

## Learning-Centered Implementation Plan

Over the past two years, I&IT has developed an understanding of and commitment to being learning centered. We convened a divisional task force; five core members were chosen to be representatives to the university task force and the remaining members were volunteers. At monthly events the concept of being learning centered was explored from a number of different angles – for example, how I&IT supports the learning of students, faculty, and staff; how the university could better support learning (from the perspective of I&IT staff members who are also students); how all of us in I&IT are learners and help each other to grow in our professional knowledge and skills. Our task force made presentations at division meetings to ensure that all I&IT staff were involved in activities related to being learning centered.

For I&IT, learning centered means being learners ourselves, supporting the learning of others both directly and indirectly, collaborating to produce more and better learning, and seeking continuous improvement all of the time. Our Help Desk and I&IT Learning are clearly learning organizations; their work is about helping others to learn how to use technology effectively. Perhaps less obviously, every person in each department is learning every day. The pace of change in technology requires it! And everyone in every department supports the learning of others, albeit some more directly than others. As a support organization it's our responsibility to ensure that technology contributes to student learning and makes what the faculty and staff do easier and more successful.

This document is a plan spanning September 2006 through September 2007. The plan was drafted by the I&IT Leadership Team with input from individual staff members; it was sent to all staff for comment and finalized at a division-wide meeting on February 14, 2007. We are well on our way to reaching a tipping point beyond which being learning centered is fully embedded into our divisional culture. Following Fall Conference 2007 we will reconvene our learning-centered task force to determine whether a follow-on plan is required.

Highlighted information represents the 6-month report of progress toward achieving our plan and reaching the learning-centeredness tipping point. Report of progress is in CAPS; description of evidence follows. We believe that our 6-month progress is excellent. The vast majority of our objectives will be met.

In addition to a review of the progress of our own efforts, we assessed the degree to which our plan addresses the four areas of challenge identified by John Tagg in his review of all of the division and college plans. The first challenge and second challenges are to ground outcomes more explicitly in student work and performance and more explicitly propose a design for feedback to students. We will address this through our outcome #6, which consists of a comprehensive review of our student assistant program. We have already identified Building a Community of Student Employees (student assistant collaboration) as a program we will pursue in 2007-08. The third challenge is to address pedagogy and course design more explicitly. We do this through the DOLCE program and other instructional design activities. DOLCE is one of the programs we assess and for

which we seek continuous improvement, so our outcome #2 addresses this challenge. Tagg's fourth challenge is to address incentives in the workplace more directly. This is addressed by our outcome #9.

Outcome Areas	Activities in Support of Outcomes	Performance Targets
1. How staff will continue to become aware and promote the learning-centered paradigm in the day-to-day operation of the division	Ensure that I&IT mission and values statements support tenets of learning-centeredness	Mission and values statements include learning, assessment, continuous improvement. <b>TARGET MET – See <a href="http://www.csupomona.edu/~iit/division/mission.shtml">http://www.csupomona.edu/~iit/division/mission.shtml</a></b>
	I&IT employees will participate in preparing & presenting sessions at the October 2006 month-long focus on becoming more learning centered	Five sessions planned and implemented by I&IT – <b>TARGET MET – See program for month-long focus</b>
	I&IT employees will participate in ccr sessions at the month-long focus	All I&IT managers will attend at least 1 session. Target for staff: 25% of I&IT staff members will attend. Superior: 50% will attend. <b>TARGET EXCEEDED. ALL MPPs ATTENDED, SOME AS MANY AS 5 &amp; 7 EVENTS. 69% OF STAFF ATTENDED, SOME AS MANY AS 5 &amp; 6 EVENTS. See attendance sheets from month-long focus</b>
	Learning-centeredness will be an item on the agenda for each of the quarterly division meetings	100% for fall 2006, and winter, spring, summer & fall 2007. <b>ON TRACK TO MEET TARGET. Agendas posted in Blackboard</b>
	Learning-centeredness will be featured in the quarterly I&IT newsletter	100% for fall 2006, and winter, spring, summer & fall 2007. <b>ON TRACK TO MEET TARGET. See newsletter archive at <a href="http://www.csupomona.edu/~iit/division/oldnews/index.shtml">http://www.csupomona.edu/~iit/division/oldnews/index.shtml</a>.</b>
	Staff members will participate in professional development in support of their learning– for conferences,	Managers will work with staff to identify professional development activities. Target is 100% of our staff engages in

	workshops, etc. they attend, they will learn, report, and share	some form of professional development. For those who attend conferences, workshops, etc. no less than 80% of them will prepare a report or make a presentation. <b>DATA GATHERING IN PROGRESS.</b>
	I&IT Learning will promote learning-centeredness to the campus throughout the year	At least 75% of the workshops presented by Learning will be advertised as learning-centered opportunities. <b>TARGET NOT MET. WORKSHOPS FOCUSED ON LEARNING, USED L-C PRINCIPLES, BUT DID NOT USE "LEARNING CENTERED" IN TITLE OR ADVERTISEMENT.</b>
2. Establish measurable outcomes for learning, as well as for all university services, programs, and activities	Our 18-member P&R committee will examine programs & services to determine current quality/cost/importance	100% of programs and services will be examined using a "triage" approach; this will result in categorization as <i>doing well</i> , <i>planning for change in place</i> , <i>examine for improvement</i> , or <i>examine for discontinuation</i> . <b>TARGET MET. See P&amp;R meeting notes in Blackboard.</b>
	The P&R committee will establish assessment mechanisms for its programs and services and identify which assessments will be conducted during 2007.	50% of the 100+ programs and services will have defined assessment mechanisms with timelines; assessments will be carried out for 10% of all programs and services. <b>ON TRACK TO MEET TARGET. ASSESSMENT DATA BEING GATHERED. Data posted in Blackboard</b>
	All I&IT administrators will have workplans with measurable outcomes. I&IT management will work with staff to develop workplans with measurable outcomes for use in their next performance evaluation.	With few justified exceptions (no more than 10% of staff), all I&IT staff will have workplans with measurable outcomes. <b>TARGET MET AT 90.7% LEVEL. EXCEPTIONS ARE ONE PART-TIME RETIRED ANNUITANT AND STAFF</b>

		NEW TO THE DIVISION. Spreadsheet posted in Blackboard. Workplans are on file in the VP's office.
	I&IT administrators will seek continuous improvement of their leadership and management. Some will attend workshops; time in leadership meetings and retreats will be devoted to helping each other in this area.	All I&IT administrators in place on September 1 will develop a "management improvement" strategy with associated outcome assessment methodology and will report on outcomes no later than July 1, 2007. All members of the leadership team will make monthly reports to the vice president on progress toward achieving workplan goals. OF 9 MPPs IN PLACE ON 9/1, 8 DEVELOPED STRATEGIES. Five have submitted their reports, which are posted in Blackboard. We will miss our TARGET due to the one person who did not participate.
	I&IT meeting agendas will include the outcomes, either of the committee/task force or of the specific meeting.	At least 75% of meetings will have defined outcomes. This will be assessed quarterly and results reported to the leadership team. ON TRACK TO MEET TARGET. FOR AGENDAS COLLECTED IN JUNE 77.78% HAD DEFINED OUTCOMES. WE EXPECT THE PERCENTAGE TO INCREASE WITH TIME. Report and evidence posted in Blackboard.
3. Use assessment feedback to modify activities for continuous improvement	The assessments described in Outcome 2 include a specific review cycle and will be reviewed as defined.	At least 75% of the assessments will be carried out on time. Assessment results will be shared through our Learning Centered webpage and in division meetings. ANALYSIS IN PROGRESS. Results to be posted in Blackboard.
	Changes to production systems proceed	All such changes have documented

	<p>according to an approved change control request. The review of such requests includes assessment of potential impacts, both positive and negative.</p>	<p>change control requests. No more than 5% of these are submitted retroactively. Compliance is enforced by the Operations Team. <b>TARGET MET. ONLY FOUR OF 100 (4%) REQUESTS WERE RETROACTIVE – 1 OF THESE LAST AUGUST (OUTSIDE OF THE PERIOD OF THE PLAN) AND 2 WERE IN SEPT. 2006. THIS IS AN INDICATION OF CONTINUOUS IMPROVEMENT. Change control requests are archived in Blackboard.</b></p>
	<p>Post mortem reviews are conducted following incidents (failures of production systems). The review includes identification of next steps and lessons learned.</p>	<p>Timely post mortems are conducted – a post mortem is conducted for every incident; at least 75% of these are submitted within two weeks of the incident and no more than 5% are submitted more than a month after the incident. All post mortems are reviewed at least annually to ensure that lessons learned and next steps have been acted on. <b>CALCULATIONS PERFORMED AT THE END OF MAY SHOW 52% OF POST MORTEMS COMPLETED WITHIN 2 WEEKS. TWO REASONS FOR THIS ARE: ON OCCASION WE NEED TO WAIT FOR INFORMATION FROM ANOTHER SOURCE, SUCH AS CMS, TO COMPLETE OUR ANALYSIS; IN OTHER CASES, IT TAKES LONGER THAN 2 WEEKS TO ESTABLISH THE ROOT CAUSE OR DETERMINE FEASIBILITY OF POSSIBLE RESOLUTIONS. WE STRIVE TO IMPROVE THE ON-TIME</b></p>

		<p>PERFORMANCE IN THIS AREA. THE ANNUAL REVIEW OF POST MORTEMMS HAS BEEN COMPLETED. IN A SMALL NUMBER OF CASES OUR "LESSONS LEARNED" REQUIRED ADDITIONAL FOLLOW UP. All post mortems and annual analyses are posted in Blackboard.</p>
<p>4. Engage the entire campus community by intentionally creating opportunities for collaboration among members of the university community</p>	<p>I&amp;IT will maintain the following collaborations and continue to seek additional partnership opportunities. 1) all divisions collaborate on IT Governance, BroncoData and the Accessible Technology Initiative; 2) collaborate with AcA, AdA, SA on PeopleSoft &amp; BroncoDirect; 3) collaborate with AcA and Facilities Mgmt (FM) on learning-centered classroom technology project; 4) collaborate with AcA on faculty development, learning-centered laptop program support for faculty research, providing labs for faculty &amp; students, and web applications including online student evaluations, Senate voting, BroncoCompass; 5) collaborate with FM on infrastructure planning &amp; maintenance; 6) collaborate with all campus technical staff (collectively and individually) on shared challenges, planning central infrastructure changes, ensuring security, responding to new technologies, etc.</p>	<p>We will evaluate annually the quality of our collaborations, the number of new collaborative ventures we have begun, and the opportunities to forge additional collaborative efforts. For some of the collaborations (e.g., classroom project, BroncoData) assessments of the quality of the associated service will be conducted. Others have externally-mandated goals and timelines (e.g., ATI and PeopleSoft upgrade).  <b>EVAULATION IN PROGRESS.</b></p>
<p>5. Measure the division's success by how well staff meet objectives and outcomes</p>	<p>Activities described in sections 2 and 3 address this outcome, as does the fact that staff workplans facilitate our</p>	<p>Conduct annual (or more frequent as necessary) staff evaluations that focus on success in meeting workplan goals.</p>

	measuring the extent to which they meet objectives and outcomes.	EVALUATIONS FOR PROBATIONARY STAFF MEMBERS ARE BEING DONE AS PER THE CONTRACTUAL REQUIREMENTS. ANNUAL EVALUATIONS OF PERMANENT STAFF ARE IN PROCESS. Completed evaluations are on file in the VP's office.
6. In the classroom: a. Focus on what is learned, not what is taught; b. Incorporate "learn-by-doing" activities so students have opportunities to apply what they learn; c. Encourage students to take charge of their learning	Our "classroom" consists of the students who work for us. We give them some instruction, but for the most part they learn by doing and their work is all about applying what they learn. They are responsible for their learning and their work. Our focus is certainly on what they learn because that's what we need them to do.	A task force will be convened to review our effectiveness and recommend enhancements. The task force will collect examples of student training materials, conduct surveys or focus groups with student workers and provide a report to the division at the summer 2007 division meeting. TASK FORCE WAS CONVENED. FOLLOW UP IN PROGRESS.
7. Take account of who its staff are as people, and the pressures they are facing	Staff members have workplans that make expectations explicit and they have professional development plans that demonstrate our commitment to their growth as people and as professionals. The division has a communication plan that includes ensuring that our staff are well informed about the division's initiatives, priorities, progress on these. A number of our staff are pursuing degrees and we make accommodations in support of these important efforts. We express our appreciation for their efforts, and we include them in decision-making. We work hard to make division meetings interesting to them, and to plan social events for their enjoyment.	We will conduct at least one survey of our staff during 2007 to determine the degree to which these activities meet their needs and solicit suggestions for improvement. SURVEY HAS BEEN DRAFTED BY A STAFF TEAM WITH GUIDANCE & SUPPORT FROM SUSAN REESE. WILL BE LAUNCHED IN AUGUST OR SEPT.
8. Allocate budget and build/maintain	The learning-centered technology	We will conduct a survey during winter

<p>facilities to support a learning environment</p>	<p>classrooms we plan and build are designed to support a learning environment. Our budget allocations support infrastructure (hardware and software) and staff whose efforts support the faculty and students in ensuring learning, as well as administrative processes that smooth the way.</p>	<p>2007 to ascertain the satisfaction with our classrooms and to identify improvements we can implement in our summer 2007 classroom project.  <b>SURVEY WAS CONDUCTED AND A REPORT MADE TO IT GOVERNANCE. THE TWO AREAS IN NEED OF IMPROVEMENT ARE: TRAINING TO USE CLASSROOM TECHNOLOGY AND SUPPORT DURING CLASS TIME. A TASK FORCE IS WORKING TO ADDRESS THE SUPPORT ISSUE. I&amp;IT LEARNING WILL DEVELOP ENHANCED TRAINING. See IT Governance and FIX IT task force notes.</b></p>
<p>9. Recognize and reward activities that advance these principles</p>	<p>I&amp;IT staff and management <i>is</i> learning centered. We recognize contributions and achievements by sending emails and notes. When others recognize contributions, praise our staff and copy us, we thank the client and express our appreciation and pride. We thank our student workers with a June graduation celebration at which we provide certificates to the graduates and to which all student workers are invited. We also host recognition luncheons for completion of big projects – the data center migration, the summer 2006 classroom project, etc. We invite our partners to these events as well. We have also recognized achievements in our newsletters and division meetings. Beginning in spring 2007 we will intentionally feature recognition in each</p>	<p>Each of our spring, summer, and fall 2007 newsletters and division meetings will highlight examples of learning-centered accomplishments. No later than June 2007 the I&amp;IT Leadership Team will review its recognition activities and identify enhancement to be put into place no later than September 2007.  <b>ON TRACK TO MEET TARGET. DISCUSSION OF RECOGNITION HAS BEGUN. See Leadership Team meeting notes.</b></p>

	of our newsletters and division meetings.	
10. Ensure full institutionalization	Convene Learning-Centered task force to review the success of this plan and to determine whether we need a follow-on plan.	Task Force is convened in early October 2007 and reports recommendations by end of fall quarter. <b>FUTURE ACTION.</b>