

## Building Capacity for Change Seminar Action Plan for Professional Learning Impact (APLI)

**GOALS:** *What are your team's overarching goals? Please summarize this in a sentence or two.*  
**We want to reduce student success and achievement gaps by 1) developing a structure for embedding professional learning with an equity lens into institutional strategic planning, 2) extending the community of sharing for professional learning, and 3) scaling up the high impact strategies embedded in the Learning in Action QEP.**

	1. Learning & Teaching, Equity & Success	2. Professional Learning Programs	3. Strengthening Professional Learning Practice	4. Stakeholders, Resources & Support	5. Outcomes & Evaluation
L o n g R a n g e A c t i o n	<p><u>Addressing student needs.</u>  <i>What key issues/gaps in equity, student learning &amp; success at your institution do you aim to address?</i></p> <p>i. <b>Gaps in gateway course success rate</b>            ii. <b>Gaps in withdrawal/FA rates</b>            iii. <b>Gaps in retention</b></p> <p><b>Students of color and low-income students generally have lower success rates in key gateway courses, higher withdrawal/FA rates, and lower retention/graduation rates.</b></p> <p><u>Engaging educators to address student needs.</u> <i>What evidence-based pedagogies and student support programs will help address these issues?</i></p> <p>i. <b>Holistic student supports</b>            ii. <b>Increase faculty skilled in implementing ACL/PBL (in any modality, including online)</b>            iii. <b>Increase the number of faculty skilled in teaching online</b></p>	<p><u>Professional Learning Programs.</u>  <i>What PL programs would help educators effectively implement new pedagogies and student support structures, building towards scale?</i></p> <p>i. <b>PL program to introduce new hires and those unfamiliar with the strategies to ACL/PBL.</b>            ii. <b>PL program for trained faculty to replicate ACL activities in the virtual environment AND to share their experiences using these practices.</b>            iii. <b>PL program for faculty to evaluate the effectiveness of these pedagogies, share results of assessment data, and identify future strategies for improvement.</b></p> <p><i>In brief, what would each program focus on? What key skill, knowledge, or plans would it help participating educators develop?</i>  <b>Faculty need to know how to create informal, low-stakes ACL activities that can then be scaffolded into larger projects, be comfortable with online instructional technology tools to</b></p>	<p><u>Strengthening PL Practice.</u>  <i>What 2-3 changes will you make to strengthen design and leadership of PL programs and reflect GPPs from the Individual &amp; Community Dimensions?</i></p> <p><b>Improve scope and applicability of PL programs using the approach outlined ←←← ; ITLC to continually solicit faculty recommendations for delivery of PL; conduct learning and sharing workshops based on responses; evaluate effectiveness of PL; increase role of VPSL and deans in the development of PL/sharing opportunities within the divisions.</b></p> <p><u>Building Institutional Support.</u>  <i>What 2-3 changes will you seek to support PL on your campus? What selected GPPs from the Institutional &amp; Ecosystem dimensions will inform this work?</i>  <b>Build incentive programs; elevate the importance of PL to build a culture of learning; utilize institutional stakeholders to solicit support for PL from multiple external sources.</b></p>	<p><u>Resources &amp; Support.</u> <i>What resources and support will you need?</i>  <b>Funding to support stipends for adjuncts participating and implementing PL; funding for summer instructional grants for full-time faculty to develop collaborative projects; funding to continue access to external PL partners for continued, customized training; support from Faculty Senate; prioritized PL and visible support from President VPSL, and deans.</b></p> <p><u>Stakeholders.</u> <i>Who do you need to engage to ensure this support? How will you engage them?</i>  <b>QEP leaders, Title III grant PIs, Roane State Foundation (as a contact for external funders), Strategic Planning Committee, Faculty Senate, CTAT, VPSL, OIER.</b></p>	<p><u>Outcomes.</u>  <i>What outcomes will you target for student learning and success? How will those outcomes change over time?</i>  <b>Positive perception of ACL/PBL; attain key competencies for QEP SLOs; increase avg. success rate in key gateway courses; reduce performance gaps for selected populations in key gateway courses; reduce withdrawal/FA rates and increase fall-to-fall retention.</b></p> <p><i>What outcomes will you target for educators (faculty and staff)? For improvement in your professional learning processes?</i>  <b>Increased participation in PL and implementation of HIPs; increased satisfaction with PL; increased collaboration among faculty and student services; increased use of CTAT services; increased use</b></p>

ACL = Active & Collaborative Learning  
 PL = Professional Learning (Development)

ITLC = Innovations in Teaching & Learning Committee  
 OIER = Office of Institutional Effectiveness & Research

VPSL = VP of Student Learning  
 PBL = Project-based Learning

		engage students, and know how to evaluate their curriculum for core competencies.			of data to inform teaching practices.
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S h o r t - T e r m A c t i o n	1. Learning & Teaching, Equity and Student Success	2. Professional Learning Programs	3. Strengthening Professional Learning Practice	4. Stakeholders, Resources & Support	5. Outcomes & Evaluation
	<p><i>What will you do in the short-term to firm up and refine your plans in terms of student needs and advance possible evidence-based practices?</i></p> <p>Use data from Implementation Survey (Dec. 2021) to gauge use of ACL/PBL; analyze student success and learning outcomes in courses implementing ACL/PBL; increase/improve assessment in these courses by using existing rubric; implement interdisciplinary projects; <b>ITLC offer ACL/PBL training; increase quantity/quality of division meetings to share pedagogies.</b></p>	<p><i>What groundwork for these programs can you lay this Spring?</i></p> <p><b>Introduce faculty to PPlan using elevator pitch at Spring Convocation and solicit feedback; invite PHCC for additional training on ACL; begin piloting multi-disciplinary collaborative projects; QEP Assessment Committee will meet to analyze results of fall implementation survey, identify gaps in participation, and solicit support to assess students; plan data summit for Fall 2022; ITLC will offer PL based on faculty interest; solicit faculty to apply for summer instructional grants to develop collaborative projects.</b></p>	<p><i>How can you build on and deepen your team's assessment of your professional learning practice?</i></p> <p><b>Gather data on participation and perceptions of spring PL activities; division deans will be expected to have more frequent meetings; and members of the ITLC will regularly evaluate our PL practices to develop new, value-added training/sharing opportunities; encourage long-time, tenured faculty to see the benefits of high impact PL.</b></p> <p><i>What immediate steps can you take that build towards alignment with Good Practice Principles?</i></p>	<p><i>What are your first steps in building support?</i></p> <p><b>Engage Strategic Planning Committee in an effort to revise the institutional plan for the next three years; prioritize PL in overarching goals of the college; schedule PL.</b></p> <p><i>What are key points of your strategic messaging?</i></p> <p><b>Mix of traditional messaging around PL contributions to student success AND direct benefits to faculty. Share gaps in retention; remind</b></p>	<p><u>Evaluation.</u> <i>What evaluation methods would help you measure impact and advance improvement over time?</i></p> <p><b>Students: Analysis of student (overall &amp; disaggregated) data.</b></p> <p><b>Faculty/Staff: Documentation of PL attendance and implementation of QEP strategies; focus groups; SPOL documentation.</b></p> <p><i>What research and planning steps should you take to firm up your targeted outcomes?</i></p>

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<p><i>What other research and planning activities would be helpful?</i>  <b>Build awareness of ACL/PBL among faculty' additional research surrounding ACL/PBL as CRT pedagogy; seek out integrative learning resources; find examples of successful implementation of ACL/PBL while retaining core competencies; survey faculty about teaching practices and use of data.</b></p> <p><i>What is your timeline for this work?</i>  <b>Spring 2022</b></p>	<p><i>Who might lead these programs? Why? If they are not part of your current team, how would you bring them into this work?</i>  <b>Faculty who are already implementing and experimenting with these pedagogies with strong support from their division deans, VPSL, President, CTAT, and OIER.</b></p> <p><i>What kind of timeline would be realistic?</i>  <b>Kickoff in Spring 2022 but sustain and work toward scaling the initiative at least through 2024.</b></p>	<p><b>Raise awareness of the PL team and the ITLC; introduce PPlan to faculty at Spring Convocation; re-introduce HIPs of the QEP to success coaches so they can orient incoming students more effectively; raise awareness of the importance of PL among adjunct faculty.</b></p>	<p><b>faculty of benefits of ACL/PBL; leverage COVID experience to help faculty think as learners.</b></p> <p><i>How will you share this Plan?</i>  <b>Share PPlan and matrix with faculty at Convocation; facilitate session for feedback; PL team unites with ITLC to develop/offer appropriate PL based on PPlan and faculty feedback; request QEP webpage be folded into broader PL webpage.</b></p>	<p><b>Research PL funding plans for sister TBR institutions; begin planning 3-pronged PL model; include deans in Planning; continued outreach to Faculty Senate for feedback; begin planning assessment summits.</b></p> <p><i>Who might you involve in helping to design an evaluation?</i>  <b>ITLC; Gen Ed Committee; Deans; QEP Assessment Committee; OIER; ATD Coaches</b></p>
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