

LEARNING COUNCIL AGENDA

FRIDAY FEBRUARY 23, 1:00-3:00PM, BOARDROOM

1. ADMIN TASKS (1-1:10)

- A. Review approve agenda
- B. Review and approve Feb 9 minutes
https://drive.google.com/open?id=1O2_99lml7oZ1wliITxeSsWncjFCKiROb
- C. No quorum, so couldn't approve agenda
- D. Need new note taker - AK out

2. INVITED PRESENTATION - ACADEMIC PROGRESS STANDARDS (1:15-1:35)

- A. <https://www.lanecc.edu/copps/documents/academic-progress-standards>
- B. Mary Parthemer here to speak about APS

They completed program review; still working on writing the document. Used the CAS standards to complete the review.

Criteria for academic progress includes: Completion of courses and GPA. Min GPA is 2.0, tied to US Dept of Ed limits for grants and loans. All attempted credits (including courses dropped after deadline of 2nd week) count toward future credit limits, even if they take a long break, even if students don't use financial aid, even if they dropped course in 8th week. From COPPS procedure: "Special Note: Attempted credits include all credits a student is enrolled in at the beginning of the second week of the term, [after the Refund Deadline](#). Refund deadlines for summer terms can vary. [Check the Refund Schedule](#) for details."

We need to set clear expectations for progress and completion; intention to support students through milestones and understand the milestones. We want to decrease student loan debt, cost of a college credential, decrease cohort default rate.

At end of the term, students not meeting APS receive notification they are on alert; not blocked from enrolling unless they hit Alert 4. APS will be moving into Lida Heberger's department when Mary P. retires soon.

See alert levels on procedure at

<https://www.lanecc.edu/copps/documents/academic-progress-standards>

For Alert 2, which requires a workshop, peer mentors help students in-person. Jane wonders whether there might be a more intrusive way to support students who hit Alert 1. IRAP working on data on students at various levels; will have this soon.

Students who get into College Success courses have asked faculty why they didn't get these courses prior to starting other courses. Jane: Is there a way to identify characteristics of students who may need this type of intervention earlier?

Program review indicated need for more interactive online course, so they will be working on this. Current version is flat. Ian offered to connect with them and help revise the course to be interactive. Alert 3 and 4 requires advising.

Prior to APS, students not meeting GPA standards were leaving at a greater rate than after implementing APS.

Mary shared a spreadsheet of students petitioning to return to Lane; it shows loan debt, attempted credits, completed credits, terms left to completion and credits left for completion. Discussion about the need to intervene in terms of scheduling, planning, keeping students on track. How do we ensure students who are allowed to come back have set up a plan, met with counselor/advisor.

Students, other than OR Promise, do not have to meet with an advisor before first time registering, then not again unless they reach Alert 3 or 4. Possibly need more advising intervention earlier or more often. Discussion about readiness for college. Maybe all new students should take a non-credit course. We have a first-year experience in place, but it is not required. Discussion about potential for making FYE required.

Have we looked at transfer areas and potential credit inflation - e.g., courses we offer that are fewer credits at another school.

APS started in 2012-13.

Faculty can help:

- Students say they don't have regular information from faculty about how they are doing in class. Some students in Alert 4, who are required to give progress report at Week 5, but often do not have any information.
- Some students say faculty tell them to drop course, but students should be steered to their advisor.
- Incompletes do not help students
- Faculty could use Moodle sites to reach out to students as soon as they miss class; find out what is going on; encourage them to return

3. CHAIR REPORT - WRITTEN

A. Campus Master Plan Survey

<https://docs.google.com/forms/d/e/1FAIpQLScgCdnAQPQdNuww64y8FAq6fZ7ZKxTr8sD5G0XqxxvY6T4Xbw/viewform>

B. Learning Plan Development

1. Planning summit scheduled 9-12 on Friday, March 9 - open to Learning Council members whole or in part - contact Christina if you are interested in joining.

Includes tech council, APROC, Curriculum and Assessment, Facilities, and College Planning.

C. Tracking Policy development priorities for 2018

1. Grade change status progress report
2. Future policy review and updates
 - a. Syllabus
 - b. Credit for prior learning
 - c. Instructor hours on campus

4. VICE CHAIR REPORT/AVP REPORT

A. Guided pathways

1. Not a lot of feedback on guided pathways
2. Requiring a plan or required interventions can boost retention
3. Kerry: May be bringing a panel from Linn-Benton; maybe present to combined LC and Faculty Council meetings?

5. CURRICULUM AND ASSESSMENT REPORT

A. Future agenda items and Other business (10 min)

- i. Achieving the Dream Presentation and Discussion – TBD; Student Retention Data: Strategic Enrollment Management Update; Curriculum Mapping Tool presentation – Winter 2018; Information Literacy; Extended Learning Certificate Programs; AAS Online Program for Energy Management; Majors and Clusters Projects- TBD
- ii. Per the Technology Council’s charter, here is the instructional technology plan that can be merged into the learning plan:
<https://docs.google.com/document/d/1h1bLnR1zzj29rnrNOVZxPFiMgmGVQ3-SxnjT-wNC2GM/edit?usp=sharing>