

LEARNING COUNCIL MINUTES
January 26, 2017, 1:00 to 2:50 in Board Room

Present from Learning Council: Aryn Bartley (Faculty), Pat Griffin (Classified), Jim Salt (LCCEA), Patrick Blaine, Claire Dannenbaum (LCCEA), Ian Coronado (by position), Phil Martinez Jane Harmon, Tammy Salman (by position), Christina Howard (LCCEA),

Absent: Adrienne Mitchell (Faculty Council), and Marleena Pearson (LCCEF), Kerry Levett, Jennifer Frei, Victoria Rodriguez (student), Keely Blyleven (student).

Notetaker: Anna Kate Malliris

Guests: Marge Hamilton

Item	Notes
Admin Tasks	<ul style="list-style-type: none"> ● Agenda- Approved Unanimously ● Minutes from January 12, 2018 Meeting- Approved without change, unanimously
Chair Report (Howard)- Postponed	<p>Policy Development Priorities for 2018</p> <ul style="list-style-type: none"> ● Grade change status, academic and degree appeals ● Syllabus ● Credit for prior learning ● Instructor hours on campus
Vice Chair Report (Harmon)	<ul style="list-style-type: none"> ● Harmon asked if the Learning Plan was the same as a Master Academic Plan. Howard said it is called Learning Plan to align with the plans from the other councils and to be inclusive of co-curricular learning opportunities. ● Harmon asked how long we have been working on the Learning Plan. Martinez said the most recent version has been in development for the past 18 months. Howard reviewed the process that the development of the Learning Plan has gone through. ● There was discussion and agreement that the Learning Plan needs to drive all other plans. ● Howard said there were structural barriers to completion because there are initiatives moving forward and that slows the formal planning process. The initiative draw resources, leadership, and energy so the council level work does not get the attention it needs. Initiatives move forward without relationship to the planning tools. ● Harmon said that the Learning Plan needs to be data driven and it should identify what is needed and then the college would look for funding and initiatives that address the needs identified in the plan.

- Howard said that at the Budget Meeting on January 25th, Harmon talked about Strategic Enrollment Management Plan but that is really the work of the Learning Plan. Howard observed that this is an example where there is the same work is being done in multiple but separate places. Howard also observed that we are talking about Guided Pathways now but not talking about the Learning Plan. Again, it is being initiative driven versus planning driven.
- Coronado said that the institution still needs to be able to take advantage of opportunities that present themselves and require timely response. Howard said that this is addressed in the Continuous Improvement Goal in the Learning Plan.
- Bartley talked about the Conversation Kit.
- Harmon said that the Learning Plan should talk about both what is happening in the classroom as well as those issues that are addressed in Strategic Enrollment Management, counseling/advising, and Guided Pathways. Howard believes that the Learning Plan is broad enough to encompass things beyond the classroom.
- Bartley said that the Guided Pathways initiative, like others, should come from a decision-making process and conversations instead of the initiatives being handed to the college by the administration.
- Salt said that the Guided Pathways presentation to the Board was made without any consultation with faculty or the Learning Council. It was not clear whether Lane was looking into Guided Pathways grant or we were already committing to the grant. Guided Pathways is about academics and should be addressed and discussed with faculty and the Learning Council. Howard said there was little opportunity to understand or discuss Guided Pathways.
- Dannenbaum said that the way that academic decisions have been made has led to a certain amount of distrust. We all want improvement in the processes but there need to be conversations before the faculty can commit to Guided Pathways.
- Martinez observed that discussions with Deans and Directors has focused on initiatives and the Learning Plan has just been treated and informational and takes a back seat to the initiatives.
- There was a brief discussion about the role of the governance councils, the unions, and shared governance.
- Howard said that the council needs to identify the data that the council should be looking at and then pull that data together for discussion.
- The council members agreed that the different council plans need to be integrated and their work should be aligned. Howard suggested that there needs to be a “Planning Summit” that would bring the different councils together to have this conversation.
- Harmon would like to meet with Howard and anyone else on the council so she can talk about the direction the council should go.

- Howard said that Levett had asked for Learning Council's endorsement of the Guided Pathways grant. Howard wanted to know what would be the outcome of the grant and did not feel there was an answer.
- Hamilton joined the conversation and said it does not have anything to do with academics, it is just creating pathways. Hamilton said Guided Pathways is more on the advising side. Howard asked if we were implementing Guided Pathways. Hamilton said it would not have to do with curriculum but rather it would provide staff/faculty professional development because we are shifting in that direction and we need to know what we are buying into. Guided Pathway's focus is on students getting the guidance that they need; counseling, advising, tutoring, career counseling that is focused on specific pathways. Hamilton said Guided Pathways would not require that faculty change their curriculum.
- Salt expressed concern that in other Guided Pathways implementations it did effect the curriculum. Hamilton said this is not her vision. She wants faculty to get the information about Guided Pathways (not just student services) so they are involved in how it develops in our college. Hamilton said that if there are courses of study that are no longer relevant, it is appropriate to end them. Hamilton said that through the curriculum committee, faculty determines which courses are essential to programs of study. Harmon said that the discussion are being had at the state level to talk about curriculum in the AAOT and faculty need to be at the table for those discussions. Salt said that assignment of courses and elimination of courses are not in the faculty's control so we need to have clarity about how Guided Pathways might be used in the assignment and elimination of courses and programs.
- Hamilton clearly stated that the grant funding now is for professional development to understand Guided Pathways; not to implement it.

Howard polled the members of the Learning Council for how they felt about endorsing the Guided Pathways \$25,000 grant application

- Salman is in support of the grant to learn more about Guided Pathways by sending faculty and staff to learn more about it.
- Blaine is in support of the grant. Still concerned about enrollment and the breadth of offerings.
- Coronado is in support of the grant and was impressed by how LBCC was able to put their own spin on it.
- Griffin in support of the grant.
- Bartley abstained; she would like to hear more from faculty. She is concerned about the effects of Guided Pathways on liberal arts programs. She believes that the more faculty involvement in professional development and in grant implementation to make sure it does not affect curriculum negatively.

	<ul style="list-style-type: none"> ● Salt believes FPD should be consulted about the professional development involved in the grant. He is most concerned about Rob Johnstone’s approach to this work and we need to be an agreement that this is only about advising because his Johnstone’s version is not this limited. Salt wants to know who will be guiding this work. Salt is still concerned about going down this path. ● Dannenbaum- Supports change that is collaborative, discusses the implications of Guided Pathways, etc. There is a lot of mistrust and I am concerned that the risk of having Gen Ed courses cut is high. She supports Guided Pathways but with clear understanding of what will be done. ● Mitchell-Agrees with Dannenbaum. Concerns about impact on liberal arts coursed and curriculum but also the pieces that limit who we serve. Our college mission (social justice and access) could be challenged by this work. In support of the grant funding of professional development that is inclusive and not with only certain people having access. ● Martinez-In support of the grant with similar concerns to Blaine. ● Harmon- In support of this opportunity to learn. <hr/> <p style="text-align: center;"><i>DECISION: Learning Council supports a \$25,000 grant to provide staff & faculty professional development to better understand the way of thinking in Guided Pathways; with the understanding that this grant is not committing the college to pursue a particular version of Guided Pathways or Guided Pathways itself.</i></p>
Learning Plan Winter Work Planning- Postponed	<ul style="list-style-type: none"> ● Learning Plan development models in Team Drive ● Campus Conversation facilitation (Frei) ● Data Analysis Work Planning <ul style="list-style-type: none"> ○ Review synthesis of strategic and institutional plan data sources- https://docs.google.com/document/d/1c4QkkC5-axjIzTXru2p904KuFu1NUD4CDcNJMVzyDX4/edit ○ Planning Summit Proposal; intersections with budget development and strategic enrollment management group
Curriculum and Assessment (Salman)	<ul style="list-style-type: none"> ● Curriculum Committee wanted to update the curriculum process and have more clarity. Implemented some checklists for the process.
Future Agenda Items & Other Business	<ul style="list-style-type: none"> ● Academic Progress Standards – February 9th ● Achieving the Dream Presentation and Discussion – TBD ● Student Retention Data: Strategic Enrollment Management Update ● Curriculum Mapping Tool presentation – Winter 2018

	<ul style="list-style-type: none"> ● Information Literacy; Extended Learning Certificate Programs ● AAS Online Program for Energy Management ● Majors and Clusters Projects- TBD
<p>Invited Presentation with Faculty Council- Guided Pathways Grant (Open Discussion)</p>	<p>Hamilton discussed the scope of the Guided Pathways grant.</p> <ul style="list-style-type: none"> ● Guided Pathways grant is to support learning, student success & retention, and the \$25K will be spent for professional development. Good advising, coaching, career exploration/advising, good wrap around services is the focus of the work. Lane then starts to be shaped based on the areas of focus. The other tenant is giving the students a work plan instead of making decisions based on the time of the class or the teacher. Guided Pathways is to give student a guided academic map. ● Hamilton supports the work. Lane should own the outcome of the work. Faculty/staff go to the trainings and take what they like, leave what they don't like and make it fit Lane. Hamilton says she will not force us to do anything. What she knows is that when there is coaching up front, students persist and complete more. ● Hamilton is just asking faculty/staff to be at the table and hear what is said. She suggests that we continue to learn about it and use the grant to get the professional development to access it. <p>McQuiddy wants to know what the strongest objections to Guided Pathways?</p> <ul style="list-style-type: none"> ● The strongest objections have been that saying you're a Guided Pathways school will force you to change curriculum in the way you don't want to. So long as faculty decide what courses fit in Gen Ed., you decide what students should take. If students don't take the classes, that is on you. <p>Colton- CIT has been in a guided pathway forever but the students run into credit problems before they can take all the classes the industry wants them to take. Will we ever go to a 4 year degree?</p> <ul style="list-style-type: none"> ● Hamilton said some community colleges are moving that way. <p>Does the grant address that our advisors are not faculty and would they be getting the professional development?</p> <ul style="list-style-type: none"> ● We can send both faculty and staff but we do need faculty involved from the beginning. <p>Alvarado- Counselors have been in a Guided Pathways model forever; in specialty areas. Counselors have been replaced by advisors in this Guided Pathways model and counselors have been reduced and centralized. Counselors need to be involved with faculty in their specialty areas. She supports that students be guided in their education by being on a pathway.</p>

	<p>Reid- Had something like this at previous schools when faculty had advising responsibilities. The meta-majors allowed faculty to work with students more closely earlier.</p> <p>Sullivan- Is there money in the grant to help faculty engage with the 4-year universities.</p> <ul style="list-style-type: none"> • Whether covered in the grant or not, Hamilton will fund these conversations. Hamilton will be meeting with the UO and will discuss this type of engagement.
NEXT MEETING	Friday, February 9, 2018, from 1-3 p.m. in the Boardroom

After adjournment, Faculty Council approved a resolution in support of the Guided Pathways grant. Refer to Faculty Council minutes for specific resolution language.

There was discussion and agreement that participation should be solicited widely, actively, regularly, and equitably. Participants should not be determined by someone hand selecting participants.