

LEARNING COUNCIL MINUTES
February 27, 2009, Boardroom 1:00 – 2:45 p.m.

Present: Sonya Christian, Kate Barry, Lida Herburger, Michael Levick, Mark Williams, Dennis Gilbert, Ken Murdoff, Shelley Gaudia, Phil Martinez

Item	Notes
Minutes Review and Approval	Approved without amendment
Announcements	<p>Ken and Kate did an orientation to new Learning Council Members: Decision Making Process, Review of Work previously done</p> <p>Sonya: Bond Leadership Team: Retreat on Monday and Phil and Michael are part of that team Funding Sources: National Emergency Grant through LWP, including the funding of faculty positions to handle enrollment growth. Budget: At April Board Meeting, budget proposals will become public. Budget Sub-Committee of College Council is working on it: Baldwin, Brinkman, Salt, Kiser, Lindly, Morgan, Spilde, Christian. Proposals can be submitted by the college committee. At this time, deficits can be as high as \$4 million.</p> <p>Kate: Lane had received a Title III Grant and it might be good to have a Learning Council, Faculty Council, and Student Affairs Council joint meeting to discuss Title III.</p> <p>Lida: Continuing Ed. Got feedback from employers that phlebotomy may not be necessary due to reduced or no hiring. Some students want the class in spite of lack of hiring so they may continue some training in a smaller way. Also bringing up nursing lab in the Spring.</p> <p>Dennis: Faculty council has 3 major discussions: "Bond & Beyond" discussion that started before the Bond passed, Faculty Chair model is being discussed, Governance System review, and Student Evaluation of courses</p>
Review of Work Plan for 2008-09	<p>Review Std 2, 4, & 5- See Calendar for dates.</p> <p>What should the Learning Council do this year:</p> <p>Dennis: Need to look at the use of part-time faculty. Discussion: 1. This issue is already embedded in the Learning Plan (Goal 1.B.) and it is discipline related. 2. The accreditation standards do not address the issue of full-time/part-time.</p> <p>Shelly: Need to look at the underprepared students. Discussion: 1. Should have a discussion with SAGA, Pathways, First Year Experience 2. The FT-PT faculty ratio may have an effect on managing the influx on underprepared students 3. This issue is also embedded in the Learning Plan</p>

	<p>Mark/Phil: Need to be discussions on technology</p> <p>Discussion:</p> <ol style="list-style-type: none"> 1. Ways to link up information from different sources so they can automatically go to students (based on certain parameters) 2. Moodle use and its role in teaching and learning <p>ACTION: Everyone should send suggestions of items to be added to the Work Plan and there could be a e-conversation and the agenda could then be set for the next meetings. Due by March 9, 2009.</p>
<p>Bond Leadership Team</p>	<p>Bob Mention and Alen Bahret presentation and discussion.</p> <p>Overview of Group I Work (Architectural and Major Maintenance Work)</p> <ul style="list-style-type: none"> • Architectural: <ol style="list-style-type: none"> 1. Performance Hall 2. Building 2 3. Florence 4. DTC • Major Maintenance: <ol style="list-style-type: none"> 1. Roofing 2. Track/Soccer Field 3. Infrastructure Work <p>Collaborative work between Facilities Council and Learning Council to keep learning at the center of the work of facilities. This is a positive evolution in the work that has helped inform the Bond Planning process. This has help to focus design to include student engagement space outside of the classroom.</p> <p>Councils will be able to have input into the plans. Timing of the input needs to be such that it does not require significant re-working after work is already done. Design work will mostly be done at the PUG level so the work of the Bond Leadership Team will then wrestle with balancing the needs including budget, co-curricular space and instructional space, etc. The Bond Leadership Team will also provide the transparency in the process and will assure that others, including users and specialists, are engaged at the appropriate times so that decisions are made with the right levels of input. The Learning Council will provide input throughout the development of the design guidelines which will inform facilities to implement those guidelines to the best of their ability. This needs to be an iterative process and the Learning Council needs to be involved to assure guidance in creating appropriate learning standards for environments across the user groups. This also can be said about Student Affairs Council regarding the creation of accessible learning, and effective co-curricular spaces. These standards, however, may deviate across disciplines based on the needs of the particular discipline and would come in through the PUG.</p> <p>ACTION: Phil and Michael to let Council know how much time the BLT could use for ongoing input from the Learning Council</p>
<p>Assessment Team Report</p>	<p>Stephen Selph, Mary Brau, Craig Taylor.</p> <p><u>Handed out Assessment Team Work Plan:</u></p> <p>Developed a rubric for assessing critical thinking. Looking at the entering level and 'exiting' level of critical thinking (based on having</p>

	<p>completed a certain number of credits); did find some improvement when looking at artifacts from different disciplines (including art projects, math assignments, writing samples...). This was not perfect methodology but the rubrics were developed within the user groups (feeding off of existing rubrics and then adapting them to Lane) as opposed to superimposing an outside rubric. There was not, however, an attempt to define critical thinking. The conversation also stimulated conversation and reflection on where critical thinking is (or is not) embedded in the work within a class.</p> <p>Now looking new artifacts and rubric on critical thinking.</p> <p>Now looking to develop rubric for effective communication and the artifacts that will demonstrate the development of effective communication.</p> <p>Might be good to have student tutors on the Assessment Team.</p> <p><u>Handed out Assessment Team Report:</u></p> <p>Assessment Team has been recognized statewide as being a leader in assessment of Gen Ed.</p> <p>The focus has not been on data gathering as much as on professional development and faculty discussion that will result in improved learning for our students.</p> <p>ACTION: This is the first reading and a vote to accept the Assessment Work Plan will happen at the next meeting.</p>
Next Meeting	March 13, 2009, from 1:00-2:45 p.m. in the Boardroom.