

Academic Affairs Council
Meeting Summary – October 16, 2007
Fireside Room

Present: Scott Anselm, Bridgid Backus, Sheri Billetter, Russ Burchard, Perry Carmichael, Rod Carter, Margarita Casas, Patsy Chester, Colleen Clancy, Bruce Clemetsen, Lynne Cox, Pamela Dunn, Richard Gibbs, Denis Green, Beth Hogeland, Kristen Jones, Sharon Ketchum, David Kidd, Rick Klampe, Wendy Krislen-Adams, Mary Ann Lammers, Dan Lara, Cathy Lovingier, Elizabeth Lundy, Karin Magnuson, Dawn McNannay, Faye Melius, Audrey Perkins, Jorry Rolfe, Gary Ruppert, Carol Schaafsma, Ron Sharman, Tom Smithburg, Linda Spain, Alice Sperling, Christy Stevens, student rep, Gary Westford, James Wilson, and Jerri Wolfe

Absent: John Aikman, Jim Bell, Dodi Coreson, Darci Dance, Fred Haynes, Alan Heywood, Mike Holland, Mike Houglum, David Ketler, Phil Krolick, Janet Lodge, Ann Malosh, John Niedermann, Steve Pearson, Mark Weiss, and Jerry Wille

Welcome:

The meeting was called to order by Christy Stevens at 3:05 p.m.

Strategic Plan:

Carol Schaafsma gave an overview of the Strategic Initiatives.

Members worked in three groups, facilitated by Rod Carter, Karin Magnuson, and Pam Dunn, to discuss 21st Century Learner, Pathways, and Advising. Questions addressed were:

- How important is this initiative to you?
- What might this look like at LBCC?
- What questions do you have about strategic issues that cannot be answered in this group?
- Why shouldn't we do this?

21st Century Learner

This initiative received moderate support from members.

Summary of Main Points

- This initiative is key for nursing and very important to the math department.
- To implement at LBCC, we need a strong plan.
- We would be able to share resources across the state.
- This is incumbent upon increased access to technology.
- This initiative requires investments in faculty professional development. Faculty need to learn how to use new resources and release time to “gear up.”
- We need more research to find out who the 21st century learner is.
- To implement this, the library sees a need to increase access to technology.

Unanswered questions

- Is this initiative about the “whole” learner or just about distant education?
- Distance education is not limited to on-line delivery of courses and millennial students.
- How are we defining learner?

- The definition of 21st century learner needs to be broad and include students who take non-credit classes.
- Do we change things for the 21st century learner and turn others away?
- Can instructors listen to the needs of the 21st century learner and then decide to act in a way that is different from the expressed need of this learner?
- When offering on-line courses, how does the instructor determine who completes the work?
- Does the 21st century learner include the concepts of universal design? Does the college embrace the concepts of universal design?
- What does industry say about the 21st century learner? What is the reality of the work world?
- Learners still need people skills.

Why shouldn't we do this?

- How are we funding the strategic initiatives? Should we raise tuition to do this? Is it wise to raise tuition when we have received more state money?
- This initiative assumes a bias that instructors are not already addressing the needs of the newest generation.
- Do we really have the money and time to do this well?
- What is the success rate of on-line courses? This may be something that students want, but are they successful?

Pathways

This initiative received moderate support from AAC members.

How important is this initiative to you/your area?

- This initiative provides a route from High School, to LBCC, to OSU, and could be developed to include other institutions.
- Pathways are connected to advising too – they are important to good advising; advising is relational and career pathways show/map the information.
- Develop/identify how students move to other schools – even if it does not involve earning a degree.
- This initiative is important to business program.
- Can we look at our curriculum in blocks to help students come in and out of the college?
- This is an emerging need for culinary arts program.
- This initiative is not as high a priority for the English, Nursing, and Developmental departments. It is viewed positively but not as important as other initiatives.
- Helps students who need more help to move on – gives new picture.
- Helps with retention.
- Students want this kind of information.
- Business tech – our group is engaged in this discussion.
- This initiative should be part of advising, not separate a separate initiative.
- State and federal dollars are available for this initiative.
- Graphic Design has started to do this with a graphic brochure.

What might this look like at LBCC?

- We need a common language and definition. This is the most vaguely written initiative
- What it looks like depends on the discipline.
- Departments need to work on this, but we need support (financial and expertise) for the work.

- This could be a position to keep up with the needs of transfer and career tech articulation – it is part of advising.
- Roadmap should be designed through the eyes of the student – from the student’s perspective.
- Link with the career portion of the high school student portfolio. This portfolio can be a new lens into high school educational experience.

Why shouldn’t we do this?

- Why bring any new initiatives on this year – we should just continue to focus on the ones from last year.
- This would get done (to some extent) even if it isn’t a college-wide initiative.
- Nursing options are at other schools as far as pathways for nursing – we could create some here, but right now they don’t exist.

Unanswered Questions

- Where do we get the resources to maintain the knowledge for “unofficial” and official articulation agreements? They are always changing, and the players are changing. Some of the information and agreements can get lost as the people change.
- What is the motivation and resistance from other schools to working on pathways?
- What is the motivation and resistance from employers to engage in this work?
- What would pathways look like for ESOL?
- Why is this separate from advising? Pull them together.

Advising

This initiative received strong support from members.

Summary of Main Points

- There needs to be longer contact with the student. We need additional contact beyond orientations and we need more follow up.
- We need to make a connection between un-declared majors and/or those who move from one major to another. We need ways to track them to help them.
- Some students are here for multiple years and get to a point where they need to see what their options are for the future (graduation or potential jobs). This could be down by a counselor or even an online data base.
- Advising needs to be tied into some “relationship” building moments – having strong ties to some one who is thought of as a confidant or champion for them.
- Provide synchronous online advisors who could answers questions as they are asked.
- Evidence supports the need for a balance between high tech and high touch.
- Provide a database so that a student could type in the classes they have taken (or would like to take) and it would give them different majors or job choices.
- A “user-friendly” web site that is simple and easy to navigate from major- to-major and program to program is needed. It needs to be easy to find what you are looking for.
- We need full time advisors for program technical areas and different full-time advisors for transfer students.
- Offer one credit or half credit classes that advise the students in more depth.
- Tie advising to SIS – students cannot register until they have been advised or gone over a checklist experience.
- Have students update their major codes regularly and then let the dept or divisions know

about it.

- Use more technology. Provide a “my-space” like web site or advising area.

Unanswered questions

- Do we have the right number of full time counselors?
- Why are we adding jobs (counselors/advisors) when we do not have a clear, united or even specific plan?
- Who owns advising? Is it the counseling dept, the academic dept? Whom?
- How can we track majors when students keep changing their major?
- How badly is advising broken? We need to know before we spend time and money.
- Why don't we “screen” for pre-requisites before allowing students to move on?
- What is the students' point of view on advising? Do they feel like it is broken?
- How do we make sure students aware of the resources that are available to them already?

Why shouldn't we do this?

- The Advisory Delivery committee is already doing this.
- The plan or need is unclear – we need data or evidence on why we need to do it.
- Not enough time, money or resources to do it.
- Does this initiative justify raising tuition? – The bigger question is what initiative or strategic plan idea justifies raising tuition.

Carol, Richard, and Christy will prepare a memo with these responses, and Carol will carry it forward from Academic Affairs Council to the Strategic Planning Meeting on October 31.

Adjourn: The meeting was adjourned at 3:45 p.m.