

Learning College Implementation Progress

Progress as of 8/19/2006

Fall Semester, 2004

- **Training/Best Practices**
 - Instructional team attended conference of Vanguard Learning Colleges.
 - The chairs of the learning college steering committee, along with Debbie Bouton and Rick Lee visited Sinclair CC to discuss implementation of learning college initiative. Materials were shared with appropriate individuals from the CPCC community.
 - 10 members of the steering committee visited Isothermal Community College to meet with their learning college implementation team. Their assessment plan for curriculum outcomes assessment was shared with the co-chair for learning outcomes.
 - Visited Valencia CC to discuss their implementation of learning college initiative.
 - Training for the *learning dialogues* was held at three different times. 15 individuals have agreed to serve as learning dialogue facilitators. A powerpoint, video, and facilitator templates have been provided to all facilitators.
- **Communication**
 - Developed a Learning College Website to chronicle transition and provide a resource for faculty and staff.
 - A learning college videotape was developed for use during new employee orientation and during the learning dialogues. The videotape will also be aired on channel 17. This 3½ minute videotape provides an overview of the learning college concept.
- **Professional/Faculty Development**
 - Conducted focus groups to discuss internal development needs.
 - New employee orientation has been revised to include a unit on the learning college. The concept is introduced during the initial meeting. During the second session, the Assoc. Dean for Instructional Development conducts a one-hour session on what it means to work in a learning college.
 - New Employee Orientation and Faculty Orientation (initial sessions) have been combined to streamline the orientation process of new faculty.
- **Presentations**
 - Team members presented panel discussion of “learnings” at the VPI’s fall kickoff meeting.
 - Team members presented learning college sessions during fall roundup.
 - Assoc. Dean for Instructional Development presented overview of learning college initiative at fall conference.

- **Learning Outcomes**
 - Partner with Gen Ed committee to research strategies and “best practices” to assessing critical thinking.
- **Steering Committee**
 - Letters of invitation sent to potential learning college steering committee members. Members represent a cross-section of college units. Fran Lilly, Rita Rodabaugh, and Tracy Moore were selected as co-chairs for the 2004-2006 term
 - Organizational meeting of learning college steering committee held. 25 committee members agreed to serve for a 2 year period.
 - Subcommittees were formed to address the following:
 - Professional Development, Tracy Moore – chair
 - Recruitment & Retention, Fran Lilly – chair
 - Learning Outcomes, Rita Rodabaugh – chair
 - Learning Dialogues, Debbie Bouton – chair
- **Partnerships**
 - Partner with Student Life to support and expand service learning training. Incorporate learning-centered concepts.
 - Materials from the conference were shared with appropriate individuals including representatives from Institutional Effectiveness committee and Gen Ed committee.
- **Learning Fellows**
 - Dianne Cates and Debbie Bouton served as liaisons for the Learning Fellows Program to support the professional development of faculty and professional staff and to support research with immediate applicability to the values of the Learning College.
 - Partner with Futures Institute to expand program
- Learning college subcommittees met at least during fall semester to discuss objectives.
- Professional development offerings have been expanded to provide additional sessions relevant to faculty needs.

Spring, 2005

- **Speakers:**
 - Bill Roberson, a national expert on critical thinking.
 - Dr. Willard Lewis, President of Isothermal Community College, will speak concerning the successes and challenges of transitioning to a learning college.
 - Partner with Futures Institute to bring in speaker, David Pierce Snyder on the topic *The Future in Thought and Action: A Strategic Thinking Workshop for Community College Leaders*. .
- **Training**
 - Members of the learning outcomes subcommittee will attend a workshop on *Embedding Assessment of Student Learning*

Outcomes in Regularly Scheduled Assignments. Materials will be shared with other committee members and appropriate CPCC personnel.

- Debbie Bouton will complete the certification for WorkPlace Big Five Profile for use in Leadership Development Programs.
- Members of the Learning Outcomes subcommittee will attend an Assessment Symposium sponsored by NCSU (April, 2005).
- **Learning Dialogues**
 - Dr. Zeiss will announce, at his spring forum, the “roll-out” of the Learning Dialogues. He will emphasize the importance of getting input from across the College and encourage full participation in the dialogues.
 - Upon completion of all sessions, feedback from the learning dialogues will be compiled and organized and presented to the Leadership Council.
 - A pilot learning dialogue will be scheduled at Central Campus. A cross section of faculty and staff will be invited to attend. Procedures will be refined based on feedback from participants and facilitators. Findings will be shared with all facilitators.
 - Multiple learning dialogues will be scheduled at each campus. These sessions will provide a structured forum for soliciting input concerning the implementation of the learning college initiative.
 - Include questions about the learning college initiative in the faculty and staff survey developed by the planning and research office. This will give employees who were unable to attend a learning dialogue the opportunity to share their views.
 - Conduct student focus groups to solicit input from students about learning college initiatives.
 - Based on feedback from Learning Dialogues, identify 3 initiatives that will help the College become more learning-centered and turn those over to Action Teams. (Report to Leadership Council)
 - Communication
 - Collaboration
 - Required Orientation
- **Faculty/Staff Development**
 - Develop online component for full-time faculty orientation
 - Provide online modules for a part-time faculty certification program.
 - Big Five assessment will be available for interested faculty
 - Used with Learning Council
 - Instructional Executive Secretaries
 - Human Resources Department
 - Form Doctoral Support Group. In partnership with Futures Institute, develop website that outlines dissertation topics. (See Resources Sheet)
- **Learning College subcommittees will identify 2 objectives that can be accomplished within the next six months.**

- *Learning Outcomes Subcommittee*
 - The Learning Outcomes subcommittee will invite 10 faculty members to volunteer to pilot the assessment initiative. Faculty will be trained on learning outcomes assessment, specifically critical thinking as a learning outcome.
 - Training on incorporating critical thinking into the classroom will be provided to pilot faculty during May, 2005
 - Pilot will be conducted during the fall 2005 semester.
- *Recruitment and Retention Subcommittee*
 - Create a new recruitment, hiring, and support model for all faculty and staff that reflects learning-centered principles.
 - Review and revise PDP process to reflect learning-centered principles and results.
 - Assist in development of new faculty evaluation instrument that more closely reflects an emphasis on student learning
- *Professional Development Subcommittee*
 - Revise Innovation Grant program to reflect learning-centered principles and results.
 - Develop searchable database that catalogs training acquired through CPCC to make it easier for others to see who has the expertise.
 - Develop leadership development plan that helps faculty and staff look at competencies and gaps.

Summer, 2005

- **Training**
 - Summer Institute – Learning Outcomes – 1 1/2 day workshop for participating faculty. Quality Matters standards.
 - Service Learning Institute – 3 day workshop – expand faculty who have received training. 15 maximum.
 - Learning College Co-Chairs will attend Learning College Summit
- **Professional Development**
 - Organize leadership training to make it more focused. Scaffold the training.
 - Employees participating in Leadership programs will develop an individualized development plan.

Fall, 2005

- **Learning Outcomes Subcommittee**

- Conduct pilot test of learning outcomes assessment (critical thinking) with key faculty.
- Ed Neal from UNC-CH will facilitate a critical thinking training workshop for faculty involved in the pilot project.
- Meet with faculty periodically during the semester to assess progress.
- Partner with Gen Ed Committee to pilot critical thinking across the curriculum.
- **Learning Dialogues**
 - Schedule regular (semester) sessions at each campus for informal dialogue concerning learning college progress.
- **Professional Development**
 - Support faculty innovation in curriculum, teaching, instructional support, and assessment through an on-going program of faculty development and financial support through Tier A funds and funding through the Educational Resource Committee.
 - Develop Succession Planning Survey (self-identification)
- **Action Teams**
 - Partner with Leadership Council to follow-up on progress of Learning Dialogue initiatives.
- **Recruitment & Retention**
 - Partner with AVP for Instruction to revise faculty PDP process to reflect a more learning-centered approach.
 - Provide online options for new faculty orientation.

Spring, 2006

- Present concept of Core Competencies to faculty – Speaker from Alverno College
- Implementation of Action Team initiatives
- **Identification of Core Competencies for a CPCC graduate**
 - **Cabinet endorsement**
 - **Survey Results**
- **Selection of Competency Team Leaders**
- Provide training on WIDS software
 - Division Directors
 - Pilot faculty
- Develop competency matrix with pilot faculty
- Complete Phase II of Critical Thinking Pilot
 - Assessment of student learning
- Develop technology assessment tool for students hoping to take online courses.
- Develop remedial online training for students who do not exhibit minimum level of computer proficiency to be completed prior to enrollment in online course.
- Develop technology assessment tool for CPCC employees – Phase One: clerical positions.

- Develop online training for faculty and staff who do not have the computer proficiency necessary to complete position requirements.
- Complete succession planning pilot project with Division Directors
 - Provide training for Division Directors on individualized development plans
- Select new LC co-chairs
- Convert 5 required trainings to online option
- Complete revision of CPCC application to reflect Learning College Initiative
- Division Directors and faculty identify core competencies covered in class/program
- Identify members for Competency Teams.
- Schedule forums at each campus to discuss impact of core competencies
- Conduct focus groups with students to discuss core competencies

Summer, 2006

- Competency Team Leaders attend Learning Outcomes Workshop at Alverno College
- 3-day Critical Thinking workshop for volunteer faculty
 - Pilot instructors facilitate (stipend paid to facilitators)
- Send representative to Learning College Summit (new LC co-chairs)
 - Work with Division Directors to finalize competency matrix
- Train Division Directors on new faculty PDP process
- Work with English Division to identify competencies and develop implementation and assessment plan.
- Meet with Professional Careers to map competencies matrix.
- Request nominations from each instructional division to serve as division liaison (Learning Outcomes Subcommittee – core competencies initiative)

Fall, 2006

- Identify instructor to head Learning Outcomes subcommittee and lead efforts on core competency implementation.
- Division liaisons work with divisions to refine matrix and develop assessment/tracking plan
- Re-examine prerequisites
- Require new faculty PDP tool for all instructors
 - Faculty Growth Plan required for all instructors
- Working with faculty committee and administration, develop Adult Teaching Certification program and demonstrating teaching effectiveness would receive pay increase.
- Assess computer skill level required for all positions.
- Require computer competency assessment for those applying for positions with the college.

