

# Strategic Learning and Student Affairs Directions

2010-2011 through 2014-2015

*It takes an entire college to move a student to goal achievement and graduation*



**Learning Council and Student Affairs Council**

**Writing Subcommittee**

**Kate Barry, Lida Herburger, Phil Martinez**

**Background**

The Learning Plan expired in 2008. Student Affairs Council’s work plan for this year was focused on creating a new plan and Technology Council was also revising directions and plans. New college-wide Strategic Directions needed to be incorporated into new plans and reported to College Council. It seemed beneficial for the Learning Council and Student Affairs Council to develop integrated plans benefitting from each others’ perspectives. Both councils also could benefit from a joint conversation with the Technology Council since online education and resources are part of the Learning Directions and Student Affairs Directions. Remaining meetings for the year were limited in number.

It was decided that Learning Council should work jointly with the Student Affairs Council and to some extent with Technology Council to produce related, integrated documents through four joint sessions. Given workload issues as well as to support the chairs of the councils being participants in these planning sessions a facilitator was selected to help with the work. A representative sub-committee worked with the facilitator on planning and helped to complete the work of writing the Directions.

End products were considered Directions rather than Plans to mirror the work of College Council. The aim was for all three area Council Directions to tie together. Directions were to be explicitly aligned with the Strategic Directions of the College and be student-centered.

| <b>Learning Council Members</b>   | <b>Student Affairs Council Members</b>   |
|---|--|
| Lida Herburger, Program Coordinator, Continuing Education - Chair<br>Sonya Christian, Vice President of Academic and Student Affairs – Vice-Chair<br>Kate Barry, Executive Dean for Student Affairs<br>Don McNair, Executive Dean for Academic Affairs<br>Dennis Gilbert, Faculty, Science<br>Phil Martinez, Faculty, Social Science<br>Roma Cusimano, Faculty, Language, Literature & Communication<br>Ken Murdoff, Division Dean, Social Science<br>Michael Levick, Training Coordinator, Academic Technology Center<br>Katie Taylor, Student, ASLCC<br>Kienan Wear, Student, ASLCC<br>Mary Brau, Faculty, Institutional Research, Assessment & Planning – member by position | Lucas Polzin, Student – Chair<br>Kate Barry, Executive Dean for Student Affairs – Vice Chair<br>Carol McKiel, Management Coordinator, Engaging Students Title III project<br>Fiora Starchild, Enrollment Services Advisor, Enrollment & Student Financial Services<br>Sharon Foster, Administrative Specialist, Athletics<br>Marv Clemons, Faculty, Cooperative Education<br>Barb Delansky, Associate Dean Student Affairs, Student Life & Leadership Development, Multicultural Center and Women’s Program<br>Wesley Smith, Student, ASLCC<br>Bert Logan, Director, Financial Aid |

### **Planning and Writing sub-committee:**

Kate Barry

*Manager, Vice Chair of SAC*

Lida Herburger

*Classified, Chair of LC*

Phil Martinez

*Faculty, Member of LC*



**Facilitator:** Ted Lay

### **Process**

The Learning Council and Student Affairs Council met for four joint facilitated sessions. In one session they were joined by Technology Council to share progress. The writing sub-committee met between sessions to synthesize and provide wording for council ideas and proposals. The process was as follows:

*February 12:* SAC/LC brainstorm, initial grouping of items into statement, context, goals and implementation ideas.

*Feb 23<sup>rd</sup>* writing group synthesized and produced beginning draft.

*Feb 26<sup>th</sup>* LC/SAC feedback on writing group's work – initial agreements about wording

*March 10<sup>th</sup>* Writing group – reconcile wording differences

*March 12<sup>th</sup>* LC/SAC met with Tech Council for joint feedback. LC/SAC began closure on content of directions, first attempt at agreements on specific content.

*April 16* writing group summarized, reconciled wording, and captured agreements and differences.

*April 23<sup>rd</sup>* SAC/LC finalized content: no consensus on 3 goals, 2 disagreements were minor. One disagreement was a substantive disagreement centered on the conflict between the goal of full time faculty and staff and fiscal sustainability.

*April 29<sup>th</sup>* writing group finalized wording and captured agreements and differences. Draft was sent out for feedback. Options were included for language that captured the full time staff /fiscal sustainability issues.

*May 20<sup>th</sup>* writing group prepared final draft for Vice President Christian.

## Learning Council and Student Affairs Council Joint Directions

### Liberal Education

#### Statement

Lane commits to a philosophy and practice of education that empowers individuals with broad knowledge that leads to critical thinking, problem-solving, problem posing, and abstract thinking. Liberal education also leads to a self directed ability to learn, and the ability to communicate knowledge and understanding effectively. Liberal education is not a set of courses but cultivates students' capacity for critical and open intellectual inquiry. It rests fundamentally on the free, constructive and respectful exchange of ideas, includes diverse perspectives and aims towards social justice and empowerment for the individual, group, and community. Liberal education is integral to "holistic" student development, civic engagement, and effective concerted action. Therefore Lane commits to liberal education as a basis of its general education offerings and transfer programs and promotes its infusion into all other programs & services.

#### Context

Global challenges such as poverty, self determination, and climate change require an education that moves people's world views from local perspectives to global dynamics and global cultural perspectives and practices. Liberal education provides a breadth of knowledge and experience that assists individuals to gain control over their own lives and develop and cultivate social responsibility skills. It also promotes cross cultural, technological, historical, and information literacy. It enlightens and or changes assumptions about the way things are and can be.

#### Goals

- Infuse liberal education in curriculum across all areas of the college's comprehensive mission
- Create learning environments that nurture students at all levels of academic preparation to move them toward their educational goals.
- Empower faculty to create, establish, and sustain best pedagogical practices related to liberal education
- Foster a culture of active self-directed learning
- Promote all forms of literacy in all disciplines
- Ensure students are prepared to participate inclusively in a multicultural world
- Develop students' capacities to understand power, privilege and difference



## Online Education and Educational Resources

### Statement

Lane commits to providing students access to quality technologies to promote learning options, educational enhancements, information literacy, and student success. Lane's online learning and educational resources seek to enhance access and technical skills for its diverse population of students.

### Context

Online learning incorporates the college's philosophy of empowering individuals with broad knowledge in a liberal education framework. Access to a computer and the Internet is considered a basic service. People who do not have these services are disenfranchised from the information and resources provided. Acknowledging this digital divide, Lane aspires to narrowing the gap in student computer skills and access to current technology.

### Goals

- Identify and provide the essential support service that students require to be successful in modern learning environments
- Ensure access to appropriate and effective technology for all students
- Develop strategies to enhance students' engagement and interactivity
- Support students in developing computer literacy

## Basic Skills

### Statement

Lane commits to supporting a wide range of students' needs, skills and abilities to meet their educational goals. Students need clear career and educational pathways and student services to provide a comprehensive and consistent path to success.

### Context

Lane students come from a wide range of backgrounds and all levels of academic preparation. Pathways for these students may not be traditional pathways. Students may need financial support but may not be eligible for financial aid. Students need to be assessed in the context of their culture. It may be important to incorporate students' families and other social relationships into their educational plans.

### Goals

- Structure program and curriculum for more effective and efficient student completion
- Provide bilingual, multicultural services
- Coordinate and provide comprehensive programs to transition from non-credit to credit and/or workforce
- Provide necessary courses and services for student persistence and completion.
- Provide access to technology and the support to use it
- Connect basic skills to career technical and liberal education

## **Student Progress and Completion**

### **Statement**

*Lane commits to the philosophy of the right to succeed and to provide services and systems to support student success. Completion requires the integration of academic and student affairs with learning as a focus.*

### **Context**

There are multiple entry points to Lane – foundational skills, extended learning, continuing education, traditional high school-to-degree programs, GED and adults in transitions. Students need to be acknowledged and treated as adults; they are capable of making decisions, setting goals and moving forward. Success should be defined in terms of the whole person, not just course requirements. Indoor and outdoor physical spaces, having a home base and engagement with the college directly impact student learning and success. Systems and processes need to acknowledge cultural and ability differences for accessibility, services and learning environment design. It takes an entire college to move a student to goal achievement and graduation.

### **Goals**

- Ensure students receive accurate, consistent, understandable, and upfront information.
- Provide a continuum of careful and intentional guidance and services from initial contact through degree/certificate completion
- Create and deliver instruction and services in other formats in addition to the traditional 10-11 week quarter system
- Identify and recognize milestones and momentum points that students can achieve as important steps toward graduation/completion
- Increase the capacity to collect, analyze and access information about student progress and completion to make effective data based decisions
- Create clear educational and career pathways to ensure timely progress and completion for diverse students
- Strive to close existing achievement, progress and completion gaps
- Support curriculum consistency & continuity for optimal articulation between courses & programs

### **Summary**

There was consensus on all aspects of the Directions except for one goal in liberal education, wording issues on one goal on Online Education and Education Resources, and a statement proposed for the preamble. These issues are being referred back to the councils.