Annotated Bibliography
Strategic planning - Academic Plan – Community College


**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


**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.


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

Author is a President of CC of Baltimore County
Our Goal...
Shared Commitment to Meaningful Learning

The Learning-Centered College at Oswego
Meets the needs of diverse students for meaningful learning in preparation for citizenship, career, and personal life, and as a foundation for lifelong learning.

A Degree from Oswego
Represents a rich array of meaningful learning experiences created by the collaborative effort of faculty, staff, and students in a vibrant learning community supported by a university-wide culture of meaningful learning.

Meaningful Learning at Oswego

Student Learning Characteristics
- Intentionality
  Students set challenging personal goals, and take responsibility and control of their learning.
- Engagement in learning
- Open-Minded Exploration

Learning Community Characteristics
- Effective communication
- Integrity and ethical behavior
- Reciprocal respect and caring as individuals
- Collaboration and interaction

Faculty and Staff Teaching Characteristics
- High Expectations for learning of all students
- Passion for Learning reflected in teaching: scholarly and creative activity, and service
- Variety of Effective Teaching and Assessment Strategies to promote meaningful learning for students

A Culture of Meaningful Learning is reflected in the operation of all units at SUNY Oswego
- Student services and extra-curricular activities
- Academic programs, field experiences, resources and services
- Faculty and staff professional development and personnel decisions
- Alumni and philanthropic outreach
- Physical environment and technology

Fig. 1 Meaningful learning conceptual framework.