**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/](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.

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

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

Principle #4
4. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

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

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

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

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