c o p a

ISSUE

How do we address -
information, knowledge,
understanding?

DISCUSSION



CONVENER

Holly McKenzie-Beene

PARTICIPANTS

H. Beene
B. Shoenberg

L e a r n i n g a t M a r i c o p a

ISSUE

Do grades reflect learning?

CONVENER

Irwin Noyes

PARTICIPANTS

R. Dlugosz
D. Hutchinson
J. Avianantos
M. Griego
B. Fahey

DISCUSSION

- Wish we could do away with the structure and just tell people we're going to do some learning here, if you're interested come on over.
- What do we even mean by learning?
- Are we talking about degrees of learning?
- In occupational programs, students can take certain tests to demonstrate that they have certain competencies.
- In some disciplines students can't learn 60% of the thing; they've got to learn all of it, or they won't be able to move on.
- Tying the written test to grades doesn't necessarily work because being able to regurgitate information in a test doesn't necessarily mean the student has learned anything.
- Integrating courses is a good way to foster true learning.
- Teacher expectation affects learning.
- Attitude impacts teacher and student.
- Grades do not represent a consistent level of learning across the country, within schools, within districts, etc.
- Environment has a lot to do with learning.
- It's a terribly complex issue.
- In math, self-paced learner is learning best, according to measured competencies. Does the appropriateness of self-paced learning depend on the discipline? There is a college in Nebraska that does everything this way.
- Articulation is a problem when you try to do modules that represent partial completion.
- Grades represent towing the line.
- Grades are not the issue.
- You can make grades represent real learning if you can figure out a way to recognize real learning.
- The question is can we figure out how to recognize and measure real learning? Can we respond to what we know about how students learn? Maybe we ought to change the way we try to teach them, use more appropriate technology, teach them in the way that they can learn.
- How to make your subject accessible to students with disabilities.
- What are we really accomplishing when we juggle things around to accommodate students with disabilities so they can learn as well and equally to other students.
- There are things that matter that you can't really grade and maybe you shouldn't grade, but they matter in the preparation of people for the work world.
- Can't really teach "heart", and can't really grade prospective teachers on their "heart", but it still matters tremendously.
- If you ask students who's the best teacher on the campus, how will they respond? What criterion will mean "best" to them?
- Cultural sensitivity training of nursing students: can teach students to understand other cultures. Question is can we and should we grade that? Maybe we ought to recognize and accept the fact that there are some things we can't teach and can't measure. When you are responsible for preparing prospective teachers, or nurses, or crucial professions of that kind, you need to measure some of those personality/affect things.

L e a r n i n g a t M a r i c o p a

- Great minds in the past learned through dialogue with their masters; that system worked. But we couldn't do it now, because there are too many. Because the system won't pay us to work that way. Because their learning won't be recognized in the real world.
- If you don't give students grades, they have trouble getting on in the real world.
- There are schools that don't give grades and their students are accepted. Interviewed groups of students to find out how they prepared for test, to discover best ways to study. The learning style that matches the teacher is the one that will get you good grades.
- Is there a way of studying/learning that is suitable for a particular discipline? The fact that the natural sciences still do labs suggests that there are certain things that have to be learned in this way.
- The multiple intelligences theory is relevant: people in similar disciplines tend to have similar kinds of intelligence. Shouldn't put students into a preferred learning style box and leave them there. They can learn to learn in different modes, and add different learning styles to their repertoire.
- Student as teacher is important in community colleges.

L e a r n i n g a t M a r i c o p a

WHAT CAN WE DO
TO ACT ON THESE
ISSUES?

- In teaching, be conscious of and present with your partly disparate points of view.
- Be intentional.
- Make sure that what students are asked to do as the basis for a course grade versus the exercise of critical and analytic abstracts. Never ask for the repetition of facts.
- For clear presentation to others -oral, -written, -electronic
- Clarify my own understanding of the challenge.
- Find colleagues who have similar concern.
- Develop information literacy coalition.
- Develop set of exercises related to my courses and share.
- Investigate friends of the library at my college.
- Education really comes in many shapes, sizes, colors, etc. BUT it sticks! and does not leave harm if you place it, then move it, and interestingly post it energized from a mistake.
- Keep talking .. the power of explanation when you're explaining yourself you understand better (clarify) what you have to say.
- As a whole, college or system start smaller. If we might get together with different departments from top to bottom all areas to address the issue of student success. Point out the problems, the issues from all aspects and try to work together as a whole to solve or at least make these issues a little easier for everyone and mostly the student. We had a diverse group of people in our group with different aspects of the business with a lot of good input. I believe Rio Salado College would be a good college we could learn from with a very unique structure and college.
- Brainstorm with students across the college - ways they would like to work, learn, etc.
- Ongoing cross-discipline discussions - [Faculty and student services to brainstorm solutions].
- We can change our terminology and talk in terms of learning rather than teaching.
- We can stop and think about what it is we are really trying to accomplish.
- Cross-discipline, cross-departmental integrated communication model.
- We can put our money where our mouth is.
- We can start challenging some of the present assumptions that structure things.
- Continue - expand the dialogue to "the process" change the culture/value; develop rubric of the learning process; assess competence in conjunction with this rubric; alternative rewards; institutional self-assessment; departmental self assessment; faculty self-assessment.
- Flexibility in the hierarchy structure. If a faculty or adjunct is willing to go the extra mile show support even if it takes a little extra in the financial department -training teachers to be teachers.
- Ongoing workshops for faculty ... Topics like today w/ techniques, renew, refresh, retool.

L e a r n i n g a t M a r i c o p a

PLEASE SHARE YOUR
THOUGHTS ABOUT
THIS AFTERNOON'S
PROCESS...

- Salty snacks, cheese and crackers.
- We need more sessions like today - with faculty, staff, and administrators present; lots of faculty present.
- I found it very helpful and encouraging. Would like to participate in more "local" and "massive" endeavors.
- Focus discussion more closely so that we get down to brass tacks more quickly.
- As an individual instructor, I experiment in small ways. If the idea of process works - I find ways to grow it.
- Invite students to attend sessions like this. Allow students to participate in the "learning to learn" process.
- Improve process? Pre-deliver potential questions, a1 feedback to interested participants. P.S. Website is great!
- Bring students in. Maybe put more emphasis on going to a second group to have more input.

L e a r n i n g a t M a r i c o p a

Notes and Opening
Remarks by Facilitator –
Manny Griego, GCC

- Introductions: Have each person introduce him/herself
- Thank the group for taking time to attend this important function. Previous forums like this have been held at eight of our colleges
- What has made MCCD one of the very best?
 1. Largest community college system in the United States
 2. Faculty, staff, and administrators from around this country and world visit MCCD annually to learn about its many educational programs and infrastructure because they regard us as one of the best community college systems.
 3. MCCD (faculty, staff, administrators) have done many things right for many years to make it one of the greatest institutions in the world.
- Can we improve upon one of Maricopa's core values: LEARNING?
- If so, how?
- Let us hear from you:
Issues that you believe need to be discussed to improve upon one of our core values: LEARNING
- Today, you will set the agenda through a method called the Open Space Forum
- Discuss how Open Space Forum works
 1. Method for discussing issues; created by Harrison Owen
 2. Here is how it works
 - a. Introduce an issue that you want to discuss; one that is related to our central topic: How can we improve upon one of Maricopa's core values: LEARNING
 - b. Come and be a convener for your issue
 - i. Come to the table
 - ii. Write your issue
 - iii. Introduce it
 - iv. Take it to one of the convening areas
 - c. When all issues have been introduced, we invite the rest of you to gather where the issue has been posted.
 - d. With your group, proceed to an area for discussion of your topic
 - e. Agree upon someone to lead the discussion
 - f. Have someone be the recorder
 - g. Continue your discussion until we reconvene
 - h. At any time, feel free to invoke "the law of two feet"
 - I. We will reconvene to report out
 - k. Finally we will conclude by answering this question: "What can we do to act on these issues?" Part of your commitment is to become personally responsible for taking action.
- Evaluation
Please share your thoughts about this afternoon's process
- Adjournment

L e a r n i n g a t M a r i c o p a

ISSUE

How do we get FT/PT teaching staff; include PT teaching staff and include them in [these] initiatives (focus on learning); also look at adjunct staffing (other than teaching) and issues that affect them and how they interact

CONVENER

Chris MacCrate

PARTICIPANTS

Ernie Lara
Pearl Williams
Becky Richey
Anna Solley
Homero Lopez
Joyce Story
Manny Griego

DISCUSSION

- Development is focused on FT; majority of our staff (PT) aren't part of the development
- Vast majority of students are not benefited by this (evening students)
- The people who experience the Maricopa collegiate experience in the fullest are benefiting from this (day time students; degree seekers; certificate seekers)
- PT fac don't have the same resources to give to their students that day time fac do (advising, etc.)
- Part-time people working full-time elsewhere; might not have them next year => have to keep this in mind; how do you deal with this?
- Transforming the system in support of the core value of learning; half of that core value of learning is teaching. How can this transformation occur when over half of the people involved will only get cursory look at it?
- Tangent: paradigm; major structure around you; it's not something you can just shed.
- We've been learning a lot more from current leaders re: distance learning; learning from them that they don't do business like we do; team of experts that bring all the parts of the learning experience to students => from designers, multimedia, technical, overview, assessment, etc. => when you have that type of thing, you may still need to balance work loads, but get totally away from the paradigm so it no longer becomes that big of an issue; the need to have one person model. (teacher)
- In the open university, there is a non-spatial component to this idea; if we focus on learning and if we dealt more with how to virtually connect with our teachers as well as our learners, are you then not on the periphery anymore? If you are dealing in a virtual or remote environment...I can get in touch with you in a timely manner virtually, without having to see you in person => if there is no center, then the adjunct aren't on the edge anymore.
- The focus will change to be on the learning experience and the assessment of that learning experience with a loop back on improvement ... there are other ways to look at this issue aside from our one model => if we don't look at it differently, we won't come up with anything new.
- From our paradigm if we look at it, we may not have a solution for it.
- Back to the industry example: The identification of the needs for what a person needs to learn is out of our hands, industry drives that; all the information and design of the instruction is made by the company; with assessment on the spot (and controlled by the company) => The emphasis changes then for their faculty to focus on their students.
- MATEC has criteria that must be met (as does Microsoft) determined by industry partners.
- If we are offering an associate in an applied science degree they must satisfy both core gen ed and core classes defined by industry.
- Teaching of languages can apply the same approach: we've had language institutes all over the world that put you in the beginning

L e a r n i n g a t M a r i c o p a

and when you come out at the end you are fluent in the language; approaches common to that used by many people.

- We're not addressing the issue of what still remains important in community college work => transferring to university; can we really let industry dictate what we do and take care of this?
- Can they be reconciled? Do we want our community colleges to have (in this case) language training institutes vs. educating for transfer.
- Transfer courses that are competency based – you have to be able to perform at a certain level of expertise before you can move on => any of our courses are competency based => competencies must be met by “doing” something. (not necessarily a written assessment)
- We have some language classes that are not transferable, we have some that are, at this time can not see a way to reconcile the two.
- How do night program students receive equal quality that daytime students?
- Tuition increase discussion: student asked “What am I getting for my money?” Fiscal agents gave reasons => need to hire more full-time faculty. Student asked “Why do that? Why not hire PT faculty, train them and if they're no good, move them out of the loop and get a better one?”
- How can we get equity for night students when we have a pool of faculty that keeps turning over...
- FT faculty have dictated their terms with faculty senate that their full-time hours are only in the daytime. Some of the obstacles we encounter as a teaching system have people imposed obstacles => obstacles we've imposed on ourselves.
- Analogous situation: tenured faculty don't teach general ed classes; deal with developmental level courses vs. 100 level and above.
- Is the student really at the center? Daytime/evening classes; summer sessions; etc. If the student were really at the center...
- How can we transform our systems so students succeed? (Inherent that learning is taking place)
- Need to focus on student success => link to student's abilities (critical thinking, etc.)
- If we make the student the center of why we're here, we can create systems that will address these concerns.
- What are the chances of Maricopa changing to a trimester system?
- Distance learning system will follow this idea more; jump out of the SOP/traditional format; as you have more and more of these happening at the local level, give students option to accelerate via distance learning/internet.
- We can handle this change over the next five years.
- If a student is really at the center, faculty are revolving around the center and need to be supported by other 'revolving'; M&O and other also need some support so the student gets all that he/she needs.
- Is the expectation that the student is being put at the center by these changes?
- The student is being placed more at the center and there is a consumer model that is driving this as well...

L e a r n i n g a t M a r i c o p a

- Whatever the models that come up, quality will determine what is done
- Paradigm shifts => example of making watches, the Swiss watchmakers make a very high end product, but they follow the same method as they have always done; the Japanese changed the process and soon over took the market; if the Japanese product didn't work they wouldn't have been able to take the market.
- If we don't watch what we do and how we do it, we'll be taken by our competitors; if the quality isn't good, our competition will drop, if it is good, we're in trouble.
- Forces of competition in our society impact us here as well as what we usually think of in industry; charter schools (AZ has largest number in the country) will erode some of the public schools monopoly; but charter schools aren't subject to same rules and regs that public schools do...
- People will pay more for a perceived higher quality; ease; employability from an entity that is not blocked by self-imposed barriers
- If'n you don't, somebody else will!
- Quality is a really important issue ...
- Who is a true teacher? Lack of proper training is immediately noticeable.
- Visitors from City Colleges of England; question on tutorial/instructional support.
- Several instructional support providers work in a team to help students. (City Colleges of England)
- OE/OE enrollments have dropped at GCC because nothing has been done to support it!
- Rio has embraced this idea ...
- No one idea will satisfy everyone!
- One transformation is a more flexible and modern way of looking at how education is delivered. Some of our systems aren't realistic for lifestyles of today.
- The faculty appear to have the strongest voice in our district; but the faculty got together and created an Association that is even stronger than the faculty, and this new group is working with/against what the rest want to do.
- Isolating mechanism involved in keeping things static ... one group believes things can't change because of the actions of another group; but no one really knows who's doing what.
- Must go through so many hoops to make any changes because we are constrained by so many rules and regs
- The larger a system becomes, the more mired in rules it becomes.
- What's going to come out of these OSFs? What happens next?
- When you have a product that goes out there which takes one path, and a second product with higher standards takes another path, how well the product does will determine which path will win out.
- If you can be the best in the world for preparing a student to hit the right target, the target companies drive the preparation.
- What can we do to make the students see why these things are important? (whatever 'these things' might be)

L e a r n i n g a t M a r i c o p a

- Can we rely on business and corporations to drive us alone because some business don't care about the full spectrum of skills we strive to teach.
- Global competition highlights need for new skills, variety of skills, including ability to speak a different language, etc.
- Our competitors are working with their industry partners to determine what they teach; they can also move to make changes more quickly than we can because they aren't mired in process.
- Soft skills are more important in working teams than technical skills alone; you can't get in the door without the technical skills, but the ones that succeed, also have the ability to communicate their knowledge to other parties.

L e a r n i n g a t M a r i c o p a

ISSUE

Incentives for learning/
involvement for faculty
and students is not
based on learning.

CONVENER

Nancy Siefer

DISCUSSION

- What questions might you ask if you didn't know the syllabus/
content collaboration on writing our syllabi.
- Our incentives based on showing up to class, 45th day arbitrary...we
would do things differently in our classroom if FTSE were based
on last day of class rather than 45th day. 45th day is artificial and
does not support learning.
- Concept of the Carnegie hour...how about partial credit for partial
attendance. Evergreen does something like this, in contracting if
they haven't done the work, then sometimes they don't get full
credit.
- High frustration level of class time for testing...waste of instructional
time.
- Concern about emphasis on "objective" measurement. Points are
arbitrary and not related to learning.
- Begin semester with 4c's of accountability: communication,
commitment, competency and something (Diana Abel) Students
have to submit their own c's of accountability and it also becomes
part of the final.
- Why are you here? (student) Diana: (student to her) You're paid to
be here.
- I want to see credit card companies banned from our hallways...so
many students drowning in debt, falling asleep in class because
they can't keep up.
- Issue of whether "I flunked him" or "he flunked."
- Statement of student responsibilities an urgent issue. People come
in without a handle on what's required of them. Ruth Callahan:
I'd be willing to conduct an orientation. Stress the realities of college
expectations.
- ACCOMMODATION (on our part) leads to student resentment of
expectation they will work.
- TESTING...but I can sign a waiver and take a class anyway.
- We would like to find a way to teach them focus.
- Common in Eng 071 class (comparison/contrast: "In college the
teachers don't care.")
- Sometimes learning isn't fun; (times tables; basic verb conjugations)
- "I'm tired of fighting."
- If you had different students, would you teach differently? Yes,
they could come to me having read the material and we could start
at a higher level.
- I used to do therapy on heroin addicts...way to get them off drugs
is to show them something better. St. Teresa. (Carl Samuels)
- How do we learn?
- FEP/ LEARNING LOAD: Teach four and take one. Faculty
Development could go to Tessa ask for X\$\$ for learning load...every
x years you can take a colleagues class and be accountable. As a
part of the plan that every x years you need to be involved in a
learning situation.
- COMING TOGETHER. Evergreen has a 2 hr block every week. I
cannot give my students motivation, but I can keep myself up. We
have to watch out because our ennui spreads.

L e a r n i n g a t M a r i c o p a

- We have confidence in our academic dean to support.
- Sabbatical funding/projects structured a lot like grades...easily verifiable and quantifiable. We don't encourage each other to do sabbaticals and faculty exchanges in Maricopa.
- Mandatory continuing education for professionals also to maintain their certificates.

L e a r n i n g a t M a r i c o p a

ISSUE

Student Learning

CONVENER

Krissy Pirehpour

PARTICIPANTS

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DISCUSSION

- How do you measure what you teach and apply the tasks. Some students stay up all night to study for a test. Pass the test and not remember what they learned. I don't think that is learning.
- The process is helping students learn. If students have the facts and the knowledge of where to find the information then the instructor is teaching learning.
- It is important for the student to learn the concepts of the course.
- Memorizing is short term.
- Students don't want to regurgitate. Question: What does that mean? Let the student become more involved with what is being taught.
- Teachers teach as they were taught. They grade as they were graded. One person said they teach Steven Covey and when they teach, they encourage those that they teach, to come back and teach them what they have learned.
- Someone said they think it goes deeper. If the teacher is not excited about what they are teaching, there is no way the student can become excited about what is being taught. There are two identical classes where one class is receptive to the teacher and one class is not.
- Students have to be responsible for their learning. Students need to tell the instructor what they need. They need to know what is expected.
- Teacher become sensitive to where the teacher is and where the student is.
- Different lifestyles now. The teacher did not work 40 hours per week back then and go to school. There was no TV, but kids were reading and playing with nature. The teacher is not becoming sensitive to the differences.
- Teacher trying hard to talk to the heart and connect with them personally.
- Sometimes do a lecture, sometimes a project etc.
- Teachers learn from all the students as well.
- Telling a student if they have a question to come to the teacher. That means nothing to the student because there are not behavior consequences tied to that.
- Teacher asks question - what did you find interesting, difficult, what was the connection to real life?
- Teacher tell student, I value you being in class, but there is responsibility as well. Is done in small group.
- 18 minutes after routine testing the information is gone.
- What measures do you use to evaluate the learning. Different ways, e.g. pick out the key elements of the chapter and represent that to be in another kind of way. One student took boxes and put key elements on each side that she felt represented the learning. One student sang, that was her way of learning.
- Would get more out of saying how something relates to me than taking a test. In some classes you need to know certain concepts. How do you best learn that.
- It is OK for some testing, but not every day taking notes and then testing. Sounds like spoon feeding. Some teachers teach that way

because that is what they have done all their lives.

- The system doesn't like change. The interesting thing is the week after classes is called finals week where testing is done. Do you allow for the individual learning styles? Yes there are key points that are tested. Primarily it is discussion. There are traditional methods used.

RECOMMENDATIONS

- Students want to feel comfortable to talk to teacher, student did not know their name, that they were a number. If student has problem, can go to teacher.
- Need to evaluate students separately, they all learn differently at different levels. Be creative in the way they take finals.
- Get administration to recognize different styles of teaching and testing and find them acceptable.
- Administration needs to support what is acceptable.
- Encourage students to accept that.
- Encourage faculty to expand their scope.
- Put responsibility on student.
- Become involved in teaching and learning process. Accept the information and claim as yours.
- Measure skill sets. Teachers ask students if this accurately measures the skills you need.
- If students get the resource and how to apply it, then they don't have to memorize the information.
- Major question is how does a person best learn?

L e a r n i n g a t M a r i c o p a

ISSUE

How to bridge academics and student services and measure success at the convergence.

CONVENER

Donna Murchland
Nancy Larrick

PARTICIPANTS

Deborah Krumtinger
Bil Morrill

DISCUSSION

- Do student academic goals = learning?
- Student success is measured by academic achievement. This measures only part of the whole process.
- Students should have a voice in determining what constitutes success.
- Human connections lead to student success through relation/ sense of community.
- The decision of what we are trying to measure links to the issue of testing.
- No faculty chose to participate - how to make them passionate too.
- Why - other issues, different priorities.
- Student Learning Outcomes
 - In Class
 - Out-of-Class
 - Personal Development
- FTSE constraint.
- Systems are often not based on learning.
- Mechanisms to measure preparedness - everyone learns at a different rate.
- Encourage more systemic collaboration.
- Learning should drive technology development.
- Connections may lead to academic success.
- What are we trying to measure?
 - Number of 3.5 to 4.0 students?
 - How students feel about accomplishments?
 - Links to the question of whether we do away with testing?
- What would you do to ensure this happens?
 - Involve
- Core value of the College.
 - How does your work support learning? How to measure?

RECOMMENDATIONS

- Determine core values for GCC & MCCD
 - Each person and each department supports learning
 - Link activities to support learning and form transparent support.
 - Outcomes are measured
 - in classroom
 - out of classroom
 - personal development
- Learning drives system development
- Measure preparedness – learning occurs at different rates

OTHER ISSUES

- Discrepancy between high school and college
- We don't get together and learn enough
- Tie course information to real-life issues
- Teach diversity to students to support cultural sensitivity and true acceptance of self and others
- Encourage/reward faculty to respond to different learning styles
- Eliminate testing
- Allow/encourage multiple measures of success
- As a student I see what I like to call regurgitated learning
- How can the systems better support the 32 year old atypical GCC student who can't qualify for scholarships?
- Why is it difficult to get students to "buy-in" to what they need to do to learn?
- I want to know who develops "the system" and how it seems to be different at different institutions.

L e a r n i n g a t M a r i c o p a

Discussion Pending, Fall 1999

Learning at Maricopa

Open Space Forum Notes Maricopa Community Colleges

South Mountain Community College
November 14, 1997
12:30 p.m. to 4:30 p.m.

Mesa Community College
February 20, 1998
1:00 p.m. to 4:00 p.m.

GateWay Community College
April 7, 1998
1:30 p.m. to 4:30 p.m.

Phoenix College
October 7, 1998
1:00 p.m. to 3:30 p.m.

Kellogg LINK at the District Office
October 27, 1998
10:00 a.m. to 12:00 p.m.

Paradise Valley Community College
October 29, 1998
1:00 p.m. to 3:30 p.m.

Rio Salado College
November 6, 1998
1:00 p.m. to 3:30 p.m.

Chandler-Gilbert Community College
November 13, 1998
1:00 p.m. to 3:30 p.m.

Scottsdale Community College
March 5, 1999
1:00 p.m. to 3:30 p.m.

Estrella Mountain Community College
March 26, 1999
1:00 p.m. to 3:30 p.m.

Glendale Community College
April 7, 1999
1:00 p.m. to 3:30 p.m.

District Support Services Center
Fall 1999 (TBD)

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