

# Student Learning Plan (Academic Years 2023 – 2026)

## Chandler-Gilbert Community College

In the fall of 2023, the Student Learning and Success Council (SLSC) was tasked with creating a Student Learning Plan to guide the work of the SLSC and other academically-focused groups. This plan was developed through a cooperative process within the Student Learning and Success Council. Four strategic learning plan visions were developed with enhanced student learning as the central driving force. In every decision, two questions were asked: “How does this enhance student learning?” and “How do we know?” An intentional component of the collaborative process was the development of strategies, goals, action agenda items for each goal, and measurable outcomes. The intent of this deliberate approach was to guide Chandler-Gilbert Community College towards a “culture of evidence” in which both qualitative and quantitative information routinely reflects results and guides improvement.

### Student Learning and Success Council

Executive Champion: Dr. Deborah Hardy

2023-2025 Co-chairs: Dr. Renée Rude and Dr. Jeremy Tutty

Learning Plan Vision Leads: Chris Schnick, Theresa Wong, Dr. Nikki Nieset, and Maryellen Ohrnberger

### Contributing Council Membership:

Adjunct Faculty

Career Services

Center for Teaching, Learning, and Assessment

Civic and Global Engagement

Co-curricular Events

Dean of Arts and Sciences

Dean of Enrollment Services, Strategic Enrollment Management

Division Chair Council

Dual Enrollment Advisory

Faculty Development Team

Guided Pathways

Information Technology Learning Communities

Planning and Research

Residential Faculty

Service Learning

Student Learning Outcomes Assessment Committee

Student Success

Writing Across the Curriculum

### Additional Constituency Represented:

Financial Aid

Inclusion, Diversity, Equity, and Access Council

Integrated Learning

Learning Center/Tutoring

Open Educational Resources

Student Life and Leadership

## Development and Implementation Timeline

The planning process was initiated in September 2023 with an established core commitment of enhanced student learning. Through a systematic brainstorming session and thematic analysis, four Strategic Vision Areas were identified. Subsequently, these vision areas underwent alignment with the values and strategies delineated in the Maricopa County Community College District Strategic Plan. Once the Strategic Visions were finalized, vision leads were assigned the responsibility of guiding work teams towards formulating an initial draft of the Learning Plan ensuring that every decision was guided by two questions: “How does this enhance student learning?” and “How do we know?”

An iterative feedback loop was then initiated, engaging participation from the entire Student Learning and Success Council. Collaborative meetings were convened between council leads and vision leads to elucidate the feedback and deliberate on its practical application. Following these discussions, another series of work-team sessions ensued, during which teams meticulously refined the draft in accordance with the feedback garnered. A thorough cross-team review was then conducted by the council, scrutinizing each vision area and providing constructive feedback and queries. The work teams reconvened to finalize the draft, taking into account the feedback received during the cross-team review. Finally, council leads undertook a finalization of the document to ensure a coherent and unified voice throughout its content, thereby culminating the planning process.

### September 2023

Call to create a Learning Plan - SLSC Leadership is charged with leading the council through a democratic process to develop a Strategic Learning Plan for the college.

### October 2023

Vision Category Development - Large-group brainstorming session that identified the four visions of the Learning Plan.

### November 2023

Vision Work Teams Identified four vision team leads and four vision work teams to develop goals, activities, and default metrics for each vision.

### December 2023 - January 2024

Develop Goals, Strategies, and Metrics - Vision work teams create goals and activities.

### February - April 2024

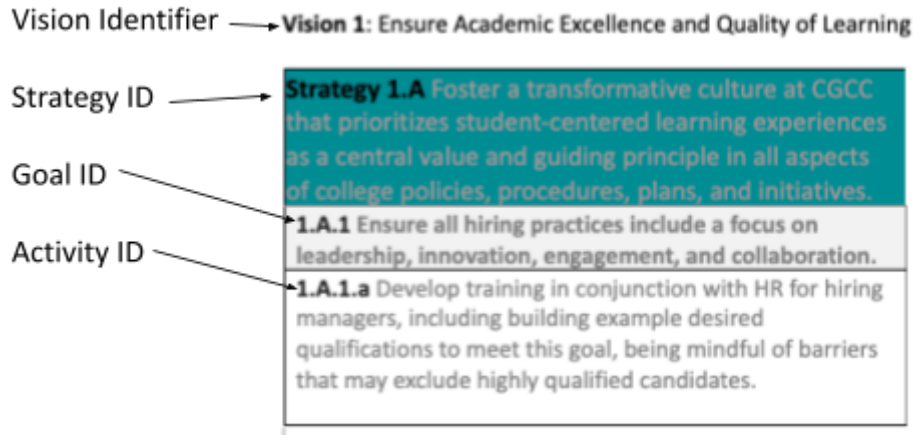
Review and Revision - Vision work teams reviewed and revised visions, goals, and activities in large and small group settings.

### April 2024

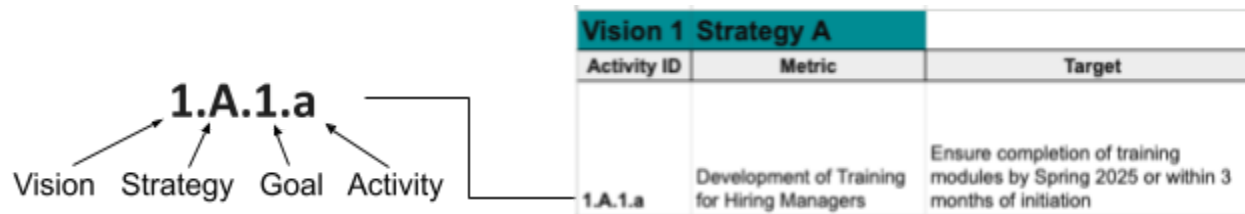
Completed Draft of Learning Plan - Approved by President’s Leadership Council.

# Student Learning Plan Structure

The CGCC Student Learning Plan consists of two documents. Strategic Visions, strategies, goals, and activities contained within this primary plan document. A second reference document contains suggested default plan metrics, targets, instruments, and implementation considerations generated from stakeholder feedback throughout the development process. Activity metrics are cross-referenced by Activity ID. The plan coding structure is as follows:



## Activity ID - Default Metric Cross-reference



[Link to: Learning Plan Default Metrics](#)

## Four Strategic Learning Visions

**Vision 1:** Chandler-Gilbert Community College will empower the college community to achieve academic excellence and ensure quality of learning through a commitment to assessment, impactful teaching strategies, and high-quality learning experiences and services.

**Vision 2:** Chandler-Gilbert Community College will enhance systems, structures, and processes that reduce barriers to fall-to-fall retention and completion of credentials, certificates, and degrees that align with institutional Mission Priority Areas: Early College, Transfer, Workforce Development, and Community Wellbeing & Investment.

**Vision 3:** Chandler-Gilbert Community College will commit to a systemic culture of valuing professional development that supports the success of our students, including ensuring resources and time for faculty and staff to engage in training opportunities.

**Vision 4:** Chandler-Gilbert Community College will keep our community thriving by promoting equity, inclusivity, and belonging within learning opportunities, processes, and services that empower students to become informed global citizens who contribute meaningfully to the world.

## Vision 1: Ensure Academic Excellence and Quality of Learning

Chandler-Gilbert Community College will empower the college community to achieve academic excellence and ensure quality of learning through a commitment to assessment, impactful teaching strategies, and high-quality learning experiences and services

Strategy 1.A Foster a transformative culture at CGCC that prioritizes student-centered learning experiences as a central value and guiding principle in all aspects of college policies, procedures, plans, and initiatives.	Strategy 1.B Provide all students a <i>default experience</i> that includes quality learning across all learning experiences.	Strategy 1.C Foster an environment where the emphasis on effective assessment becomes a cornerstone of educational excellence.
<b>1.A.1 Create and maintain spaces and times for collaboration.</b>	<b>1.B.1 Develop coursework with high expectations, relevancy, and future application.</b>	<b>1.C.1 Implement a framework for regularly assessing curricular and program learning outcomes.</b>
1.A.1.a Ensure that faculty and staff have time to collaborate by establishing a regular “collaboration hour” that provides meeting time for cross-disciplinary teams to process/plan/apply learning.	1.B.1.a Establish a speaker series or workshop series that focuses on creating high expectations in coursework.	1.C.1.a Integrate HelioCampus Assessment into curricular learning experiences.
<b>1.A.2 Provide consistent funding and support for innovation and proven educational practices.</b>	1.B.1.b Establish a community of practice to support IDP mentors.	1.C.1.b Evaluate and communicate learning results.
1.A.2.a Establish a framework for regular and consistent summer professional development opportunities.	1.B.1.c Encourage participation in established programming by the CTLA	1.C.1.c Analyze and use data to make resource and programming decisions.
1.A.2.b Ensure and clarify ongoing professional development opportunities at all levels with a dedicated budget.	1.B.1.d Establish a community of practice for Faculty Leads to regularly share best-practices, ensuring relevant and accessible coursework with future applications.	<b>1.C.2 Implement a framework for regularly assessing co-curricular learning experiences.</b>
	1.B.1.e Implement a multi-year strategy of course review, applying proven learning principles to course design and delivery.	1.C.2.a Integrate HelioCampus Assessment into co-curricular learning experiences.

	<b>1.B.2 Empower students to actively engage in critical thinking, problem solving, and reflection both independently and through collaboration with their peers and faculty.</b>	1.C.2.b Evaluate and communicate learning results of co-curricular learning experiences.
	1.B.2.a Support faculty in actively applying course concepts to real-world problems relevant to students' lives through student-driven project-based and active learning techniques, as well as extra-curricular activities.	1.C.2.c Analyze and use data to make resource and programming decisions.
	1.B.2.b Support faculty in including multiple levels of reflection questions in their course materials.	<b>1.C.3 Implement a framework for regularly assessing academic support services.</b>
	<b>1.B.3 Provide all students access to high-quality academic support services.</b>	1.C.3.a Develop unit outcomes for academic support service areas.
	1.B.3.a Evaluate use of academic services to ensure access and quality.	1.C.3.b Execute an evaluation plan for academic support service areas.
	1.B.3.b Provide access to academic services in multiple modalities and in multiple locations at various times.	1.C.3.c Communicate results and use data to make resource and programming decisions.
	1.B.3.c Support staff in utilizing Canvas modules (in collaboration with the CTLA) to meet the needs of the students.	
	<b>1.B.4 Implement an AAC&amp;U HIPs Action Plan.</b>	
	1.B.4.a Assess design and application of HIPs to ensure quality.	
	1.B.4.b Scale up HIPs through communities of practice.	
	1.B.4.c Make HIPs available/accessible to all faculty, including mentoring as needed.	

## Vision 2: Improve Completion and Retention

Chandler-Gilbert Community College will enhance systems, structures, and processes that reduce barriers to fall-to-fall retention and completion of credentials, certificates, and degrees that align with institutional Mission Priority Areas: Early College, Transfer, Workforce Development, and Community Wellbeing & Investment.

Strategy 2.A Create systems of learning support for early college and continuing students to achieve extraordinary learning results and engagement in classrooms, laboratories, and our communities.

### **2.A.1 Ensure programs of study align with students' career and educational goals.**

2.A.1.a Establish a realistic cadence of meeting (or communication/reminder) with an FOI academic advisor to ensure the student's program of study aligns with career and educational goals.

2.A.1.b Implement academic and career readiness programming within each FOI to build upon the student's career and educational goals.

### **2.A.2 Decrease the number of programs that cannot be completed due to insufficient course offerings.**

2.A.2.a Review programs to ensure course offerings are available at CGCC so students are able to complete the degree/certificate.

2.A.2.b Adjust CGCC webpages and admissions page to reflect programs that are actually able to be completed at the college.

### **2.A.3 Collaborate with FYE to promote proactive educational planning for continuing students' college journey.**

2.A.3.a Create a pipeline for students from FYE registration to FOI advising.

2.A.3.b. Align new students with an FOI and connect them with their FOI academic advisor.

### Vision 3: Support Faculty and Staff Development

Chandler-Gilbert Community College will commit to a systemic culture of valuing professional development that supports the success of our students, including ensuring resources and time for faculty and staff to engage in training opportunities.

<p>Strategy 3.A Foster a community where faculty and staff are encouraged to engage and lead ongoing professional development while being actively supported in their pursuit of excellence.</p>	<p>Strategy 3.B Effectively incentivize professional growth opportunities that support the mission, vision, and values of the college.</p>
<p><b>3.A.1 Evaluate the needs of stakeholders in order to provide staff and faculty with authentic opportunities for growth and development that support a culture of learning.</b></p>	<p><b>3.B.1 Ensure that professional growth opportunities offered at CGCC have a clear connection to the institution’s mission, vision, values, and college strategic plans.</b></p>
<p>3.A.1.a Empower collaboration between the Faculty Development and Employee Development committees to identify needs, evaluate existing program offerings and budget allocations.</p>	<p>3.B.1.a Establish an equitable review process for professional development involving faculty and staff committees, the CTLA, and other relevant stakeholders.</p>
	<p><b>3.B.2 Enhance expectations that all faculty participate in regular professional development.</b></p>
	<p>3.B.2.a Provide consistent messaging at all levels with transparency of expectations communicated in the FEP, IDP, and adjunct observations.</p>

## Vision 4: Cultivate Belonging, Community, and Culture

Chandler-Gilbert Community College will keep our community thriving by promoting equity, inclusivity, and belonging within learning opportunities, processes, and services that empower students to become informed global citizens who contribute meaningfully to the world.

4.A Elevate CGCC's status as a dynamic and impactful community ally, playing a pivotal role in cultivating a knowledgeable informed workforce for the evolving demands of a knowledge-based economy.	4.B Ensure a <i>default student experience</i> , where students are immersed in an environment dedicated to fostering holistic success that embraces diversity, belonging, and life-long learning.	4.C Actively involve students in shaping their own educational journey, creating a collaborative partnership between students and the college, and enhancing the overall learning experience.	4.D Accommodate diverse learners through implementing flexible learning options, ensuring learning is accessible to all students, and fostering inclusivity and equity in the learning experience.
<b>4.A.1 Develop and strengthen partnerships with local community organizations and businesses that share a commitment to equity and inclusivity in order to foster a network of support for students and a culture of belonging beyond the campus.</b>	<b>4.B.1 Define and build an institution-wide <i>default student experience</i>.</b>	<b>4.C.1 Design and implement an expanded extracurricular, co-curricular/experiential learning pathway for all students.</b>	<b>4.D.1 Implement college-wide strategies to improve inclusive and equitable curriculum design and professional development.</b>
4.A.1.a Identify existing stakeholders and assess the needs of those partners.	4.B.1.a Establish a <i>default student experience</i> Task Force membership reflective of students, Student Affairs, Administrative Services, Academic Affairs, and other stakeholders.	4.C.1.a Audit existing co-curricular and experiential learning opportunities.	4.D.1.a Evaluate accessible learning pedagogy, culturally responsive teaching practices, and the presence of activities within the curriculum.
4.A.1.b Conduct a gap analysis for stakeholders.		4.C.1.b Conduct a gap analysis for co-curricular and experiential learning opportunities within Guided Pathways framework.	4.D.1.b Increase CGCC training and attendance at equity, inclusivity, belonging and access professional development PD events.
4.A.1.c Identify opportunities to expand existing partnerships.		4.C.1.c Expand extracurricular, co-curricular and experiential learning opportunities.	<b>4.D.2 Increase the number of culturally-responsive trained faculty in each department.</b>

4.A.1.d Identify external entities/partners that would benefit from new partnerships.		4.C.1.d Offer professional development for faculty engaging in experiential learning prior to implementation.	4.D.2.a Require all Residential Faculty to complete Accessibility Peak.
4.A.1.e Increase the number of community allies.		4.C.1.e Expand student leadership opportunities.	4.D.2.b Encourage Adjunct Faculty Tier growth via Accessibility Peak.

## AY24-24 Priorities

1.B.1 Develop coursework with high expectations, relevancy, and future application.

- 1.B.1.a Establish a speaker series or workshop series that focuses on creating high expectations in coursework.
- 1.B.1.b Establish a community of practice to support IDP mentors.
- 1.B.1.c Encourage participation in established programming by the CTLA
- 1.B.1.d Establish a community of practice for Faculty Leads to regularly share best-practices, ensuring relevant and accessible coursework with future applications.
- 1.B.1.e Implement a multi-year strategy of course review, applying proven learning principles to course design and delivery.

1.C.1 Implement a framework for regularly assessing curricular and program learning outcomes.

- 1.C.1.a Integrate HelioCampus Assessment into curricular learning experiences.
- 1.C.1.b Evaluate and communicate learning results.
- 1.C.1.c Analyze and use data to make resource and programming decisions.

1.C.2 Implement a framework for regularly assessing co-curricular learning experiences.

- 1.C.2.a Integrate HelioCampus Assessment into co-curricular learning experiences.
- 1.C.2.b Evaluate and communicate learning results of co-curricular learning experiences.
- 1.C.2.c Analyze and use data to make resource and programming decisions.

4.B.1 Define and build an institution-wide default student experience.

- 4.B.1.a Establish a default student experience Task Force membership reflective of students, Student Affairs, Administrative Services, Academic Affairs, and other stakeholders. - *Identify specific focus area by defining what this means to us (e.g., GP, FYE, DE, HIPS, FYE, LC, SL)*

## Definitions

<b>Vision</b>	A vision represents the direction set organization. It encompasses the desired future state that the organization aims to achieve through its strategic planning and decision-making processes. A strategic vision provides clarity and guidance for the organization's actions and initiatives, helping to align efforts towards common objectives and outcomes.
<b>Strategy</b>	A strategy refers to a high-level plan designed to achieve one or more goals under conditions of uncertainty. It encompasses the actions, choices, and decisions taken to attain desired outcomes in the face of challenges or competition.
<b>Goal</b>	A goal is a desired result or outcome that an individual, group, or organization envisions, plans, and commits to achieve within a specific timeframe. It serves as a guiding point or target for efforts and actions.
<b>Activity</b>	Activities refer to the specific tasks and actions that an organization outlines and undertakes to achieve its long-term goals. These activities are carefully chosen and designed to align with the overall strategic direction of the organization. They serve as the operational steps that, when executed effectively, contribute to the successful implementation of the goal.
<b>Metric</b>	A metric is a quantifiable measure of performance over time for a specific objective. Metrics provide targets for teams to shoot for, milestones to gauge progress, and insights that help people across the organization make better decisions
<b>Target</b>	Targets serve as indicators to assess whether an initiative or strategy is on track, enabling organizations to monitor their progress and make necessary adjustments.
<b>Instrument</b>	An instrument is the tool, method, or mechanism used to collect data or information relevant to assessing a metric performance against its target.