

LEARNING COUNCIL AGENDA
FRIDAY, APRIL 8, 2016, 1:10-2:50PM
BOARD ROOM

1. ADMIN TASKS (10 MIN)
 - A. Approve agenda
 - B. Approve Mar 11 minutes
2. INVITED PRESENTATION: NONE
3. CHAIR REPORT (10 MIN)
 - A. Core Theme Conversations
 - B. FIG groups 2016
 - C. "RFP" for LC Presentations
4. DISCUSSION: INVITATIONS TO FACULTY TO PRESENT AT LC (10 MIN)
5. COPPS SUBCOMMITTEE REPORT (10 MIN)
6. WORKSESSION - LEARNING PLAN (40 MIN)
 - A. Review selected references – academic planning
 - B. Draft statement of purpose for subcommittees; affirm LC member roles
 - i. Structure
 - ii. Question raising
 - iii. Outreach
7. FUTURE AGENDA ITEMS AND OTHER BUSINESS (10 MIN)
 - i. College Council Report – Strategic Directions, April 22
 - ii. Finance Council Questions – Date for LC discussion TBD
 - iii. Achieving the Dream Presentation and Discussion – TBD
 - iv. Student Retention Data: Strategic Enrollment Management Update
 - v. Faculty Group Presentation Process – TBD



LEARNING COUNCIL MINUTES (Draft)
 March 11, 2016, 1:10 to 2:55 in the Boardroom

Present from Learning Council: Tammy Salman (by position), Marleena Pearson, Lesley Stine, Lida Herburger (member by position), Dawn DeWolf, Ce Rosenow, Phil Martinez, Steve McQuiddy, Christina Howard, and Jennifer Frei.

Absent: Alyse Stone, Kerry Levett, Jim Salt, Claire Dannenbaum, Anastasia Vail (student), _____ (student).

Notetaker: Anna Kate Malliris

Guests: Ian Coronado, Susan Reddoor, Adrienne Mitchell, Grant Matthews

Item	Notes
Admin Tasks	<ul style="list-style-type: none"> • Approve agenda • February 26, 2016, minutes-
Invited Presentation	<ul style="list-style-type: none"> • “Acceleration and Corequisites: A Faculty-Led Redesign of Developmental Reading and Writing in ALS”, Steve McQuiddy, Adrienne Mitchell, Susan Reddoor Link to presentation https://docs.google.com/presentation/d/1yDoBMia0HGHuVDM8S_ZlxHGEytKPjvGeLLcLrpn2vew/edit?usp=sharing • Handout #1 & Discussion • Looking at cross-departmental work • Faculty need time to do the work
Chair Report	<ul style="list-style-type: none"> • Assessment Visioning Meeting (DeWolf) <ul style="list-style-type: none"> ○ More awareness of the work of the Assessment Team ○ Looked at next steps for Assessment; what is the vision for assessment for the college over the next 3-5 years. ○ Move from small scale work to more mainstream.

	<ul style="list-style-type: none"> ○ Included people who had worked on assessment projects, ASA LT, Assessment Team ○ Next step would be to look at how the ideas might move forward; who responsible, funding, what projects to undertake ● Enrollment Open Forum <ul style="list-style-type: none"> ○ Presentations by Finance Council, Salt/Kelly, Levett regarding SEM, and Students on OERs ○ Sponsored by budget and finance subcommittee of College Council ○ Next Steps: There will be another meeting in early spring term for another meeting that would focus on conversation to capture ideas. ○ AACRO Consultant- analysis of barriers for students in the student services areas ● Disseminate Learning Plan Statement ● Handout #2
COPPs Subcommittee Report	<ul style="list-style-type: none"> ● DeWolf and Martinez met and got through 4 additional policies to the 11 previously reviewed. ● DeWolf will set up a standing meeting time.
Learning Plan	<ul style="list-style-type: none"> ● Discussion: Invitations to Faculty to present at Learning Council <ul style="list-style-type: none"> ○ Specify the information that Learning Council wants to hear. Use a pseudo-RFP process as a request to present. It would come in as a report and the time spent here would be to ask questions and get clarification. Questions would include: What did you do to create learning and learning resources, who was involved, what process was used, what worked, what would you need to upscale the work over time. ○ There are no money resources available through this process. ● Subcommittee roles and responsibilities (one Learning Council representative at least but could include others that have interest and knowledge) <ul style="list-style-type: none"> ○ Structure-including people who have a background in high level long-term strategic planning <ul style="list-style-type: none"> ▪ The level of the at which the plan should be drafted □ Form follows function group ○ Question raising- at a high level and strategic ○ Outreach- connecting with constituent group about what they want/need → Departments, representative groups, Assessment, Program Review, other councils, etc.
Future Agenda Items & Other Business	<ul style="list-style-type: none"> ● Finance Council Questions – Date for LC discussion TBD ● Achieving the Dream Presentation and Discussion TBD

	<ul style="list-style-type: none">• Student Retention Data: Strategic Enrollment Management Update• Faculty Group Presentation Process-TBD
NEXT MEETING	April 8, 2016, 1:00 to 2:50, Boardroom

FY16 Faculty Inquiry Groups	
Discipline(s)	Topic
English, Philosophy, ABSE, Honors, Co-Op, Counseling, etc	Curricular redesign and student success, Guided Pathways
English, ESL	Community Writing Centers
ABSE	"The Teaching Brain," examination of current research on teaching and learning
Math* (pending)	Student success, placement, and progression in developmental math courses
Math	Addressing beginning calculus students' deficiencies in algebra
English, ALS	Read and discuss Yancey's "Writing Across Contexts: Transfer, Composition, and Sites of Writing."
Science: Biology & EES	Research on CURE: Course-based undergraduate research experiences in non-majors biology classes
SoTL: Science, Health Professions, Social Science, ALS, Art, LLC	Develop strategic plan for local and regional establishment of SoTL (Scholarship of Teaching and Learning) infrastructure

Annotated Bibliography
Strategic planning - Academic Plan – Community College

1. **Bosch, W., Hester, J., MacEntee, V., MacKenzie, J., Morey, T., Nichols, J., & ... Young, R. (2008). Beyond Lip-service: An Operational Definition of “Learning-centered College”. *Innovative Higher Education*, 33(2), 83-98. doi:10.1007/s10755-008-9072-1**

Driving question: What is a “learning-centered college”?

Subject: SUNY institution (4-year)

Methods: Investigators (faculty in a Center for Teaching and Learning at the institution) evaluated SOS data (correlate to our CCSSE), NSSE, and FSSE and identified active learning and faculty expectations for learning. They conducted a series of focus groups (students, faculty from multiple disciplines, administrators) lasting 55-90 minutes using the following open-ended questions about a learning-centered college, then coded the responses to create a framework:

1. What is/are the purpose(s) of a college education for students?
2. What does it mean to be a “learning-centered” college?
3. What are the most important responsibilities of faculty/staff and students in achieving a “learning-centered” college education?
4. How do in-class and out-of-class experiences contribute to a “learning-centered” college education?
5. How do the different parts of the academic curriculum (e.g., general education, the major) contribute to a “learning-centered” college education?

Significant findings: Investigators developed a shared construct; “Meaningful Learning”, which includes roles of faculty, student services, and students and an institutional culture that supports these roles. Faculty hiring practices should include criteria that includes HIPs and active learning expertise and interest. Interdisciplinary collaboration supports the Meaningful Learning construct.

“Meaningful Learning” is the construct behind this institution’s academic and institutional planning

Other article contents: Strong literature review with possible suggestions for more study/reading.

Authors are faculty and leads in the CoTL at SUNY Oswego

2. **Klein-Collins, R. (2011). Strategies for Becoming Adult-Learning- Focused Institutions. *Peer Review*, 13(1), 4-7.**

Driving question: What are the components of Adult-Learning Focused Institutions(ALFI)?

Summary: Authors mention an ALFI “Toolkit” for institutional self-assessment on domains specific to adult learning. Reviews nine principles of effectiveness:

- a. Outreach
- b. Life and career planning
- c. Financing
- d. Assessment of learning outcomes (specifically, prior learning assessment)

- e. Teaching and learning processes (related to life and work experiences, adjustable pacing)
- f. Student support systems
- g. Technology
- h. Strategic partnerships
- i. Transitions

Author is an educational researcher in ALFI.

3. McPhail, I. P. (2004). Transformation of a College: From Teaching to Learning. *Presidency*, 7(3), 28-31.

Driving question: “What are the steps to create a learning-centered college?”

Summary:

1. Establish a clear vision and direction – emphasis on the role of college leadership in learning-centered culture
2. Develop a strategic plan – plan drives goals and outcomes. Grounds the work
3. Build the framework – a good explanation of how the Learning Council at LCC can frame policies and infrastructure
4. Adopt flexible learning options – cites dual credit, night, online, accelerated, prior learning as examples
5. Focus on learning outcomes assessment – identified as a critical element and one where faculty play a large role in developing and defining competencies
6. Engage student development professionals – integrating the role of out-of-classroom learning into the learning culture.

Author is a President of CC of Baltimore County

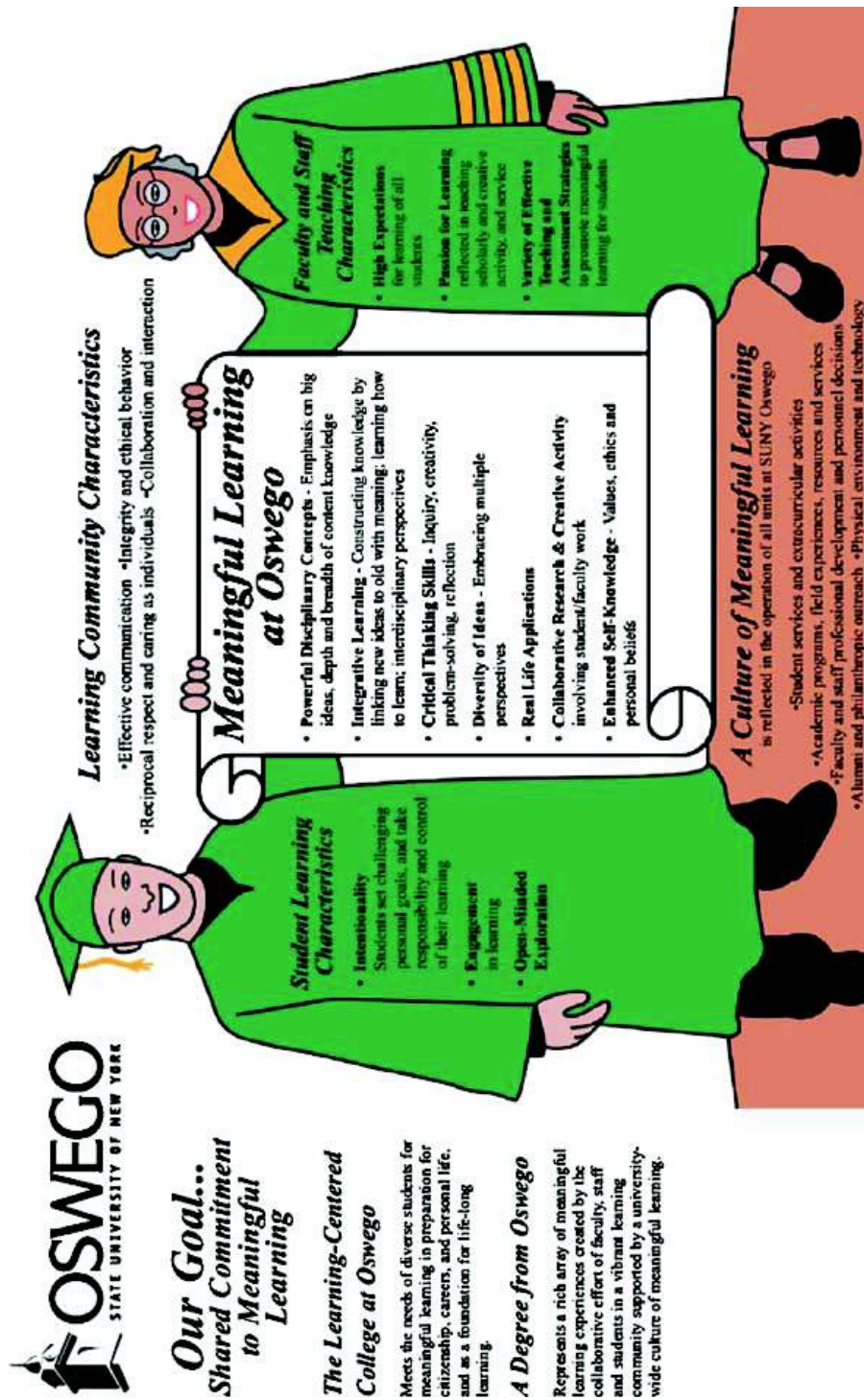


Fig. 1 Meaningful learning conceptual framework.