

# Learning Council

## Meeting Notes from November 12, 2004

### ATTENDANCE:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> BOB BARBER      | <input checked="" type="checkbox"/> JUDY MCKENZIE     |
| <input checked="" type="checkbox"/> KATE BARRY      | <input checked="" type="checkbox"/> KEN MURDOFF       |
| <input type="checkbox"/> DONNA KOECHIG              | <input checked="" type="checkbox"/> TAMARA PINKAS     |
| <input checked="" type="checkbox"/> ADAM DAVIS      | <input checked="" type="checkbox"/> ALBERT POOTH      |
| <input checked="" type="checkbox"/> LIDA HERBURGER  | <input checked="" type="checkbox"/> CATHERINE RESCHKE |
| <input checked="" type="checkbox"/> PATRICK LANNING | <input checked="" type="checkbox"/> KEN ZIMMERMAN     |
| <input checked="" type="checkbox"/> SABRINA DAVIS   | <input type="checkbox"/> _____                        |

### OUTCOMES:

Observer(s) in attendance:

#### 1. Review of Minutes

##### Decision:

Accept minutes from 11-5-04 with correction of typos.

#### 2. What is a Work Plan?

##### Decision:

Learning Council request that Ted Romosser get the following information from College Council:

- List of committees
- Decision Matrices

#### 3. Members by position

##### Decision:

- Appointment of members by position should be on the Work Plan.
- Add to the agenda of the 11-19-04 meeting

#### 4. Reports from the Work Plan

##### Decision:

- Bert will get feedback from Faculty Council.
- Tamara will send members the link to the League to get this information.

### DISCUSSION:

Ted Romosser

##### Discussion:

- Label 1<sup>st</sup> set of minutes sent out as Draft
- Label 2<sup>nd</sup> set of minutes sent out as Final

##### Discussion:

- Look at the college's strategic directions as a point of reference
- Survey stakeholders regarding what is/is not working
- Look at the learning-centered principles discussion that was done at the Spring Conference 2003. On the web.

##### Discussion:

- Mary Brau was suggested as a member by position to the Council.
- A question was raised as to the need to have criteria to determine who should be appointed as a member by position to the Learning Council.
- College Council has set out that if a person's position is such that it would be critical to have their perspective to move the work of the council forward, then they should be appointed as a member of the council.
- College Council decided that members by position would be full voting member but may not veto council consensus.
- A comment was made that the decisions of college council needed to be regularly communicated to other councils.
- There was general discussion about the authority of College Council in determining the process of other governance councils to select members by position.

##### Discussion:

- Attendance at AACU Conference:
  - Interested parties are: Mary Brau, Sonya Christian, Tamara Pinkas, Patrick Lanning, Adam Davis.
  - One remaining position: Sabrina Davis was suggested.
- League school query regarding the Learning Plan had received some response. Learning Plans are often part of a college's Strategic Plan rather than a separate document.

OUTCOMES:	DISCUSSION:
<p><b>5. Assessment Plan</b>  <u>Decision:</u>            Will ask Mary Brau to report to Learning Council on the work of the Assessment Team.</p> <p><b>6. Vision for the Learning Plan: What would it look like? What would the process look like?</b></p> <p><u>Future Items:</u></p> <ul style="list-style-type: none"> <li>➤ Council Membership</li> <li>➤ Waiting for report from the subcommittee that is identifying committees (12/3)</li> <li>➤ Approve Work Plan &amp; Continue on Learning Plan (11/19)</li> <li>➤ Discussion with Assessment Team</li> <li>➤ Next Meeting on November 19<sup>th</sup> in PE 206</li> </ul>	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>• What it will look like:               <ul style="list-style-type: none"> <li>○ Every unit will develop outcomes &amp; systematic ways to assess outcome.</li> <li>○ There needs to be a systematic approach to program review.</li> </ul> </li> <li>• Assessment is a topic of discussion among the league schools.</li> <li>• Learning Council's role is:               <ul style="list-style-type: none"> <li>○ Not to set-up rigid assessment mandates to individual departments; rather, to set up the structure for a systematic review process.</li> <li>○ To support individual departments, through the Assessment Team, by providing possible examples of assessment techniques.</li> </ul> </li> </ul> <p><u>Discussion:</u>  <i>What would it look like?</i></p> <ul style="list-style-type: none"> <li>• Start at the bottom &amp; work up.</li> <li>• Look at Continuing Education's role. Articulation between credit &amp; non-credit.</li> <li>• Learning Plan must not create new ideas but rather decide what to emphasize.</li> </ul> <p>Issues:</p> <ul style="list-style-type: none"> <li>○ High school programs</li> <li>○ 3 to 4 credit conversion</li> <li>○ Appropriate balance of FT/PT faculty (quality issues)</li> <li>○ Transitions to college</li> <li>○ Universal design of instruction--multiple methods for transmission of information</li> <li>○ More resources on professional development for faculty</li> <li>○ Access for different populations of student</li> <li>○ Holistic view of the learning environment greater than just the classroom.</li> <li>○ Articulation with Student Affairs Council; how to intervene for student retention.</li> <li>○ Move to an "educated citizen" level of education.</li> <li>○ Partner with external organizations</li> <li>○ Innovation balanced with traditional learning methods.</li> </ul> <p><i>What would the process look like?</i></p> <ul style="list-style-type: none"> <li>• Start with examples/ideas and move from there.</li> <li>• Look at the current situation (strengths/weaknesses), set a target, and plan how to get there.</li> <li>• Learning Plan helps guide work.</li> <li>• Important to include input from Pro/Tech programs</li> </ul>