

LCC Learning Plan Structure – DRAFT

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Structure Subcommittee: D. Gilbert, C. Howard C. Lundquist (absent), J. Bailey (absent)

- **Statement of purpose**
 - Articulates how the plan is the means to build and maintain a college-wide “exemplary learning environment” through goal-setting, integration, action-planning and assessment and evaluation.
- **Multidimensional goal**
 - A multidimensional goal achieves a state where the college creates learning environments that are:
 - **Quality**
 - **Accessible**
 - **Desirable**
 - **Sustainable**
 - **Responsive**

Multidimensional Learning Plan

Goal



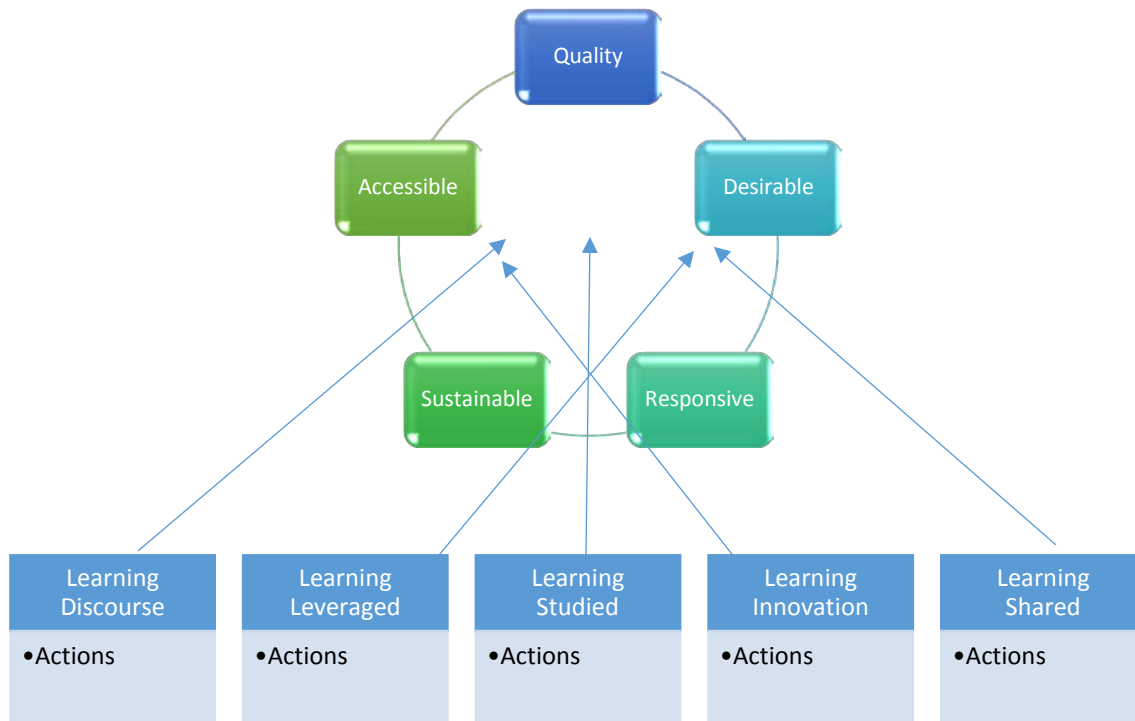
- “Learning” refers to student learning as the primary goal, which is supported by other kinds of learning (i.e., professional development) and resources to support learning.
- The Learning Plan frames institutional support for ensuring optimal environments and opportunities for student learning
- **Elements**
 - Elements frame multidimensional goals attainment through an initial set of short and long term actions. Elements are dynamic and may be updated and changed when actions are completed or conditions change

Learning Discourse	Learning Leveraged	Learning Studied	Learning Innovation	Learning Shared
•Actions	•Actions	•Actions	•Actions	•Actions

- **Learning Discourse** - Proposed actions will support and reduce barriers to making student learning the primary practiced aim of the college. By engaging in conversations throughout the college, and creating transparency across the college in meeting the Learning Plan goal, the college will maintain a strong internal focus on student learning. It includes thoughtful and studied integration of local, state, and national issues around student learning and the Learning Plan Goal.
- **Learning Leveraged** – Proposed actions would establish and maintain financial planning practices that privilege student learning and the Learning Plan Goal. Financial planning, investments, funding, and spending exhibit transparency in the college’s commitment to the Learning Plan Goal.
- **Learning Studied** – Proposed actions include maintaining and supporting academic program review as an expectation of faculty work. Actions also includes integrating program review recommendations into ongoing processes for implementation,

coordination, and planning across all stakeholder groups at the college. Professional development supports student learning, including building a focus on the Scholarship of Teaching and Learning (SoTL).

- **Learning Innovation** – Proposed actions include establishing a structure for supporting systemic and cross-academic innovations in student learning and student learning environments, which is responsive to student learning needs and the Learning Plan Goal, and sustained through resource allocation and ongoing quality assurance.
- **Learning Shared** – Proposed actions include establishing effective and efficient ways to assess and discuss achievement of the above Elements at all levels of the college.



Elements and actions are directed toward achieving multidimensional Learning Plan Goal

Learning Council is responsible for:

- evaluating the progress in meeting the multi-dimensional Learning Plan Goal,
- initiating new actions under each Element as the current actions are concluded,
- adjusting Learning Plan Elements to better meet the goals as progress is made and conditions change and,
- adjusting Learning Plan goals as progress is made and conditions change.