

LCC Learning Plan Structure

DRAFT

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- **Statement of purpose**

- The LCC Learning Plan articulates a means to build and maintain a college-wide “exemplary learning environment” through excellence in teaching, goal-setting, integration, action-planning, assessment and evaluation.

- **goal**

The overarching goal of the LCC Learning Plan is to create excellent learning environments for Lane’s students. Excellent learning environments are:

- **High in instructional quality.** Teaching practices in our learning environments are informed by quality research about how students learn and what knowledge and skills will benefit them most, and by ongoing assessment of instructional quality and student learning.
- **Equitable and accessible.** Our learning environments are welcoming spaces where students with diverse backgrounds, beliefs, talents and identities learn together.
- **Desirable for our students.** At Lane our learning environments are in tune with the diverse career and personal goals of our students, and are consciously aligned with academic, enrichment, and employment opportunities in our community.
- **Sustained by faculty, staff and administrators who support each other.** At Lane faculty work within and across disciplines to share their skills and knowledge, faculty and support staff work together to understand how best to meet students’ needs, and faculty, staff and administrators work to develop and further shared aims.
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“Learning” refers to student learning as the primary goal, which is supported by other kinds of learning (i.e., professional development in teaching and learning as well as in the academic discipline) and resources to support learning. The Learning Plan frames institutional

support for ensuring optimal environments and opportunities for student learning achieved through excellence in teaching.



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. These elements and actions are directed toward achieving the overarching Learning Plan Goal:

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), supporting excellence in teaching and continuous professional development renewal in the academic disciplines.
4. **We Foster Excellent Learning Environments and Innovations in Teaching** – 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