

LCC Learning Plan Structure

DRAFT

Revised October 14, 2016

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

- **Statement of purpose**
 - The LCC Learning Plan articulates a means to build and maintain a college-wide “exemplary learning environment” through goal-setting, integration, action-planning, assessment and evaluation.
- **Multidimensional goal**
 - The multi-dimensional goal of the LCC Learning Plan is to create excellent learning environments for students, which has these essential dimensions:
 1. **High quality** in reaching high levels of up-to-date learning
 2. **Accessible** in terms of availability, inclusion, and affordability
 3. **Desired** by taking into account educational needs and opportunities of students, transfer pathways, and expertise needed by the community
 4. **Sustained** through a cross-academic structure that supports systemic innovation in student learning, including integrating successful innovations into the regular operations of the college
 5. **Responsive** by continuously improving in response to educational needs, pedagogical innovation, and opportunities.

“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. They are dynamic and may be updated and changed when actions are completed or conditions change. Elements and actions are directed toward achieving multidimensional Learning Plan Goal. The Learning Plan elements are:

1. **We Learn Through 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.
2. **We Prioritize Learning**- 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.
3. **We Study How Learning Happens**-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).

4. **We Foster Excellent Learning Environments** –. Proposed actions support learning environments that are responsive to student learning needs and the Learning Plan Goal, and sustained through resource allocation and ongoing quality assurance.
5. **We Evaluate, Rethink and Redesign**– Proposed actions include establishing effective and efficient ways to assess and discuss achievement of the above Elements at all levels of the college.

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.

Proposed action options

This would evolve based on question-raising and through LC discussion with constituent groups in plan development

