

Lane Community College Learning Plan 2016-2020

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Purpose

An institutional Learning Plan is intended to galvanize the collective intelligence, efforts, and resources of the College community toward achieving an exemplary learning environment. The Learning Plan defines a set of long term learning goals while building coherency among institutional Core Themes, strategic plan, and student experiences and outcomes, across all areas of Lane. The Learning Plan will include steps for measuring and assessing progress. The long-range Learning Plan shall be reviewed and revised as scheduled in the plan to assure currency, relevancy, and agility, allowing Lane to balance progress toward institutional learning goals with adaptability to challenges and opportunities. In order to reflect Lane's Mission and Core Values accurately and holistically, the Learning Plan's development, implementation, and review shall include the participation of college faculty, administrators, students, and staff.

(Learning Council, February 26, 2016)

Means

The LCC Learning Plan articulates a means to build and maintain a college-wide, exemplary student learning environment. The plan

- brings clarity to the plan goal in its *several key dimensions*
- lays out essential *strategic action elements* to achieve the goal
- provides an *initial set of immediate actions* in each of these action elements
- provides a means for assessing progress and update immediate actions to maintain progress

The plan functions at an institutional level, providing language and general and specific direction, guidance and mechanisms that support extensive engagement and empowerment of the collective intelligence and expertise throughout the college. In this way, the plan supports and aligns the initiative of colleagues of the college community as individuals and in small and large units.

The Learning Plan Goal:

Establish and Sustain Excellence in Student Learning

Excellence in student learning has the following essential characteristics:

High quality in terms of using the most effective up-to-date pedagogies feasible resulting in high levels of up-to-date learning.

Accessible to students in terms of availability, inclusion, and affordability.

Desirable in terms of alignment with educational needs and desires of students, academic transfer and professional pathways, and expertise and skills needed by the community and the world.

Sustained in terms of being supported and having stability that the college community and students and partner institutions can count on.

Continuously improved in terms of incorporating current educational needs, pedagogical and subject matter advances, and taking advantages of opportunities for improvement.



Key Strategic Action Elements to Establish and Sustain Excellence in Student Learning

Six key strategic action elements for meeting the plan goal provide us in the college community a strategic picture of our overall effort. Many of these action elements are called for in the strategic directions document or otherwise aligned with that document. This alignment is tabulated in the more detailed initial plans following the summary of the six key elements of strategic action.

Summary of key strategic action elements

1. **Developing a common discourse about the highest priority given to student learning and the Learning Plan goal**, which will support a common effort to achieve the plan goal, will raise the level of discussion to incorporate the thinking and experience of our college community, will reduce barriers to effective cooperation by all people in the college community by effectively articulating their connection to the plan goal, will enhance transparency, and enhance focus on the plan goal.
2. **Incorporating the strategic priority of student learning into the long-range financial planning of the college**, which will serve as a key element to investigate feasibility, and will integrate the educational service and financial operations side of the college, which is necessary for creating effective long-range plans for the college as well as for achieving the plan goal.
3. **Fully establishing and maintaining a regular faculty-led 5-year cycle of academic program review**, which will support creativity, clarity and initiative at the discipline, department and division levels to enhance the student learning environment, will provide high quality feedback on the efficacy of policy and procedures in effect, and will provide opportunities for robust feedback from the college community on the work taking place at the discipline/program level.
4. **Broadening, increasing and sustaining support for faculty participation in the Scholarship of Teaching and Learning (SoTL)**, the results of which will support academic program review, will support bringing research-validated innovations to the college and sustainably implementing them, will engage faculty in the means of improving the quality of classes and other elements of the learning environment, and will provide opportunities for the whole college community to enhance and participate in enhancing the quality of education.

5. **Establishing and sustaining cross-academic divisional structures to explore, test, and integrate successful multi-divisional innovation into the college**, which will provide normal support infrastructure, will reduce tendencies for under-productive siloed work and thinking, and will encourage and normalize systemic collaboration and improvements.

6. **Establishing effective and efficient ways to assess and discuss achievement of the above elements of action**, which will provide data for measuring progress and informing further action steps, will provide important data about the operation of the college to all elements of the college community including the Board of Education, students and institutional partners, and will incorporate local assessment of learning and other measures of education quality and faculty engagement that will validate alignment with accreditation standards.

Six Key Strategic Elements in relation to Strategic Directions Initiatives

Strategic directions initiatives	Learning Plan Key Strategic Elements					
	1	2	3	4	5	6
Commitment to Student Learning and Success	√				√	√
A Culture of Teaching, Learning, and Innovation	√	√	√	√	√	√
Access, Equity, and Inclusion through Social Justice	√			√	√	
Strengthened Community	√	√	√	√	√	√
Financial and Environmental Stewardship		√			√	√

Initial Action Directions

Note – These are not complete and could benefit from gap analysis and other additions based on questions raised

1. Developing a common discourse about the highest priority given to student learning and the Learning Plan goal

- A. Clarify and distinguish the primary focus on student learning from other related points of focus on students, student success, student retention and completion, student grades, other learning in the college community, and other related but different organizational aims. (Learning Council responsibility)
- B. Evaluate options and choices in terms of optimally contributing to student learning. (college units responsibility)
- C. Review external college publications and student recruitment strategies and align them with the primary focus on student learning. (all units involved in recruitment responsibility)
- D. Review all college unit charters and support language in them that establishes an adequate and transparent connection of the work of the unit with student learning. (all unit responsibility)

2. Incorporating the strategic priority of student learning into the long-range financial planning of the college

- A. Establish a long-range financial planning process that integrates financial planning and reporting with planning in the college around the education service mission of the college. (Finance Council responsibility)
- B. Establish a yearly report to the Board of Education, which shows the extent of alignment of budgetary decisions to each dimension of the Learning Plan goal and actions to achieve the goal. (Finance Council responsibility)
- C. Establish a long-range financial planning framework and research capacity aligned with the Learning Plan goal that can examine financial requirements and impacts of efforts to achieve the Learning Plan goal. This framework and research capacity be available to divisions,

departments, disciplines and work groups, and governance groups engaged in planning and self-study. (Finance Council, IRAP responsibility)

3. Fully establishing and maintaining a regular faculty-led 5-year cycle of academic program review

- A. Fully integrate academic program review, which originated as a supported and largely voluntary program, into the college as a regular, expected, sustained activity. (APROC, Faculty, ASA responsibility)
- B. Recognizing that the academic program review process generally produces the highest quality information about a program, when feasible initiate a program review process whenever a program is considered for cutting. (APROC, IEC, Governance responsibility)

4. Broadening, increasing and sustaining support for faculty participation in the Scholarship of Teaching and Learning (SoTL)

- A. Build upon the strategic directions support for engagement in faculty participation in “research” on teaching and student learning, and take advantage of opportunities to support faculty engagement in the scholarship of teaching and learning. (Learning Council, Faculty Professional Development, ASA responsibility)
- B. Build financial scenarios in the long-range financial planning process to provide data to determine the feasibility of integrating SoTL into the operation of LCC. (Learning Council, Finance Council responsibility)
- C. Identify and support promising avenues of scholarly inquiry into teaching and learning that can enhance the recruitment, support, and academic success of students from populations that have been historical underserved in particular disciplines. (Learning Council, Diversity Council, academic program responsibility)
- D. Employ scholarly inquiry into teaching and learning by faculty to inform action to address identified problems in meeting the education mission of the college (all units, APROC, Learning Council, ASA, Faculty)

5. Establishing and sustaining cross-academic divisional structures to explore, test, and integrate successful multi-divisional innovation into the college

- A. Explore and establish creating cross-college capacity for creating systemic improvements in the learning environment, moving away from a basically

“boutique” model for innovation, and systemic innovation beyond what can be dealt with in academic program review. (Learning Council, ASA responsibility)

- B. Explore and establish cross-divisional structures which support cross-divisional learning environments (e.g. Learning Communities) that do not get sufficient, stable or appropriate support from a solely division-centric structure. (Learning Council, ASA, Governance responsibility)

6. Establishing effective and efficient ways to assess and discuss achievement of the above elements of action

- A. Develop a system for tracking and reporting progress, and the convening of forums by those responsible parties (Learning Council responsibility)
- B. Develop a format for reporting progress for accreditation purposes, to the college community, including a yearly report to the Board of Education (Learning Council, ASA, Assessment Team responsibility)
- C. Convening forums and commissions to formulate updates in the Action Directions (Learning Council responsibility)

Reviewing, updating, revising the Learning Plan

The Learning Council, which contains representatives from all employee groups, will form a Learning Plan Commission to monitor and facilitate achieving the Learning Plan over the long term.