



Community College of Allegheny County
Achieving the Dream Newsletter
Focusing on Student Success

January 2015

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Spring 2015 All College Day

By Valery Keibler, Director of Faculty & Staff Development

A diligent crowd of CCAC instructors and staff overcame a blowing snow storm, single-digit temperatures and school delays to attend the Spring 2015 All College Day held at CCAC's North Campus. Overcoming obstacles appropriately fit the theme of the event which was "Breaking Barriers to Reach All Students." In addition to speakers and presentations which are a staple for this event, faculty and staff also provided posters to highlight services, courses and research on barrier-breaking topics. A hand-out packet was also provided to attendees which included information provided by college-wide contributors.

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Participants began by considering the most basic barrier-breaking required for students including needs for food, shelter, personal safety, health concerns and belonging. Moving from the basic needs of individuals to academic considerations, the concepts of self-control and grit were introduced. Self-control was defined as a momentary regulation used by an individual to overcome impulses. A longer, more sustained effort to attain a long-term goal is the idea of "grit". Participants reflected on the qualities which are part of "grit" and how these can be cultivated in students to help them break their barrier to success. These "grit" qualities include:

- Sticking with projects without distraction
- Overcoming setbacks with hard work
- Keeping long-term interest in a project (for longer than a few months)
- Identifying and pursuing one goal to the finish
- Diligence

Upon this introductory discussion, Dr. Fred Bonner presented ideas and research on Millennial students in the community college. As the Samuel DeWitt Proctor Endowed Chair in Education at the Graduate School of Education at Rutgers University, Dr. Bonner has been involved in research on generational

differences and has authored a book on the subject. His research has built upon the documented differences between Millennials and older generations by investigating additional considerations that diversity brings to Millennial students. Technology use, adult-to-adult conversations and personal relationships are valued by Millennials. Dr. Bonner noted that instructors who modify their instructional styles to include these values are often successful in engaging Millennials.

Online Learning Demographics

By Dwight Bishop, Director of Distance Learning

(Data used in the “*Who are our Online students?*” poster presented at the Spring All College Day, 2015)

CCAC’s Internet students are about the same age as the rest of the student body but many more Internet students are female (64%).

40% of all CCAC students took Online Courses during 2013-14 academic year.

35% of students taking online courses took only online courses during a 2013-14 semester.

16.9% of Internet course students were not residents of Allegheny County.

	% Enrollment 2013-2014
Allegheny County Residents	83.1%
Counties without CC*	9.0%
Counties with CC*	4.6%
Out of State	3.0%
New to Region	0.3%

*CC: Community College



Roadmaps are Available for Spring!

Roadmap is designed to engage students at entrance and teach them how to become active partners in their educational success. It has the potential to change students’ lives by providing the framework for academic and career planning conversations that will help students maintain focus and achieve their goals.

Contact Mary Kate Quinlan (mquinlan@ccac.edu) to get copies for your classes or events.

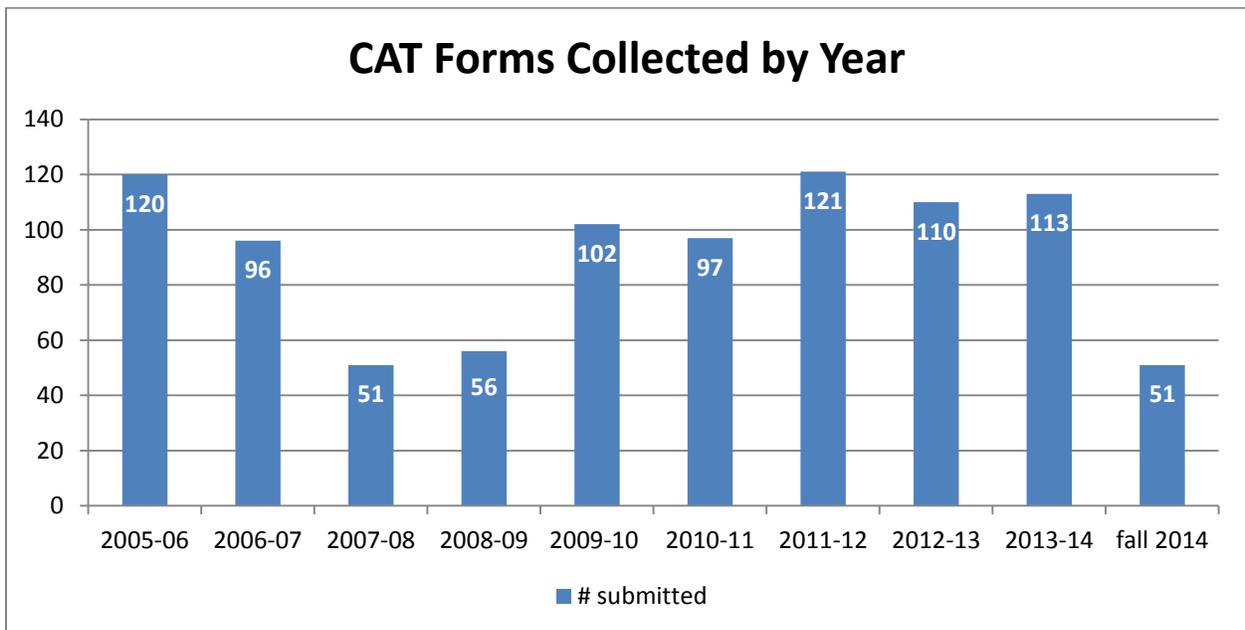
CAT Best Practices

The ATD newsletter periodically features a CAT Summary to highlight the best practices in classroom assessment at CCAC. This CAT features the Muddiest Point, the most versatile assessment technique for the college classroom. It is quick and easy to administer, and it produces useful information about what is most confusing to students. The technique requires students to respond quickly and articulate what is most unclear about the topic. Repeated use of this technique prompts students to become aware of their own learning and promotes self-assessment.

Faculty Name	Geno Anitori
Campus	Boyce
Date	12/3/14
Discipline/Program	ALH/DMS
Course	DMS 204
What learning outcome are you assessing?	Describe echocardiographic characteristics of the following clinical anomalies: <ul style="list-style-type: none"> • acquired valvular heart disease
Describe the learning opportunity you provided to students to help them achieve the learning outcome.	I used the “muddiest point” to identify areas of student uncertainty in the information that was presented.
Classroom Assessment Technique Used	Muddiest Point Survey
What did the assessment data reveal about student learning?	The students had difficulty applying information obtained from pressure curves obtained in the cath lab to acquired valvular disease and the way it is assessed in the Echo lab.
How did you use the results to improve learning?	We revisited the pressure curves and examined the changes in the pressure curves for each valvular abnormality.
Evidence of Improved Learning	The students realized that the pressure curves demonstrate very predictable patterns that can cause changes to the heart which need to be demonstrated in echocardiograms.

Number of CATs Collected

Each term the Assessment Advisory Group collects CAT summary forms as a measure of participation in assessment. In fall 2014, 51 CATs were submitted. Everyone who submits a CAT receives a certificate for their portfolios as an easy way to document participation in assessment. Please consider completing a [CAT Summary Sheet](#) for one of your classroom assessments and submit it to aslcommittee@ccac.edu.



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