

Annotated Bibliography  
Strategic planning - Academic Plan – Community College

- 1. Bosch, W., Hester, J., MacEntee, V., MacKenzie, J., Morey, T., Nichols, J., & ... Young, R. (2008). Beyond Lip-service: An Operational Definition of “Learning-centered College”. *Innovative Higher Education*, 33(2), 83-98. doi:10.1007/s10755-008-9072-1**

Driving question: What is a “learning-centered college”?

Subject: SUNY institution (4-year)

Methods: Investigators (faculty in a Center for Teaching and Learning at the institution) evaluated SOS data (correlate to our CCSSE), NSSE, and FSSE and identified active learning and faculty expectations for learning. They conducted a series of focus groups (students, faculty from multiple disciplines, administrators) lasting 55-90 minutes using the following open-ended questions about a learning-centered college, then coded the responses to create a framework:

1. What is/are the purpose(s) of a college education for students?
2. What does it mean to be a “learning-centered” college?
3. What are the most important responsibilities of faculty/staff and students in achieving a “learning-centered” college education?
4. How do in-class and out-of-class experiences contribute to a “learning-centered” college education?
5. How do the different parts of the academic curriculum (e.g., general education, the major) contribute to a “learning-centered” college education?

Significant findings: Investigators developed a shared construct; “Meaningful Learning”, which includes roles of faculty, student services, and students and an institutional culture that supports these roles. Faculty hiring practices should include criteria that includes HIPs and active learning expertise and interest. Interdisciplinary collaboration supports the Meaningful Learning construct.

“Meaningful Learning” is the construct behind this institution’s academic and institutional planning

Other article contents: Strong literature review with possible suggestions for more study/reading.

Authors are faculty and leads in the CoTL at SUNY Oswego

- 2. Klein-Collins, R. (2011). Strategies for Becoming Adult-Learning- Focused Institutions. *Peer Review*, 13(1), 4-7.**

Driving question: What are the components of Adult-Learning Focused Institutions(ALFI)?

Summary: Authors mention an ALFI “Toolkit” for institutional self-assessment on domains specific to adult learning. Reviews nine principles of effectiveness:

- a. Outreach
- b. Life and career planning
- c. Financing
- d. Assessment of learning outcomes (specifically, prior learning assessment)

- e. Teaching and learning processes (related to life and work experiences, adjustable pacing)
- f. Student support systems
- g. Technology
- h. Strategic partnerships
- i. Transitions

Author is an educational researcher in ALFI.

**3. McPhail, I. P. (2004). Transformation of a College: From Teaching to Learning. *Presidency*, 7(3), 28-31.**

Driving question: “What are the steps to create a learning-centered college?”

Summary:

1. Establish a clear vision and direction – emphasis on the role of college leadership in learning-centered culture
2. Develop a strategic plan – plan drives goals and outcomes. Grounds the work
3. Build the framework – a good explanation of how the Learning Council at LCC can frame policies and infrastructure
4. Adopt flexible learning options – cites dual credit, night, online, accelerated, prior learning as examples
5. Focus on learning outcomes assessment – identified as a critical element and one where faculty play a large role in developing and defining competencies
6. Engage student development professionals – integrating the role of out-of- classroom learning into the learning culture.

Author is a President of CC of Baltimore County



Fig. 1 Meaningful learning conceptual framework.