

## Tri-County Technical College Learning College Guiding Principles

1. To become a true learning college requires a commitment to a journey – a journey undertaken with a mindset and focus that guides the policies and practices of the College every step of the way.
2. Together, we must determine what “learning college” means to Tri-County, using these guiding principles (O’Banion, 1997):
  - The learning college creates substantive change in individual learners.
  - The learning college engages learners in the learning process as full partners, assuming primary responsibility for their own choices.
  - The learning college creates and offers as many options for learning as possible.
  - The learning college assists learners to form and participate in collaborative learning activities.
  - The learning college defines the roles of learning facilitators by the needs of the learners.
  - The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.
3. While all employees are responsible for supporting and enhancing student learning, the faculty are the primary designers, facilitators, and evaluators of student learning. The faculty perform their role in harmony with college administrators and staff, in concert with college policy, and with the active support of the College as a whole.
4. The College recognizes that meaningful learning experiences are not limited to the classroom. It is critical, therefore, that Student Affairs professionals and other staff create and/or maximize opportunities for co-curricular learning that enhance the personal and career development of our students.
5. While the learning college concept places students and student learning at the top of the hierarchy, this focus also includes the learning of individual employees and the institution as a whole.
6. An essential component of being a true learning college is assessment – the “culture of evidence.” In everything we do, we must evaluate outcomes. And we must use what we learn to make improvements.
7. Our employment practices – at all levels – must attract and retain employees who support our values and key principles and who contribute to our success as a learning college. To this end, Tri-County Technical College will implement processes for professional development that more purposefully support employees’ contributions to the learning college principles.
8. The College must continue to develop an organizational culture that supports and advances our learning college principles.

*(Approved by Executive Staff January 23, 2007)*

## “Culture of Evidence” Guiding Statements

1. The “Culture of Evidence” is an essential component of becoming a true learning college.
2. A “Culture of Evidence” means we are predisposed to asking and answering key questions:
  - How do we know? (Is this process working? Are students learning?)
  - So what? (Are the outcomes worthwhile? Are we doing the right things?)
  - Now what? (How can we use what we’ve learned to improve?)
3. The “Culture of Evidence” means we are data-informed—i.e., we make decisions and choose courses of action based on meaningful information and our professional interpretation of that information.
4. In a “Culture of Evidence” environment, data are transparent—i.e., we share the results of analyses with the campus community and we encourage open and professional dialogue about the outcomes and the strategies for improvement.
5. Data are used to inform and to foster positive change. Data are not used simply to “check off the box” for external reporting purposes.
6. The “Culture of Evidence” transforms the college culture from a “have to report” mindset to a dynamic, “want to know” approach.

*(Approved by Executive Staff January 23, 2007)*