

Columbia Gorge Community College Instructional Council Meeting Agenda

October 11, 2019-ROOM 312 HRC

10:00-12:00

Recorder: Courtney Judah

Guests:

Agenda Item	Presenter	Time	Key Points	
Welcome	Lori	10:00		
Faculty Role in Retention	All	10:00-10:30	<ul style="list-style-type: none"> • Role • Key Takeaways • Faculty Mentoring? 	
Degree Outcomes Follow-up	Kristen Kane	10:30-11:00	<ul style="list-style-type: none"> • degree outcomes assessment plans for the Gen Ed degrees (a continuation of the conversation from pre-service). • conversations about outcome #3, who will update plans, etc. 	
Distance Learning Assessment for RSI	Paula Ascher Zip Krummel Leigh Hancock	11:00-11:30	<ul style="list-style-type: none"> • Recommendations from the committee 	
IC Conversation Cont.	All	11:30-12:00	<ul style="list-style-type: none"> • Follow up to conversation from last meeting 	

Agenda items submission deadline is noon on the Thursday prior to meeting date.

Instructional Council meetings are the 2nd Friday of each month. Meetings are open to the college at large. Some topics may include interactive discussion with guests however, in general, these meetings are the function of the Instructional Council and guests are invited to view and observe without comment or participation in discussion topic

Columbia Gorge Community College Instructional Council Meeting Minutes

October 11, 2019

Recorder: Mary Martin

Guest: Kristen Kane

Attendance: Elizabeth Anderson, Paula Ascher, Andy Carmicheal, Leigh Hancock, Linnea Jaeger, Rob Kovacich, Zip Krummel, Susan Lewis, Ashley Mickels, Pam Morse, Jim Pytel, Lorie Saito, Stephen Shwiff

Agenda Item	Presenter	Key Points
Faculty Role in Retention	All	<p>Lori - Discussions will be taking place in the next few weeks about enrollment and not meeting enrollment growth projection. Next steps will be adjusting budget and working on retaining current students. Good discussions recently on math, communications in AAOT, learning communities. Good time to discuss the role of faculty in retention; students side key points, society side key points, faculty side key points. Reviewed Inside Higher Ed article on faculty role in retention and success.</p> <p>Pam Morse – feels that math is often the reason that students drop Andy – agrees with that, sees the same issue from pre-college side Lori – often the issue is not specific classes but the amount of time to complete Ashley – section 11: – important to make learning communities Rob – student in his class taking BI 211 and CH 121; struggles with math; Rogue will allow her to drop CH 121 without being dropped from BI 211. Pam – section 12: students being directed to one instructor; how do we handle this when there’s no choice Lori – we are what we are; won’t have a depth of faculty in the next 5 years to be able to direct students differently; can look at data to determine how we can help with this in other way; co-curricular model; some colleges are using peer mentors Rob – add a recitation Stephen – previous school identified students who were successful in courses to use as tutors for other students Lori – most of us have had a similar experience in college; paragraph 5 relates to our students; some are homeless; living in property; what can we do about this; look at current model of instruction in classes with high fail rates, work on different options to support students Jim – may be things in program requirements that are not needed; classes could be consolidated so students are getting only what they need Rob – can we change faculty mentors to faculty advisors and make it required for students to meet with them before registering. Lori – is it time for us to have a discussion with Student Services about faculty having a more active role in advising Andy – pre-college does things a little differently; 4 hours a week of lab time available for students; he spends time in the lab making connections with students to get down to deeper issues Ashley – thinking about recruitment; previously visits were made to centers to provide enrollment information for ECE program; she would like to be involved in the recruitment effort Stephen – impact of dual credit classes at Horizon Christian; students who thought they couldn’t do college courses are realizing that perhaps they can. Zip – Cannot discount the impact of electives on path direction; PASS program could look for other options to help students. Rob - Ryan Brusco has taken over program and has already helped him and Linda Hughitt with a student</p>

		<p>Leigh – has helped her with a student as well; student has since returned to class Jim – one intervention that costs nothing is to let the student know where they are at</p> <p>For November – review your department classes in the Cube for D, F, W classes and bring information for discussion on identifying classes that are tripping students up</p>
<p>Degree Outcomes Follow-up</p>	<p>Kristen Kane</p>	<p>Degree outcomes assessment plans for the Gen Ed degrees (a continuation of the conversation from pre-service) Some of group should have received emails regarding degree outcomes assessments; here to answer any questions CTE and Health Occs should be familiar Pre-College – haven’t really changed at all; Franceina is reviewing; Andy has looked at them Gen Ed – haven’t really changed; previously instructors reviewed courses to see which outcomes their courses aligned with; please review again because some of the aligned classes don’t make sense; if unsure about classes, share with faculty who may have a better idea Would be good if AGS and AS has quantitative literacy attached to them Susan – changed CLO professional competence to quantitative literacy; dropped professional competence since it is covered by the other CLOs; didn’t remove professional competence from the other degrees</p> <p>Leigh moves to replace professional competence CLO with the quantitative literacy CLO in the AGS, AS degree, and ASOT-BUS Zip seconds Vote – approved unanimously; 9 in favor; 0 opposed</p> <p>Susan – AAOT outcomes; when we separated from PCC, PCC decided they would use their institutional outcomes would be used; we decided to use the 22 State outcomes but there are other options. Jim – can change be made to math requirement on AAS degree; interested in a technical math class Susan – AAS degree requires MTH 65 or MTH 98 or class with either of these as prerequisite; larger discussion than can be done in one meeting; we reviewed all of our courses after split from PCC but did not review degree requirements Lori – to move conversation forward, math department and Jim, Rob, Lorie, faculty from other departments form a subcommittee to get this work done; Pam will take the lead Susan – also needs to be a writing group to review the writing classes Lori – bring recommendation to December IC meeting</p>
<p>Distance Learning Assessment for RSI</p>	<p>Paula Ascher Zip Krummel Leigh Hancock</p>	<ul style="list-style-type: none"> Distance Learning Quality Assessment committee report Zip – after much editing, came up with document; now wants input from IC; Paula will post as a Google doc on Monday; two weeks to review and submit comments Leigh – comments will put together and brought back to November meeting. Manual on how online classes are created, reviewed, and delivered. This is a new process that they are trying to solidify. Rob – Committee came about because of Federal Financial Aid (Title IV) review; report said that some of our classes did not have Regular Substantive Interaction (RSI) between faculty and students. Lori – online course should replicate a face-to-face class as much as possible Leigh – minimum requirement for faculty to interact with students is twice a week Ashley – this also applies to hybrid, right? Need to be clear about which weeks interaction is required Rob – federal review didn’t look at hybrid classes

		<ul style="list-style-type: none"> Quality Matters Rob – rubric was created by a company in Maryland; feels that rubric is being applied too rigorously; instructors that don't meet all the QM requirements are not paid for developing the course; if instructor doesn't want to meet a particular QM requirement for a specific reason, that should be good enough. Students don't want to read objectives; rubric has stopped one instructor from teaching online after teaching for more than 10 years. Stephen – need to look at how we can apply the rubric based on our needs; a different definition of the requirements and how we approach it Lori – having been using QM for as long as it has existed; hesitant to throw it out; review the standards for those that are most important to CGCC; concern that when we start making exceptions, then we don't have a common standard; need to determine which we would not budge on; perhaps provide more information up front Rob – doesn't want to throw it out; just flexibility in applying it Zip – if faculty want to be QM qualified, they can put the work into it but have different levels for those who don't. Leigh – need to have input from large group of faculty; each will have had a different experience with QM Lori – do survey to determine the standards we would like to follow but not doing away with QM completely; bring results to November or December meeting Paula – been doing QM reviews for a long time and has always been part of course development contract; reviews are stored online but not available to all; should access be given to IC? Rob – would be helpful to review Leigh – Dr. Cronin would like to know what level of involvement Instructional Council would like from her. Lori – she does have an open invitation to attend IC meetings
IC Conversation Continued	All	<ul style="list-style-type: none"> Follow up to conversation from last meeting Zip – hoped that group could make decision to except stipend in place of losing classes Lori reviewed information she collected from other colleges about department chairs COCC has handbook that lines out the role and duties of department chairs; would be good to review Pam – has changed her mind from stipend to release time; Zip – concerned about losing a class in winter term because of decision not being made Lori – decision would not be made in time to impact winter term