



Creating a Culture of Learning: Evolution, not Revolution

**Presentation to the Learning College Summit
June 8, 2008**

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Anne Arundel Community College**



The Age of the Knowledge-Worker

***The Age of the Knowledge-based
Economy***

The Information Age



Strategic Learning Processes





What did we learn??


- Age of the knowledge-worker
the knowledge-based economy
- Most new jobs in the next decade will require knowledge and skills beyond high school
- Fastest growing industry worldwide would be the “knowledge industry”
- Projected critical labor shortages – every person counts!!!
- Rapidity and pervasiveness of “change” on every dimension will require everyone to gain/upgrade knowledge and skills continually, thus. . .
- **Lifelong learning is here to stay!**

What did we learn??

“The future now belongs to those societies that organize themselves for learning.”



**Marc Tucker and Ray Marshall,
Thinking For A Living, 1992**



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Learning Organization

The Fifth Discipline, Peter M. Senge, August, 1990

Five Disciplines

- 1. Shared Vision**
- 2. Mental Models**
- 3. Team Learning**
- 4. Personal Mastery**
- 5. Systems Thinking**



Shared Vision

“The capacity to hold a shared picture of the future we seek to create.”



Mental Models

“Deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action.”



Team Learning

“Starts with dialogue—the capacity of members of a team to suspend assumptions and enter into a genuine ‘thinking together.’”



Personal Mastery

“Continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively.”



Systems Thinking

“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static ‘snapshots.’”



Shared Vision

Anne Arundel Community College is a premier learning community whose students and graduates are among the best prepared citizens and workers of the world.



Guiding Principles

- **We are a Learning Community**
- **Students First**
- **Always Try to Improve**



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- 1. Focus on Learning**
- 2. Achieve Educational Excellence**
- 3. Meet the Needs of a Diverse and Global Community**
- 4. Optimize Student Success**
- 5. Increase Fiscal Resources**
- 6. Provide the Infrastructure to Support Learning**
- 7. Attract and Retain Flexible and Capable Human Resources**
- 8. Achieve Organizational Excellence**



Four Dimensions for Creating a Culture of Learning

- I. Programs/strategies that promote **student** learning/growth/improvement both in terms of:
 - A. 21st century competencies
 - B. Accommodating the needs of diverse populations of students
- II. Programs/strategies that promote **organizational** learning/growth/improvement
- III. Programs/strategies that promote **individual** learning/growth/improvement
- IV. Results!!!



I. Programs/strategies that promote student learning/growth/improvement

A. 21st century competencies


B. Accommodating the needs of diverse populations of students



TOUGH CHOICES TOUGH TIMES


THE REPORT OF THE *new* COMMISSION ON
THE SKILLS OF THE AMERICAN WORKFORCE

**National Center on Education
and the Economy
December 22, 2006**




“This suggests, among other things, that Americans are not likely to succeed unless many more of us than at present understand a good deal about the other peoples of the world: how they think, why they think that way, what they like and do not like, and how they operate. This kind of international empathy and knowledge will, we think, be no less important than language literacy, mathematical literacy and scientific literacy.”

Source: Tough Choices or Tough Times. December 22, 2006.
(emphasis added).




“This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life...”

Source: Tough Choices or Tough Times. December 22, 2006.
(emphasis added).




“... the market for highly educated people is even more integrated than the market for people with low skills. Which means that highly skilled people with roughly the same qualifications are competing directly with each other, no matter where they are located on the globe.”

Source: Tough Choices or Tough Times. December 22, 2006.
(emphasis added).




“Strong skills in English, mathematics, technology, and science, as well as literature, history, and the arts will be essential for many; beyond this, candidates will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well organized, able to learn very quickly and work well as a member of a team and have the flexibility to adapt quickly to frequent changes...”

Source: Tough Choices or Tough Times. December 22, 2006.
(emphasis added).




“This will provide enormous opportunities for individual entrepreneurs and small firms, but their only sense of security will be their expertise, their own flexibility, and their ability to learn very, very quickly. They will have to turn on a dime, over and over and over.”

Source: Tough Choices or Tough Times. December 22, 2006.
(emphasis added).




“Creative people often thrive in chaos, are constant learners, value excellence, and prefer to be in stimulating environments with others like themselves. Creativity, innovation, and flexibility will not be the special province of an elite. It will be demanded of virtually everyone who is making a decent living, from graphic artists to assembly line workers, from insurance brokers to home builders.”

Source: Tough Choices or Tough Times. December 22, 2006.
(emphasis added).



“From the boardroom to the factory floor,
workers would have to be among the
best educated, flexible, most creative,
and most innovative in the world.”

Source: Tough Choices or Tough Times. December 22, 2006.
(emphasis added).



“The best employers in the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth...”

Source: Tough Choices or Tough Times. December 22, 2006.



I.A.

21st Century Competencies

- Communication
- Global Perspective
- Information Literacy
- Quantitative Reasoning
- Personal Wellness
- Innovative and Critical Thinking
- Scientific Reasoning
- Self Management
- Social and Civic Responsibility
- Technology Fluency



- **GLOBALIZATION**

- Travel studies, modules on international business in key business courses
- Future studies

- **DIVERSITY**

- Required diversity competency in associate degree programs. For graduation, students must complete a course that has been approved as meeting the criteria for a diversity course (e.g., American Sign Language, Internal Law and Human Rights, Economic Issues and Public Policy, Introduction to Sociology)

- **INNOVATION**

- New certificate combining courses focused on professional skills and entrepreneurial courses (e.g., Culinary Arts, Entrepreneurship)
- Business hatchery for students seeking to start their own business
- Best of Business competition – students in business classes develop projects (e.g., business and marketing plans) to be judged by external professionals many of whom are on the business advisory board

- **CREATIVITY**

- Architecture and interior design students compete with professional interior designers and architects on design projects and win (e.g., Baltimore Symphony Showcase House and Canstruction)



- **TEAMWORK**

- Information Systems Security students compete as a team with other colleges in a Cyberdefense competition – students must demonstrate their ability to function as a team in defending a computer network from intrusion

- **SOCIAL AND CIVIC RESPONSIBILITY**

- Service learning: 73 faculty in 25 disciplines, 120 community partners and 804 students provided 13,193 volunteer hours for a total of \$254,243 in donated services to the community in FY2008 and over \$1.5 million since FY2001
- Internships/field placements at community organizations that focus on helping people (e.g., Providence Center, pro-bono work in law firms)

- **CRITICAL THINKING**

- Thematic Learning Communities – link two courses with a cohort group of students so that students can develop critical thinking skills in analysis of diverse subject matter and develop an understanding of the holistic nature of knowledge
- New Honors program that cuts across all disciplines




Learning Outcomes Assessment

- All course and program learning outcomes are:
 - tied to college competencies as relevant and to discipline specific competencies;
 - delineated across programs and courses;
 - developed using Worldwide Instructional Design Software (WIDS)



I.B.
**Accommodating the needs
of diverse populations of
students**



The Virtual Campus, a model e-Learning provider, makes readily accessible Anne Arundel Community College's excellent learning programs supported by fully integrated and responsive student success services delivered any time and any place (locally, regionally, nationally and globally) to learners with academic, professional and life enrichment goals.



Virtual Campus

- **Degrees:**

- Business Administration Transfer (A.S.)
- Business Management (A.A.S.)
- General Technology (A.A.S.)
- Transfer Studies (A.A.)

- **Certificates:**

- Business Management
- Computer Information Systems (Personal Computer Specialist)
- Computer Information Systems (Scientific Programming)
- General Technology
- Transfer Studies

- **Letter of Recognition:**

- Applied Sociology
- Business Management, Small Business Accounting Option
- Computer Information System, Office Applications Specialist
- Women's Studies



WEEKEND YOU

the new Weekend College

- Featured associate and certificate programs
 - Degrees: Business Administration Transfer (A.S.); Business Management (A.A.S); General Studies Transfer (A.A.); Computer Information Systems (Personal Computer Systems Technology option) (A.A.S)
 - Certificates: Business Management (Business Communications option); Computer Information Systems (Personal Computer Specialist option); Medical Assisting
- College-4-A-DAY feature package for non-credit courses
- Flexible formatting: accelerated, hybrids, online courses
- Customized certificates
- Career development: credit and non-credit schedule
- Personal enrichment: credit and non-credit including Visual Arts, Culinary, Wellness & Physical Activities, World Languages



Accelerated Cohorts

- Designed to prepare workers quickly for jobs in high-demand areas
- Existing programs that have been restructured to allow students to obtain certificates in a shorter period of time than in a traditional format

Accelerated Cohort Programs

Program/First Offered	Credits	Classes	Day Program	Evening/Weekend	Online Hybrid
Business Support Specialist/1998 (41 cohorts)	18	6*	12 weeks	NA	20 weeks
Hotel Front Desk Management/2003 (6 cohorts)	19	7** including practicum	12 weeks	NA	NA
Phlebotomy Technician/2005 (8 cohorts)	8	3***	10 weeks	NA	NA
Administrative Medical Assisting/2007 (2 cohorts)	11	4	NA	15 weeks	NA
Entrepreneurship/ Begins Fall 2008	18	6	NA	24 weeks	

* Glen Burnie and Arundel Mills ** Glen Burnie *** Arnold

Day programs meet 4 to 5 days a week

Evening/Weekend programs meet 3 evenings a week and every other Saturday



Cohort Enrollments

- 694 students have enrolled in cohort programs
- 624 students completed their programs for a completion rate of 90%
- Cohort programs have earned a total of 377.8 FTE



Institute Model for Instructional Delivery

All learning (credit, noncredit, professional licensure, certification, personal enrichment, etc.) associated with a career or profession is housed under one roof and “delivered” through an array of formats and learning modalities.

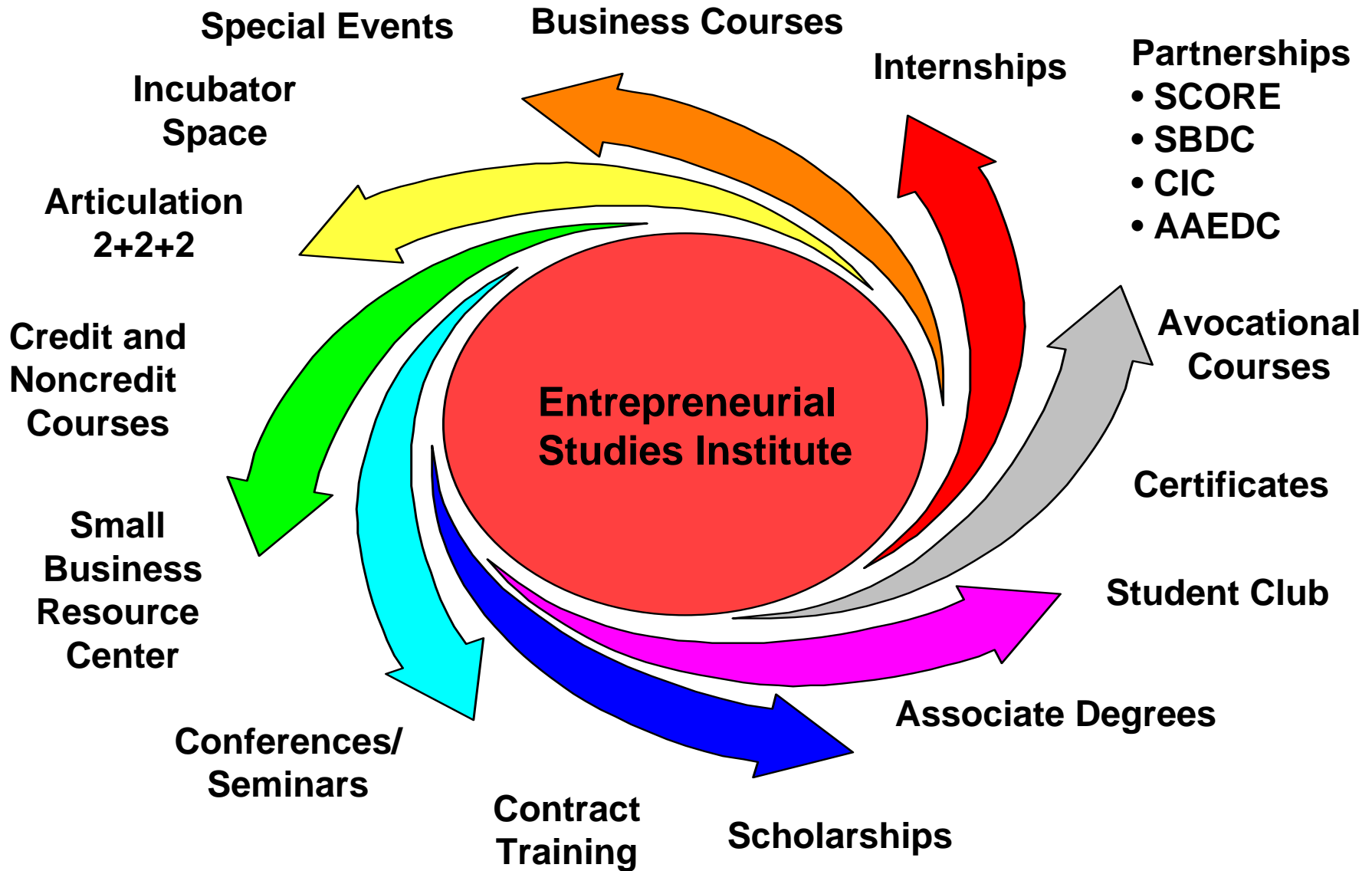
Institutes are headed by professional staff and instruction is provided year-round by a combination of faculty and instructional specialists.



AACC Institutes:

- Entrepreneurial Studies Institute
- Hospitality, Culinary Arts and Tourism Institute
- Institute for Criminal Justice, Legal Studies and Public Service
- Teacher Education and Childcare (TEACH) Institute

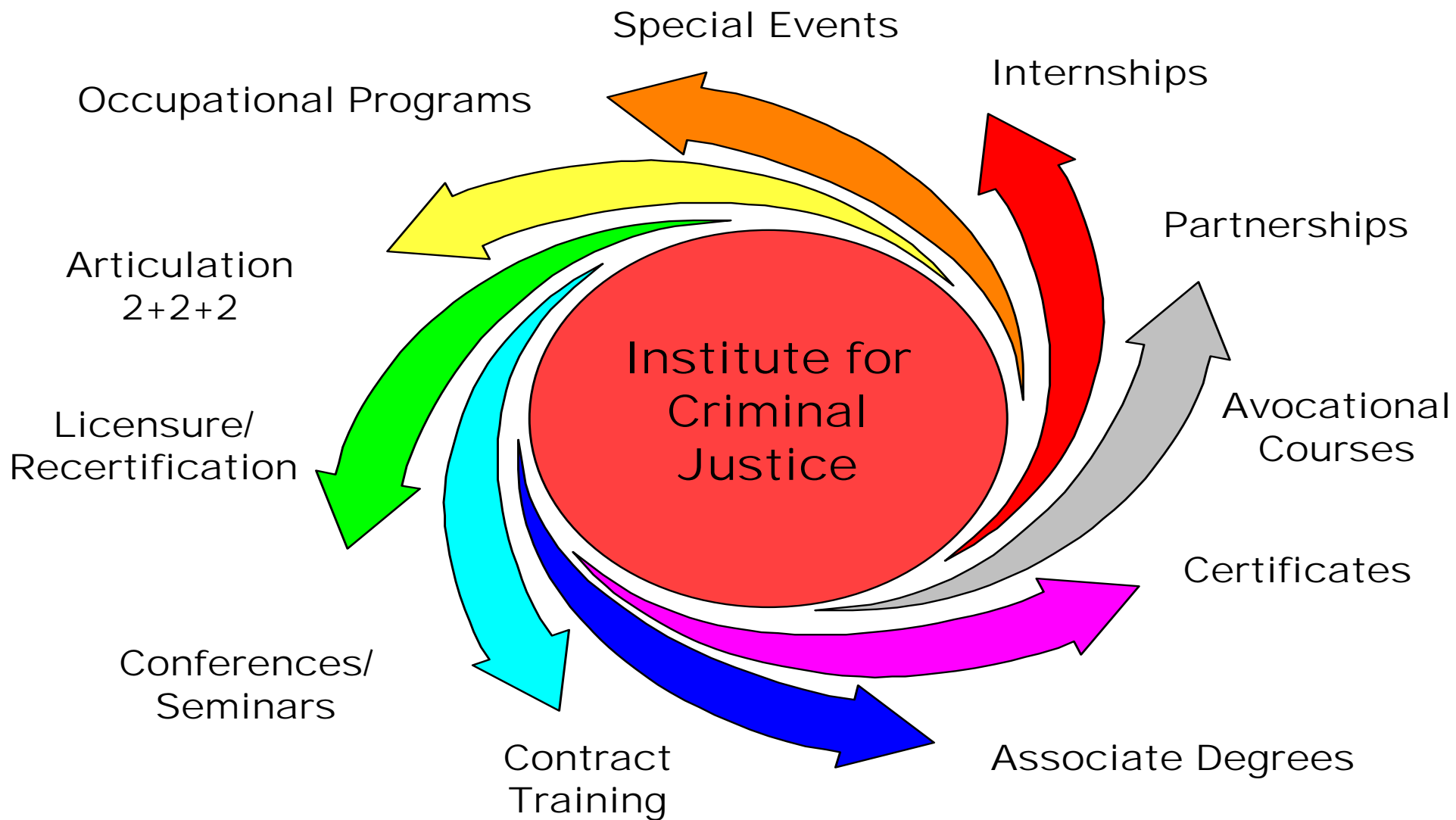
Entrepreneurial Studies Institute



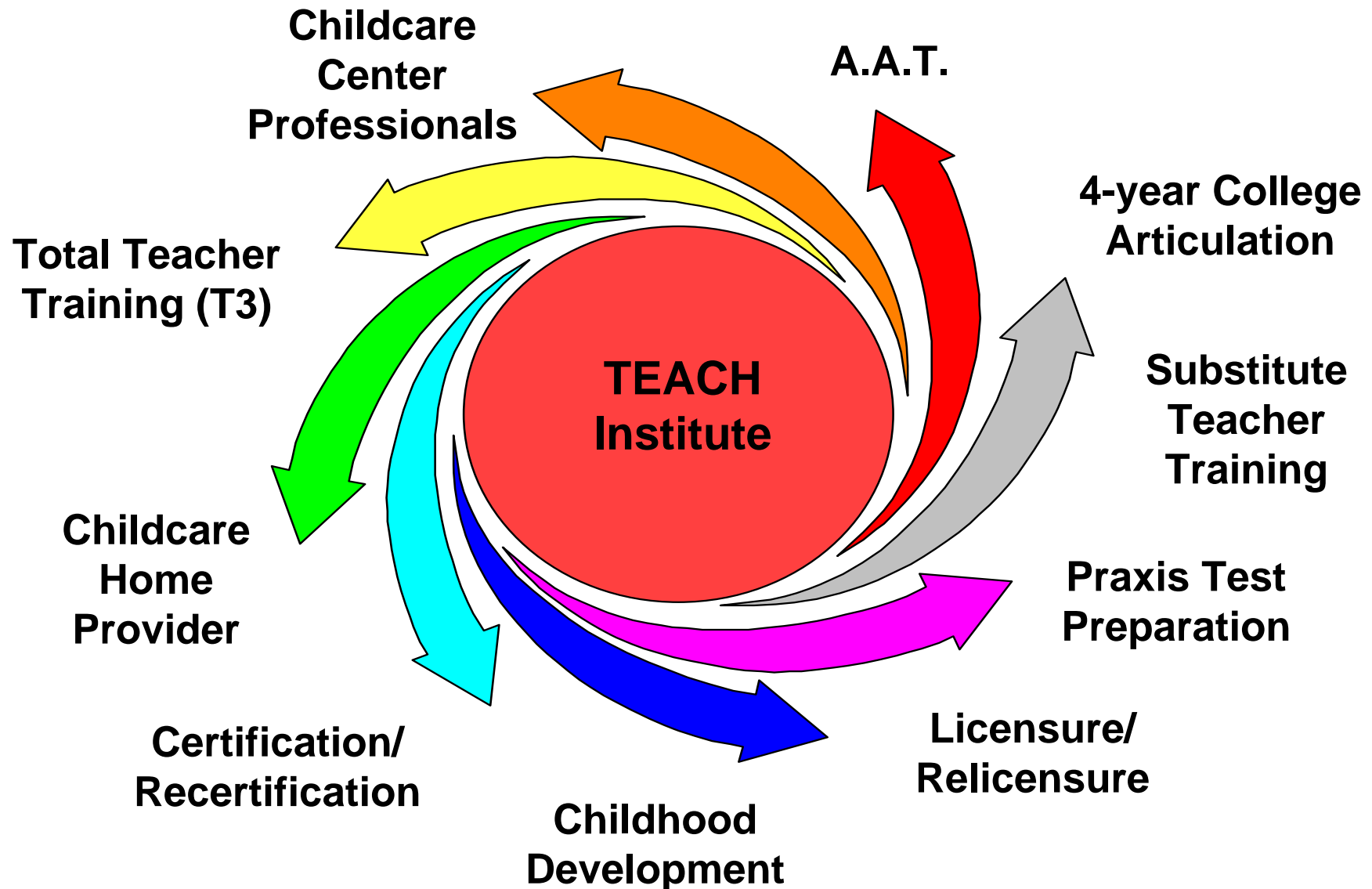
Hospitality, Culinary Arts & Tourism Institute



Institute for Criminal Justice, Legal Studies & Public Service



Teacher Education and Childcare (TEACH) Institute





University Consortium Partners and Programs

- ❖ **University of Maryland University College**
 - B.S. Business Administration
 - B.S. Information Systems Management
 - B.S. Management Studies
 - B.S. Homeland Security (fall 2008)
- ❖ **Villa Julie College**
 - RN to BS Nursing Program
- ❖ **McDaniel College**
 - M.S. Education
 - Administrator I Certification
 - M.S. in Human Resources Development
- ❖ **College of Notre Dame**
 - B.A. Liberal Arts/Elementary Education
 - Master of Arts in Teaching
 - Master of Arts in Leadership in Teaching

English as a Second Language

- **Construction Trades**
- **Hospitality**
- **Health Care**



GED Program

- High School Dropouts – recent and not so recent
- Incarcerated population
- Unemployed/underemployed adults





Resident Teacher Certification (RTC) Program

- Joint program with Anne Arundel County Public Schools to support career changers in becoming highly qualified teachers in critical shortage areas
- AACCC offers all courses needed for “conditional” teachers to become certified by the Maryland State Department of Education (15 credits taken within an 18-month period)
- Must have baccalaureate



“Step Up to Success” Youth Grant Program

- Funded by Anne Arundel Workforce Development Corporation (AAWDC)
- Serves 30 out-of-school youth (ages 16-21) each year
- Assists eligible youth to obtain their GED, prepare for the National Retail Federation Customer Service Certification exam, locate and obtain employment, apply for financial aid for secondary education, and enter into training and apprenticeship programs, as applicable



Sales and Service Training Center at Arundel Mills

- Combined partnership with AACCC, the Simon Property Group (Arundel Mills Management), Anne Arundel Workforce Development Corporation and the National Retail Federation Foundation
- Provides instruction in Adult Basic Skills, English as a Second Language, customer service training and National Professional Certification in Customer Service as well as job placement services
- 442 students, job seekers and merchants served in 2002 to over 3,927 as of May, 2008





Skill Training for the High School Dropout at Job Corps

- The Office of Occupational Skills (OS) in conjunction with Adams and Associates/Job Corps offers skilled hands-on training to high school dropouts
- In FY08, OS collected 8,262 registrations from job corps program participants enrolled in Accounting, Advanced Culinary Arts, Business Technology, Culinary Arts, Pre-Apprenticeship Electrical, Retail Sales and Welding programs
- Program completers earn an average of \$9.70 - \$15.00 per hour



Training for Incarcerated Adults

- Adult Basic Skills
- GED
- English as a Second Language (ESL)
- AutoCAD
- A+ Certification
- Copper/Fiber Installation
- Desktop Publishing
- Pre-apprenticeship and apprenticeship electrical
- Employment readiness



Training for Incarcerated Adults

90% completion rate

(\$11.00 to \$15.00/hour)



School at Work

- Program designed to prepare incumbent entry-level hospital workers to move up the career ladder in healthcare occupations
- Two courses (all curriculum in healthcare context):
 - Introduction to Healthcare—includes workplace math and reading component, writing review, communications and introductory healthcare concepts
 - Becoming a Healthcare Professional—includes introductory anatomy and physiology, medical terminology, ethics
- Technology-assisted instruction provided to over **4,500 healthcare employees** in **320** hospitals in **39** states



II. Programs/strategies that promote **organizational learning/growth/improvement**



To achieve this ambitious vision would no doubt necessitate a paradigm shift or...

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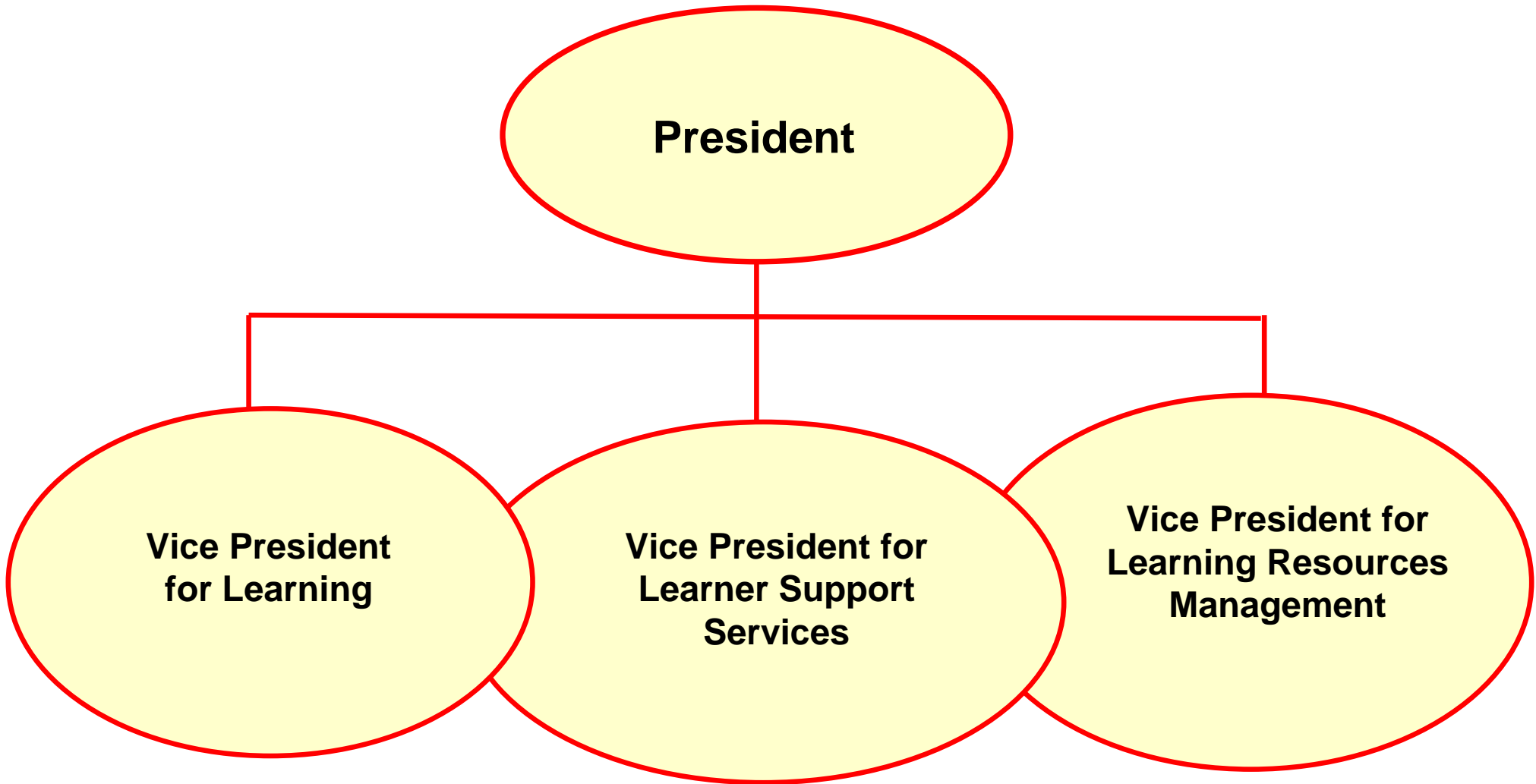
Never-ending—one shift necessitate many others!



Organizational Realignment

- Focus on expanded concept of learning
- Blurring the lines between credit and noncredit instruction

Current Organization Structure (Since 2000)



President

Institutional Integrity and Culture

**Vice President
for Learning**

**Vice President
For
Learner Support Services**

**Vice President
For
Learning Resources Management**

Meeting Community Needs

Student Success

Community Outreach and Impact

Human Resources

Technology

Resource Utilization

One College

Providing a continuum of
lifelong learning



Learning (old)

Transfer

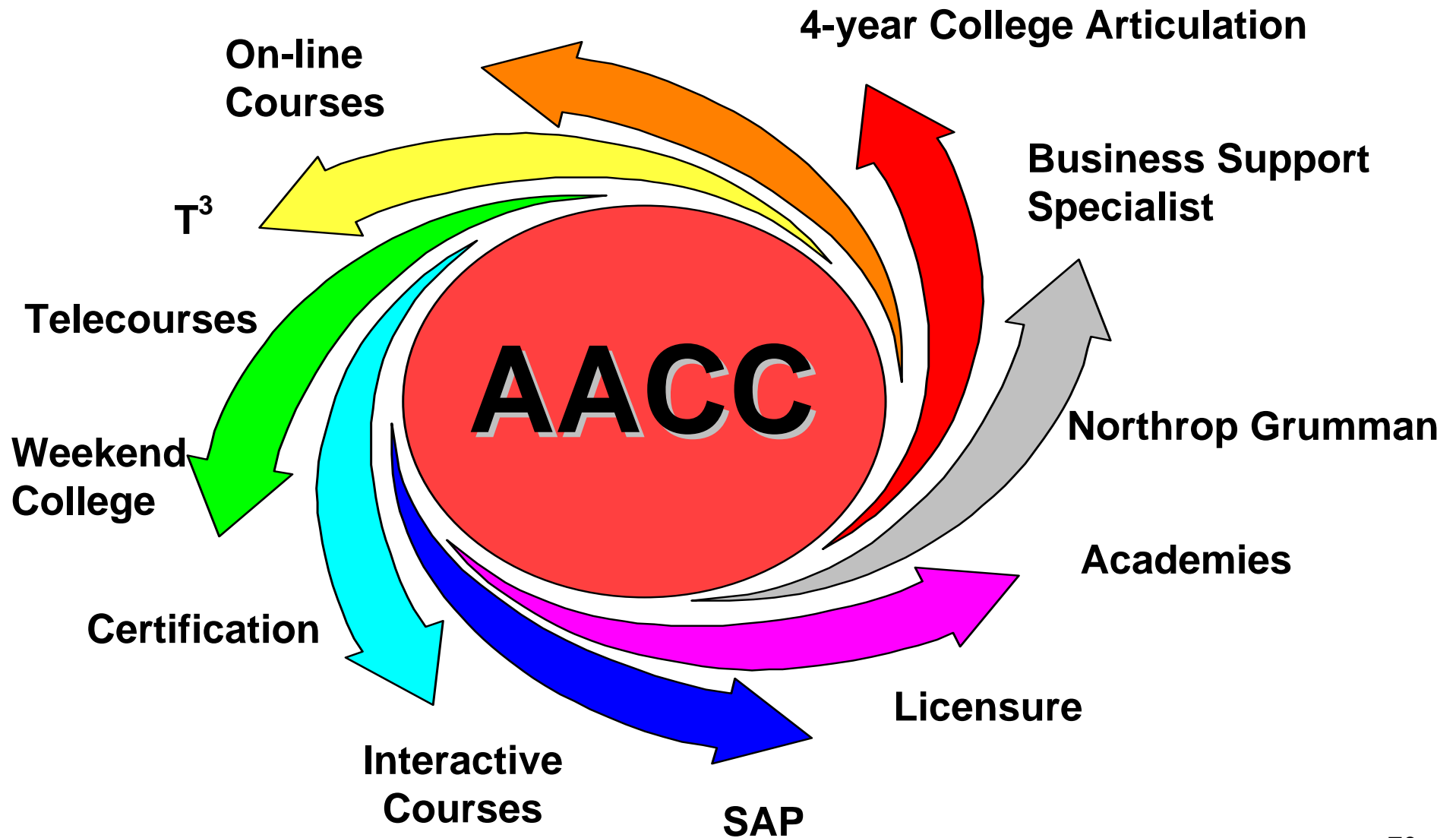
Career

Continuing
Education

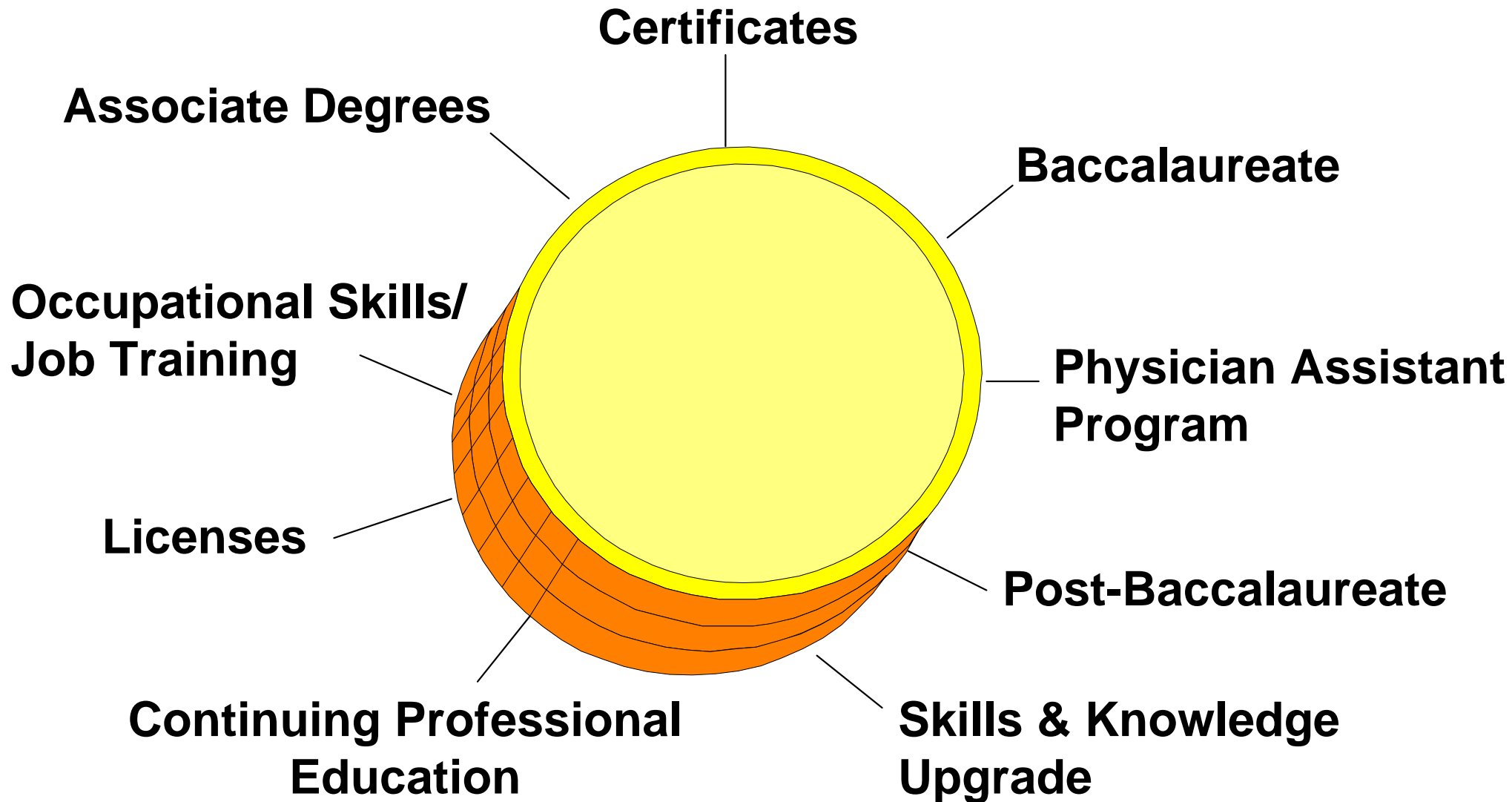
Developmental

Personal
Enrichment

LEARNING (Interim)



New Paradigm is a Continuum of Lifelong Learning





Continuum of Lifelong Learning (New and Evolving...)

- Variety of delivery modes, formats and timeframes
- Variety of instructional and learning modes
- Variety of entry and exit points
- Variety of measurements of knowledge, skills and abilities
- Variety of credentialing



The challenge for today's colleges and universities is to **create an array of options for people to use in continuously upgrading their education and skills.**

Source: Workforce 2020. Richard W. Judy and Carol D'Amico. 1999



“Creating an Array of Options”

- Help Desk Specialist Certificate
- Baking and Pastry Arts Certificate
- Science Laboratory Management Certificate
- Web Technologies Degree
- Gerontology Degree/Letter of Recognition
- General Technology Degree
- Film Analysis Letter of Recognition
- Art History/Museum Education option in Fine Arts



“Creating an Array of Options”

- WWW Programming and Design Certificate
- Publication and Design on the Internet Certificate
- Therapeutic Massage Degree
- Pharmacy Technician Certificate
- Home Health Aide Letter of Recognition
- Patient Care Technician Certificate
- Practical Nursing Certificate
- Revised Teacher Education programs



AACCC Strategic Plan

2001 @AACCC.qual.edu

(1996)

- Meeting Community Needs
- Student Success
- Teaching and Learning
- Technology
- Human Resources
- Professional Development
- Funding

2005 @AACCC.qual.edu

(1999)

- Meeting Community Needs
- Student Success
- Community Outreach and Impact
- Institutional Integrity
- Technology
- Human Resources
- Planning and Resource Acquisition/Utilization



Third Revision in 2001

Focused on assessing our plan against Krakauer's*
“Criteria for a Learning College”

Criteria Categories

- | | |
|--------------------------|--------------------|
| 1. The Learning Process | 6. Learners |
| 2. Learning Content | 7. Organization |
| 3. Learning Facilitators | 8. Leadership |
| 4. Learning Specialists | 9. College Culture |
| 5. Learning Outcomes | |

* Dr. Renate Krakauer, Criteria for a Learning College, 2000.



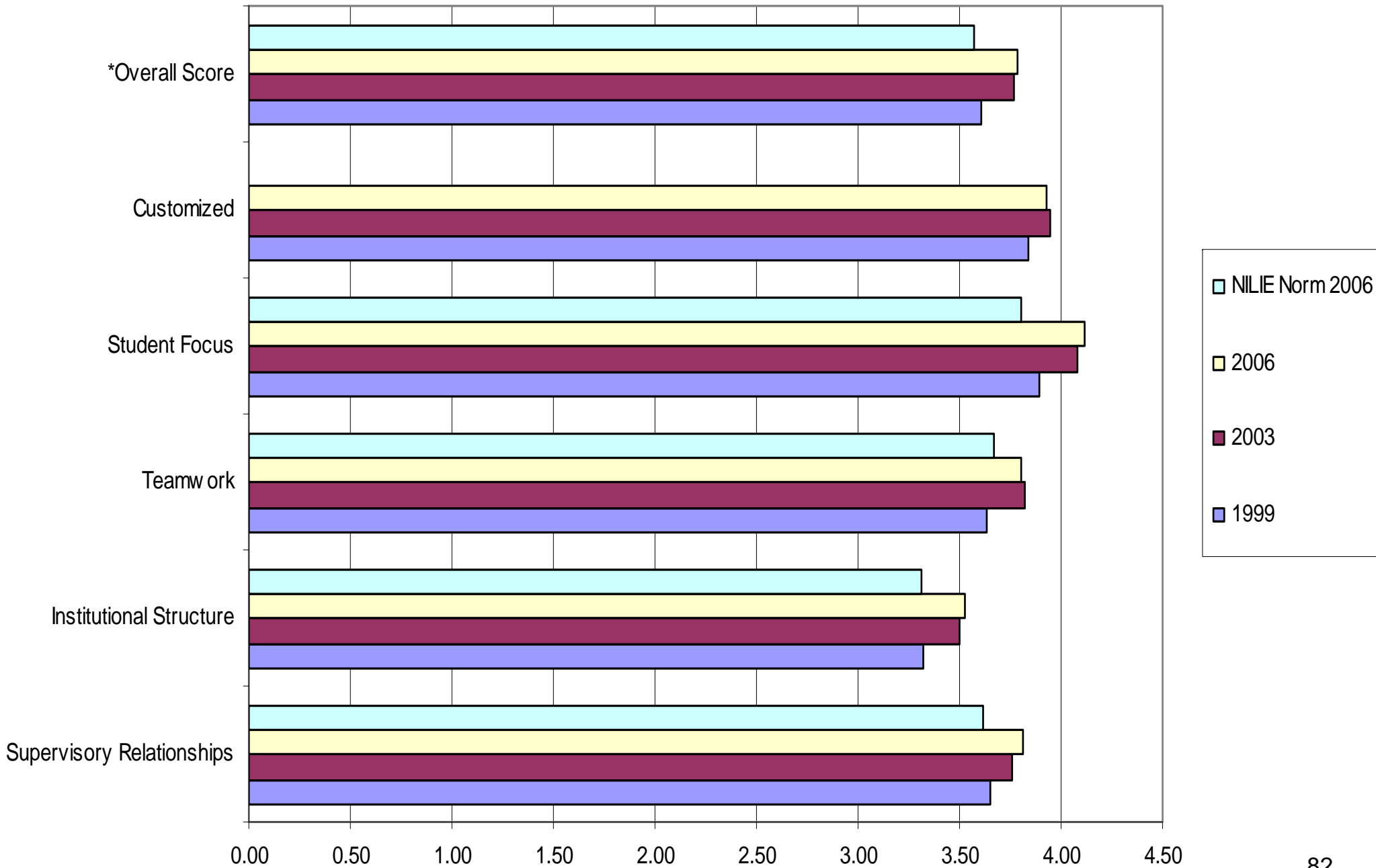
Flexible Job Description

- ◆ **New approach to meeting the needs of the faculty and institution**
- ◆ **Breaks the frame of traditional faculty assignments**
- ◆ **Combines primary teaching responsibilities with other opportunities for meeting student, community and college needs**
 - **Experiential learning**
 - **Distance learning**
 - **Workforce initiatives**
 - **Community education**
 - **Extended learning programs**
 - **Community and business partnerships**
 - **Collaborative activities with K-12 and baccalaureate-granting institutions**
 - **Research and grants development**

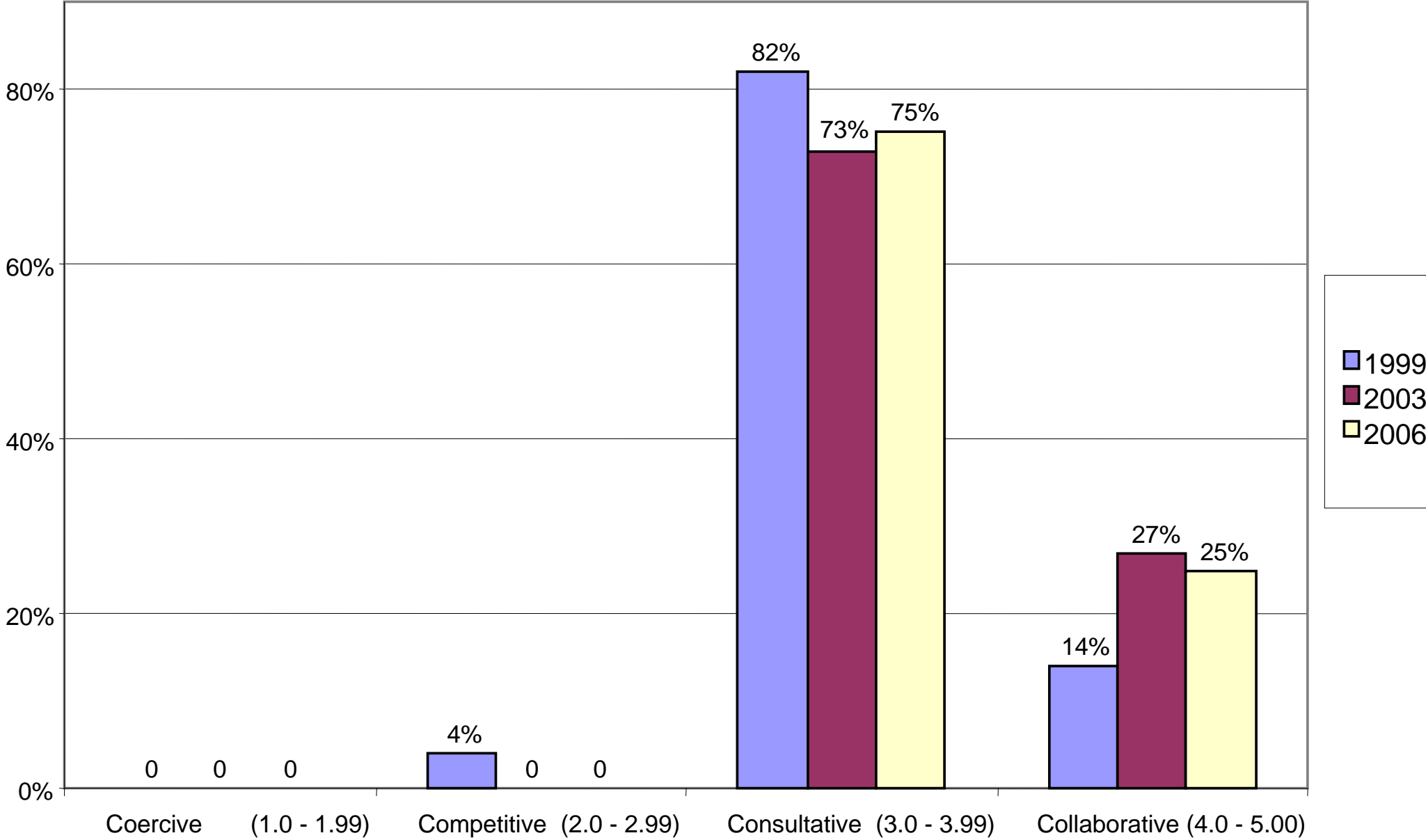


Culture of Collaboration

College Climate/Culture: AACC vs. NILIE National Norms - 1999, 2003 and 2006 Pace Survey



Overall Strengths of Anne Arundel's College Climate Distribution of PACE Overall Score across NILIE's Management Systems 1999, 2003 and 2006 Pace Survey





Learning Response Team

Purpose

1. **Cross-fertilization** so that as senior leaders everyone will know what is going on
2. **Feedback to each other** on new initiatives or operational updates in a place where each of us can get the benefit of some of the best thinking in the college
3. **Make decisions** on institutional initiatives
4. **Express ideas, concerns, and issues** in the best interest of our colleagues, our students, and our college
5. **Sharing information** with our staff members



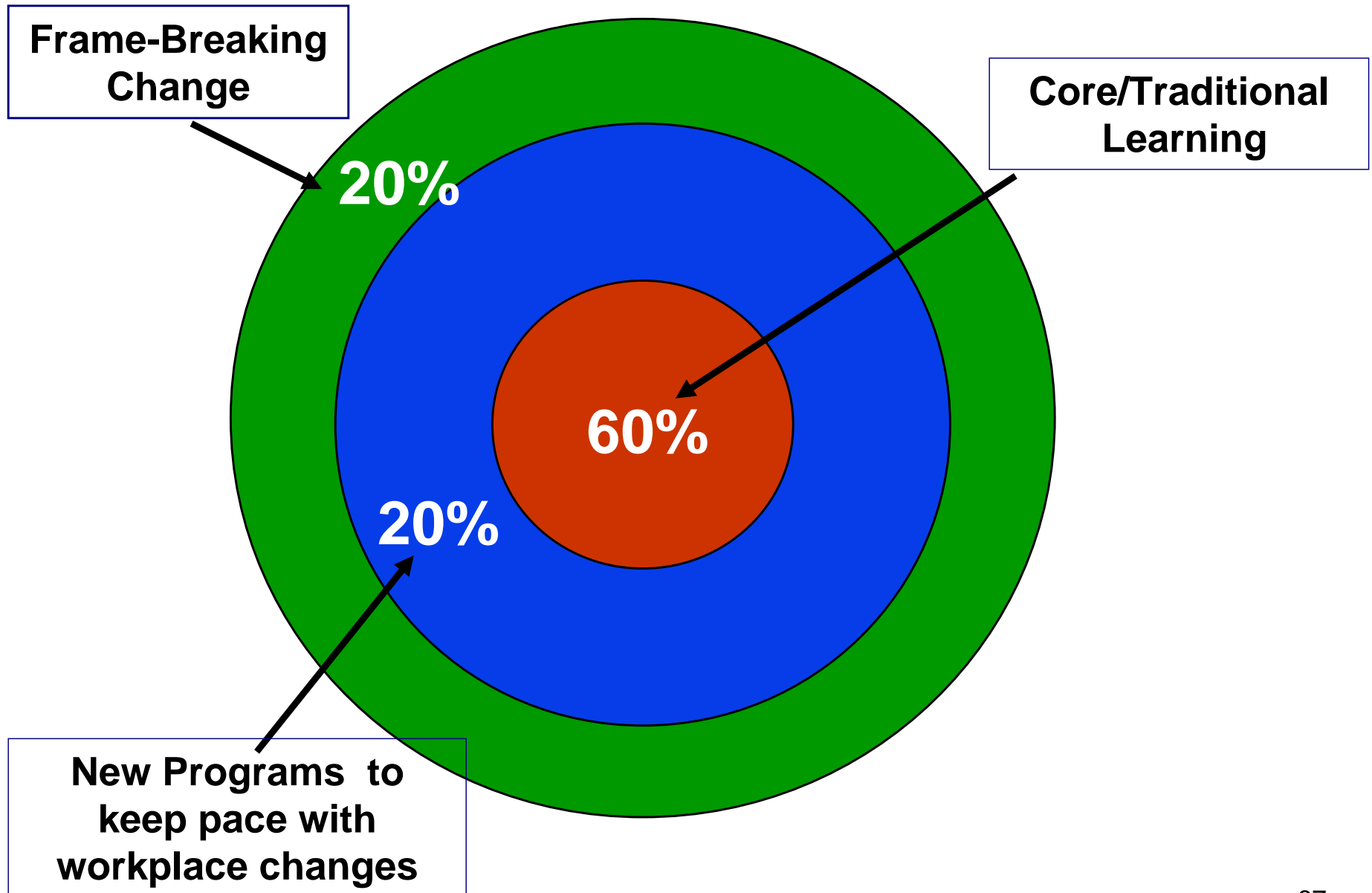
Team Learning

- **Online Academy**
- **Designs for Learning**
- **Learning College**
- **Committee Advisory to the President (CAP)**
- **New Horizons**



CHANGE!

Useful Concept





The Crisis of Change

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Danger

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Hidden Opportunity



“Change has no
natural constituency.”

Sacred Cows Make the Best Burgers
Robert Kriegel & David Brandt



Change as it relates to people

- Re-establishment of expectations
- Losing and regaining a sense of control



What this means

- Resistance is a natural reaction to change
- Careful planning of the introduction and implementation of change greatly increases success
- Communicate, build commitment, and sustain sponsorship of change



Learning is a change process.

Change is a learning process.



III. Programs/strategies that promote **individual learning/growth/improvement**



Personal Mastery

- Institutional Professional Development (IPD)
 - Online course schedules, registration and access to transcripts
 - Customized departmental learning opportunities
 - Technology training workshops
 - Workplace skills training (supervisory, team-building, customer service)
 - Personal Enrichment and Health & Wellness workshops
 - PSSO Professional Development month (April, 2008)
 - New Employee Orientation



Personal Mastery

- Professional Development Plan
- Learning College New Faculty Orientation
- Faculty & Staff Orientation
- Part-time Faculty Orientation
- ASO/PSSO Recognition Program
- Sabbaticals
- Emergency Preparedness training
- Online Diversity & Security Awareness training



Focus on Learning!

Results...



Student Success

- Over **54,000 students** served every year and growing!
- HCAT's Culinary Arts Operations A.A.S. degree program awarded a **seven-year accreditation** and recognized as an **exemplary program** by the American Culinary Federation Foundation Accrediting Commission
- All allied health programs and the paralegal studies program received **full accreditation for the maximum period of time**
- **Greatest percentage of service area residents** served among all Maryland community colleges
- **70%** of recent Anne Arundel County high school graduates attending college in Maryland are attending Anne Arundel Community College



Student Success

- More degrees and certificates awarded than any other single-campus community college in Maryland
- Best four-year transfer/graduation rate for full-time students among our peer colleges
- The most recent alumni survey shows that 96.4% of survey respondents completely or partially achieved their educational goal
- The first year GPA of 2.73 of the most recent group of transfer students is the highest GPA among our peer college transfer students after their first year of enrollment at four-year colleges
- The most recent employer survey shows that 100% of employers rated the overall preparation of career program graduates as “very good” or “good”



Student Success

- **90% pass rate** on the NCLEX-RN Licensure Exam for May 2007 nursing graduates
- **90% pass rate** on the NCLEX-RN Licensure Exam for December 2007 nursing graduates
- **100% pass rate** for the 2007 graduates of the Chesapeake Area Consortium for Higher Education* Physical Therapist Assistant Program
- **100% pass rate** for the 2007 graduates of the Radiologic Technology Program
- **100% pass rate** for the 2007 graduates of the Physician Assistant Program
- **100% pass rate** for the 2007 graduates of the Medical Assisting (Certificate) Program
- **100% pass rate** for the 2007 graduates of the Pharmacy Technician Program

* Includes AACC, College of Southern Maryland, and Chesapeake College



Thank you!

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