

COLLEGE COUNCIL MINUTES
May 24, 2012 Boardroom 2:00 – 4:00

Item	Notes
Present	Greg, Craig, Mary, Jim, Dennis, Bob, Rodger, Susan, Sonya, Barbara
Absent	Merriam
Agenda review	No changes
Approval of prior Minutes	Approved
<p>Achieving the Dream</p> <p>By Jennifer Steele</p>	<p>Jennifer Steele informed College Council that they are at the end of their planning year. And shared the following: Priorities and intervention areas that we will be pursuing. How framing the work and moving forward. Increase the percentage of lane students in promptly attempting Prepared for placement in the correct math in a timely way. 85% placed in developmental math 32% reaching level within three years Based on CCSSE and sense data. Shows that students are frustrated with amount of time to get to their program requirements. Interventions Math placement redesign: Testing, evaluation instrument, retest policies, alternative learning environments, to address specific achievement gaps Early and sustained math progression. Get them started in first two terms. Alternative learning environments Catalog work already underway, online, lab, etc. Creating more systematic approach Tie in to other programs to promote math success Increasing the %age of students earning degree or certificate. Focus on program and major identification Unable to track and support students because not selecting appropriate major. Don't know exactly what their goals are Mandatory academic Planning Orientation and advising. Helping students make plan and keep them on track. Next steps ATD website Developing work team for each intervention area Joint meeting with math and abse, map out plan for next year, lot of support from ATD coaches and IRAP team, connecting with other Oregon schools.</p> <p>Comments:</p> <p>-Who decides when it comes to making decisions? Pedagogical change. How is that being recognized and addressed when it comes to educational reform? Not opposed, except when shoved down our throats by other agencies.</p> <p>-The process used are ongoing series of conversations, analysis, followed model of engagement and refinement, used criteria, had continued conversation with students and faculty. As we move forward in implementation, need to have all</p>

stakeholders leading the charge. So as those questions come up, we can meet them as when we get there.

-The folks that are doing that work. Faculty from ALS and Math eg.math initiatives. Primarily faculty. Advising piece, the lead is more advisors and counselors integrated with faculty.

- Is this to help students get ready or to follow with the program? Does it enter into the formal curriculum so that the approach is uniform across the college?

-Used in multiple ways, as preparation tool. Con academy. Grant → Educational resources that con academy doesn't cover.

- But how do we measure if we have one of ten faculty. Will we have ten practices? Agree that it should be faculty driven.

-The idea is to get students into program level math. Want time to shorten, but want them to be prepared. When a student comes to lane, it will be clear what the options are. Not trying to standardize best practice. Need to have options. Not getting to one practice, but multiple practices to make best choice to get into program level.

- Is important that we be able to say who decides. Don't want to freeze out people with different ideas. Want to be able to backtrack and use ideas that were rejected at one time. Think we should aim for clarity around who made the decisions and what were the choices. Two big studies that showed correlation between the percentage of adjunct faculty and their lack of completion. There's some data that is best practice. Where in the process was the decision made not to consider that. Example of the kind of accountability.

- Options. Is this an open process? Suppose faculty decide to adopt a set of best practices. Can they do it? How do students pay for these?

-Will send website that documents our planning year so you can see how we got to this point.

-This is a closed process. All of what we are doing with other programs, they are all intertwined. We want to get all ideas on the table.

-Lack of compulsory intertwining. Eg. To give suggestions to students

-It's one this to be inclusive. People think it's a democracy. But if we don't have a clear understanding of how decisions are being made. Like the rights of faculty to determine pedagogy is recognized and respected, then we can run into problems. Helps to have a clear understanding.

At a broader level, things that go beyond teaching in the classroom. Try to get clarity on how decisions involving multiple authorities being made to the extent that they are. That's key so people can respond to them.

-If a decision is being made to give a hybrid class. It is a faculty member teaching the class. Fits in the first category. In terms of advising its being done by a few people who are experimenting in that realm. If there is a decision that is scalable for faculty workload.

-Not just interested in workload. Pedagogy.

- Would be faculty making that decision. For second category, would go into institutional structure.

	<p>-If you follow education journals, you'll see that Lane's problems everyone is facing. Can faculty be more productive and can the college benefit from that? Will be done by faculty, needs to be done in a safe manner. Don't have the mechanism for doing that. Futzing around the edges. If we are making big steps, these initiatives have to be faculty led. Would like to see this discussion raised in that way.</p> <p>-How does the student know which class to enroll in? Do we have accountability? How do you get Greg to come to a consensus on how math should be taught? Another reason for standardization.</p> <p>-Ben Hill is sensitive to issue of faculty having control of pedagogy. Academic freedom and curriculum in general. I see where ATD intervention. Proposals of areas and goals we would like to see. Those are not value neutral. They come from a success agenda. Credentials agenda. And orientation to achieving the dream. Next, when going to departments. We are at a place from suggested areas of focus based on data. Think that faculty are in a superb position to kill this thing. Or to see it as an opportunity to see their own desires improve in some of these areas. If the ideas catch fire, then it will go. Could be a positive opportunity for faculty to engage and own the ideas.</p> <p>-Not trying to throw a wet blanket. Opportunity to address the broader issue. Only a small percentage of students who starts at CC finish at a university. 1 in 4. Trying to address the issue.</p> <p>-In physics, we have a standard curriculum and it enables us to engage in a process to constantly improve the curriculum. Requires communication among professional faculty members. If we don't treat faculty professionally, we won't get that. For years I've been asking for more fulltime physics instructors and we can make the college more money. Faculty leadership is crucial.</p> <p>-We can make up a learning agenda, doesn't need to be driven by a credential agenda. Should focus on students actually learning. Beginning to shift nationally. Fine to increase the numbers, but at the same time we need to figure out what those cert and degrees mean. We have the opportunity to do it here in this work.</p>
<p>Budget Development (Standing item to monitor progress)</p>	<p>Members of the Financial & Budget committee report that Budget was approved and passed to the Board of Education to be approved in June. There will be \$4 in tuition increase.</p> <p>Following the last CC meeting the committee had another meeting and reached new consensus.</p> <p>Members discuss whether to hold another meeting this year. Decision was no.</p>
<p>Achievement Compacts update</p> <p>By</p> <p>Task Force (Sonya Christian, Jim Salt, Bob Baldwin, Phil Martinez, Craig Taylor)</p>	<p>Sonya Christian gave an outline to capture work done by the taskforce. Has been meeting and wrestling with AC as designed and coming up with targets. The board is supposed to complete and submit to OEIB. The document captures a report that we have authored as a task force.</p> <p>Report</p> <p>Key points when we move into accountability model. If that's the premise, then what is the construct that we are using? Once we make determination, the framework shifts.</p> <p>Should the framework for k12 and higher education be the same? There can be two different frameworks. Are we looking at additional resources to invest in higher education in order to attain the outcomes: more degrees and</p>

	<p>certificates? Don't want agencies to come in and tell us what to do, but if they are willing to give more money We can partner with You. Need to mobilize Oregon as a whole, or can mobilize locally. Came up with 8 factors</p> <p>Jim Salt: Dealing not just with getting numbers to board, but various issues that have come to us in doing this work. One weakness is lack of clear connection to funding. Need to get idea from college council to move in a broader direction and some idea of what that direction should be.</p> <p>Bob Baldwin: its performance based funding, but if we can convert to educational reform or funding reform, then we can look at it from what the state should be doing. Then we can have some real value to the work that will be done. Will require a lot of ground work. A lot of local on the ground activity, and some political courage from Salem that I haven't seen for a long time. Grassroots issue to force it on Salem.</p> <p>Other comments: -I think we still have some important work to get clear on some things.</p> <p>- Funding is absolutely important. The key, but how do you integrate that into the process? Would suggest an amendment based on paper that Gary Rhodes put out. Tracking the socio economic standing of our students. Comparing out of state students and international students. Think we should be tracking that.</p> <p>-Even if we do get more money, it will go to expenses we already have. Need to have a plan b. What if we don't get more money to meet the goals. Need to have a plan to handle disinvestment as well as investment.</p> <p>Sonya Christian: I don't think the point was we will only do this if you give us more money. We have made a commitment to more degrees and certificates. Not an agreement with the department of education. Based on being an accredited institution. Student debt is a big issue. Mobilizing piece will take individuals who are committed. Need to be persuasive.</p> <p>Jim Salt: AC was framed as trying to get to the 404020 goal = educational reform. Financial reform = performance based funding. Simple. What would get us to where we want to go; we need to decide where we want to go. We want more funding and more completion. I would say not simply best practices. Offer an alternative vision to meet the educational aspirations of the state. Challenge the current model. Humiliate defenders of it. Create pressure in framework for alternative model. Use that plan to bring to the state the choice to make (in a very public way)</p>
<p>Facilities Council Policy on Planning</p> <p>By Margaret Roberts chair of Facilities Council</p>	<p>Margaret Robertson presented the policy and explained that it is the proposed policy and a set of guidelines for campus planning Strategic planning for physical spaces. If board paid, they would get professional planners. They did spend 97,000 and they didn't get the product they could have gotten. Facilities council would like to provide framework and guidance in case they do this again.</p> <p>Suggesting a one sentence policy. Linked to current guidelines.</p> <p>Comments: - Who would revise guidelines? What is the function of moving this to a policy that links to a guideline instead of having that be the policy.</p> <p>-The guidelines are much more than the policy.</p> <p>- Part of the governance system, so revised at facilities council and brought to</p>

	<p>college council.</p> <ul style="list-style-type: none"> - We are effectively moving it into procedures when it is actually a policy. Understand the intent, and having to move it forward. - Spending money and not having a product. Haven't seen an evaluation. Neither policy nor procedure. Needs to be one or the other. Doesn't do it for me. Clouds the issue. - Agree that it has policy contained in it that needs to be pulled out. The charter gives the facilities council broader authority over planning process. -I didn't mean to say you didn't get a product, just not the one you could have had. -Take college council feedback and send it back so we can have it passed before the end of the year.
Reports:	<p>ASLCC: representatives absent</p> <p>MSC: nothing to report</p> <p>ET: nothing to report</p> <p>LCCEA: nothing to report</p> <p>FACULTY COUNCIL:</p> <p>LCCEF: nothing to report</p>
Adjourn	<p>[A1] Next meeting June 14</p>
<p>Minutes taken by Donna Zmolek</p>	