

Need Statement for a Strategic SAH Division Plan

The singular purpose of our enterprise is to help all students achieve academic, employment and personal success. The institutional commitment to this purpose is expressed in the programs it develops and the resources it allocates. Programs like MESA, RISE, EOPS, Umoja, Outreach and many others reflect the conceptual framework we employ and the seriousness with which we approach our mission. Institutional plans are critical in the effective and efficient allocation of resources to support these and other efforts directed at supporting student success.

The planning process at the District and College levels is robust and extensive. A brief list includes: Unit Plans, Student Learning Outcomes, Program Learning Outcomes, Program Plans, Educational Master Plan, Student Services Plan, and Facility Plan. There are many others. These are all part of SCC's "Family of Plans." You can access all of these plans at <http://www.scc.losrios.edu/prie/planning/family-plans/>.

Despite this enormous effort of program development and planning, achievement of our ultimate purpose can happen only if students have meaningful learning experiences inside and outside the classroom.

The challenge we face is to make these programs and plans support the individual student learning experience with each faculty, staff, and counselor. Each lecture, lab session, stockroom visit, or counseling session represents a "moment of truth" in which we either advance our purpose or we do not.

The Division is the most appropriate level to focus the big-picture efforts of programs and plans on the granular experience of the student. It is at this level where there is the most direct link of funding, planning, human resources to the quality of each student's learning experience.

This effort is intend to direct, maximize and expand Division resources and talent to provide each student with a valuable learning experience. As we move forward, we need to be mindful of our internal (College) context. We also need to be mindful of our external context including our academic partners (K-12 and senior institutions), broader community organizations and needs, and other educational initiatives at a local, regional, state and national level.

We will succeed in our effort if we continually ask ourselves one question, "Does this action support or hinder the student learning experience?" This is not an abstract question and its answer must be evidenced-based. While educational research can be hindered by shoddy design and ambiguous results, there is a growing body of knowledge based on neurobiology that gives strong support in addressing this question. One text which is particular helpful in this regard, is How Learning Works by Susan A. Ambrose, Michael Bridges, et al (ISBN978-0-470-48410-4). Please see the attached concept map.

Your leadership is absolutely essential to the success of this effort. Thank you

Principle #7

7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Assessing task, evaluating own strengths, planning approach, applying & monitoring work, reflecting on outcomes

Monitor & control learning

Metacognitive processes

Self-directed learning

Knowledge, skills, abilities, beliefs, behavior, attitudes

structured, accurate, meaningful

retrieval

Effective, efficient application

Principle #2

2. How students organize knowledge influences how they learn and apply what they know

6. Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning

Principle #6

Control

Classroom climate

5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning

Principle #5

Quantity, quality & frequency

Student practice

Appropriate level of challenge

Specific goals & criterion

develop

Apply to new problems

Integrate

skills & knowledge

able to

Integrate

Learning*

is a

Process

which is

Developmental

can't

concurrent with

other developmental processes

but can support by

Classroom climate

with goal of

Change

measured by

Performance

Future learning

supports

hinders

achieve

Compatible with educational process

Incompatible with educational process

when

Motivated

engage in

Quality learning behavior

within

Supportive environment

if perceive

Value

in

Goal or activity

Probability of success

if perceive

Supportive environment

Probability of success

if perceive

Supportive environment

Components of learning

driven by

Experiences

of

Students

constructed by

Filter

use a

when

Existing knowledge

Social & emotional history

Identity

from

Motivated

engage in

Quality learning behavior

within

Supportive environment

if perceive

Value

in

Goal or activity

Probability of success

if perceive

Supportive environment

1. Student's filter can help or hinder learning
Principle #1

Principle #3

3. Students' motivation determines, directs, and sustains what they do to learn.

*Based on *How Learning Works* by S.A. Ambrose, M.W. Bridges, M.C. Lovett