

Lane Community College

DRAFT - Strategic Learning Planning

Team

LCC Learning Council

Steering Committee: Dawn DeWolf (Executive Team), Christina Howard (Faculty), Kerry Levett (Executive Team),

Preamble

We assert, “Lane *is* learning”, specifically, that Lane is a community of practice comprised of lifelong learners who value our shared commitment to learn meaningfully as students, colleagues, and higher education leaders.

Background

This year, the Learning Council charged itself to author a white paper that seeks to answer the question “What is *Learning* at Lane?” and to begin to draft a college-wide plan and goals around learning. Concurrently, Lane is actively creating core themes that aim to ground our work and our ability to evaluate our institutional effectiveness. *(Needs more narrative that describes we are experiencing significant change at an institutional level and recognize that there is a need for broad conversations so that the Learning Plan is aligned, connected, and integrated with the current focus on improving institutional effectiveness. In short, this will take some time – I suggest a goal of one academic year for respective units to develop goals, etc around learning)*

Tenets

- **Lane has a high value for student, professional, and institutional learning.**
 - **A strategic-learning plan guides our community of practice in a shared purpose. Goals allow everyone to work and reflect intentionally on how Lane is Learning.**
 - **Learning is a process that occurs over time.**
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- Lane has completed instrumental grounding work around learning through the collaborative development and adoption of Lane’s Core Learning Outcomes (CLOs). *(Insert reference here from CLO development synthesis report)*
 - “A liberal education approach to student learning” means students, faculty, staff, leadership, and other stakeholders value general education and professional development that align with Core Learning Outcomes. (Lane Strategic Directions Accomplishment Report, 2012).
 - There is a culture shift at Lane to look more intentionally and deliberately at student learning at the course and division level. *(Insert reference to A-Team Projects here and other sources)*
 - Lane introduced the construct that CLOs are our shared identity, in terms of our work and how it impacts student learning *(Insert reference to Dr. Ebrahimi’s keynote)*
 - Lane recognizes that learning occurs in multiple and integrated realms: curricular, co-curricular, operational, administrative, governance, institutional research, workforce, community

What is needed

A Grounding Identity: *Lane is Learning*

- Create an organizational space for the campus community and respective constituent groups to identify as a community of practice around learning
- Identify resources and supports to guide learning practice and planning development
- Respect the expertise and perspectives of diverse and inclusive voices within divisions, discipline, and student groups; all efforts are grounded in learning
- Empower communities of practice to create goals, outcomes, strategies, and action items that, 1) align with CLOs and, 2) reflect its respective culture and expertise within the institution.
- Process collaboratively how Lane is Learning and share outcomes across the institution
- Set clear timelines to move the work forward and assess implementation or other respective needs.

Suggest an outline of meetings and milestones for the 15-16 academic year so that learning plans are read for implementation by the end of spring 2016.

Perhaps align with CLOs. For example, create goals that use CLO language

Goal 1: Lane Thinks

Goal 2: Lane Creates

Goal 3: Lane Engages

Goal 4: Lane Communicates

Goal 5: Lane Applies