Themes from Campus Conversations about the Learning Plan
Fall 2017 – Winter 2018

What does "excellence in teaching and learning" mean to you in your department or division?
- Shared understanding with faculty and staff to meet students' goals
- Environment provides all of the needs to faculty and learners
- Keep pace with changes; up-to-date (flexible use)
- Prepare the student to be successful at the next step (student or program)
- Inquiry and openness to improve student success (through methodology, cost, access, professional development)
- Student learning outcomes with iterative improvement outlook
- Course design is accessible and integrates best practices in design principles
- Relevant to today's market, keep up-to-date, cost effective for student, meet employment needs
- Based on clear priorities for students and the community
- Includes learning resources that promote success and engagement

How do you understand "quality", "accessibility", "relevance", "sustainability", and "evaluation" as those characteristics relate to your field? Are we missing any characteristics of an excellent teaching and learning environment that are important to your work?
- Sustainability - should this be "agile" vs "stable"? Is "dynamic" more of what we are looking for?
- Meeting student goals - student success is a characteristic of quality
- Agility, adaptation, flexible; recognize a need not to be complacent
- Responsive to students and external factors; respond with relevant curricula
- How do we serve the evolving needs of our community?
- When are courses offered?
- How are courses sequenced?
- Process should be fluid and accessible to students
- *Resilience" - captures sustainability and success over time
- Open Education Resources: we need to make this option more visible to students and provide college support

What strategies do/could faculty and staff in your department or division use to produce and assess high-quality teaching and learning environment that is accessible, relevant, and sustainable?

- Increase student visibility in the planning process
- Program review - allows for a "deep dive" into program assessment and planning
- Get people that already have jobs on campus and into programs that they can start at anytime
- Consider technology as a strategy to increase accessibility
- Timely and relevant advising

- Invest in resources that inform where students are in their learning development so they can get placed in appropriate classes and provided with appropriate supports and resources
- High-touch student engagement within and across departments so students remain connected to their personal academic/learning plan

With respect to actions and missing actions - relevant themes included:
- Who is responsible for implementing the plan?
- What data and metrics will be used to inform improvements?
- Will these be based on clear and evidence-supported priorities for students and the community
- Where is civic engagement, both for students and for our role within the community? Are we bringing students into the community?
- How will FPD, PR, ATC, Curriculum and Assessment, Center of Teaching and Learning, and Scholarship of Teaching and Learning be integrated? Will actions from these groups be integrated?
- How does this connect to existing work?
- How are we capturing humans as structural and infrastructural elements?