

**College of the Extended University
Implementation Plan February 15, 2007
"Tipping Point Plan"
Becoming a Learning Centered College**

Preface

The scope of the College of the Extended University is both traditional and non-traditional and its mandate broad.

The mission of the CEU, *"... extends Cal Poly Pomona's boundaries and expertise by integrating, educating, and empowering life long learners from diverse populations in traditional and alternative settings."* The CEU is also the only self-supported College.

Functional Components

Under Title V, Open University (concurrent enrollment) allows non-matriculated students organizational access. Open University also functions to service a number of disqualified and "at risk" students as well. Additionally, the College offers non-credit programs throughout the Inland Empire community.

Since 1992, the CEU and CBA have offered MBA and IMBA degrees and a Bachelor of Architecture is offered with the College of Environmental Design.

International programming offered through the Cal Poly English Language Institute (CPELI) prepares students for academic study in the US. The institute also supports CEU's broader mission by offering seminars and training to the international community - adding an additional dimension of cultural diversity to the campus.

The College is a presence in the economic development of the Inland Empire. The NASA Commercialization Center and ACCELTECH assist early stage businesses to successfully launch commercial products facilitating public-private collaborations among faculty, students, and private sector entrepreneurs.

Additionally, the CEU coordinates interdisciplinary GIS certificate programs, supporting four of our sister colleges: Environmental Design; Engineering; Letters, Arts and Social Sciences; and Science.



Learning Centered Initiative

The overarching focus of the CEU on becoming a more learning centered college will include a commitment to four basic principals:

1) A focus on “the match” between assessment and course offerings

The CEU will work to collect evidence on the kinds of learning each course offering is intended to produce.

2) Use of existing assessment data whenever possible

The CEU will institute a monitoring system that provides data on the grading of examinations and other classroom assignments and issue a summary report (dashboard indicators) from those measures of student learning. The CEU will also strive to develop data relative to student course assessments and feedback for each course offered.

3) Include a variety of evidence

The CEU will encourage and track the use of alternative measurements that provide evidence of learning including but not limited to: “minute exercises”; dialogic class journals; web-based chat rooms; and validated assessment tools, e.g., the Small Group Instructional Diagnosis process.

4) Be purposeful in selecting evidence about student learning

The CEU will encourage pre and post class testing to investigate and illustrate changes in student understanding during each quarter (in combination with their grade roster) in the attempt to develop a longitudinal assessment of individual understanding. Alternatively, instructors will be encouraged to develop a sample of student work in order to “benchmark performance” in order to provide students and the CEU with concrete samples of work at all levels of competence.

To achieve the results identified above, we propose taking the following ten (10) steps which are aligned with the three major themes mutually identified by the various Colleges and Collins School that include: #1. **Classroom Learning** – embracing outcome assessment and the first year experience; #2. **Organizational Learning** – TQM, customer satisfaction indicia and internal assessment and feedback; and #3. **Budgeting and Planning**.



1. The CEU will develop a strategic plan that incorporates the values, strategies, and outcomes indicative of a learning centered college. (#3)
2. CEU *external* policies and procedures will be reviewed and developed to meet our commitment to the four fundamental learning centered principals. (#3)
3. The CEU will undertake a regular assessment of its *internal* policies and procedures through surveys and other tools to determine their effectiveness, efficiency in application, and level of user friendliness. (#2)
4. The CEU will develop mechanisms for assessing instructional quantity, quality, and efficiency to improve student centered learning. (#1)
5. Appropriate information, resources, and training will be provided to all CEU stakeholders. (#2)
6. Progress toward achieving identified goals will be assessed through feedback from the stakeholders and will be used to modify or construct future systemic revisions. (#1) (#3)
7. The CEU will work to advance collaborative endeavors both between its sister colleges and with the Office of Academic Affairs in order to acquire additional tools to accelerate communication, advance problem solving, and to identify pedagogical *best practices*. (#1) (#3)
8. Organizational wide professional development (seminars, workshops, conferences) will be encouraged. (#1)
9. The CEU will conduct college-wide periodic evaluations, to determine the effectiveness of its leaning centered initiatives. (#1) (#3)
10. A periodic report will be generated regarding our engagement in activities that exemplify learning centeredness within the CEU. (#1) (#3)



In conclusion, we believe that the approach outlined above comprehensively addresses the major principles of learning that the CEU has embraced as its guiding principles.

Those principles include:

- Connectedness
- Developing A Compelling Situation
- An Active Search for Meaning
- Development and Holism
- Social Interaction
- Facilitating a Learning Climate
- Feedback
- Incidental (tangential) Learning
- Groundedness, and
- Self-monitoring

