OSF@GCC April 7, 1999
Meeting Notes

Title of Issue
Incentives for learning/involvement for faculty and students is not based on learning.

Convener
Nancy Siefer

List of Participants

Discussion
- What questions might you ask if you didn't know the syllabus/content collaboration on writing our syllabi.
- Our incentives based on showing up to class, 45th day arbitrary...we would do things differently in our classroom if FTSE were based on last day of class rather than 45th day. 45th day is artificial and does not support learning.
- Concept of the Carnegie hour...how about partial credit for partial attendance. Evergreen does something like this, in contracting if they haven't done the work, then sometimes they don't get full credit.
- High frustration level of class time for testing...waste of instructional time.
- Concern about emphasis on "objective" measurement. Points are arbitrary and not related to learning.
- Begin semester with 4c's of accountability: communication, commitment, competency and something (Diana Abel) Students have to submit their own c's of accountability and it also becomes part of the final.
- Why are you here? (student) Diana: (student to her) You're paid to be here.
- I want to see credit card companies banned from our hallways...so many students drowning in debt, falling asleep in class because they can's keep up.
- Issue of whether "I flunked him" or "he flunked."
- Statement of student responsibilities an urgent issue. People come in without a handle on what's required of them. Ruth Callahan: I'd be willing to conduct an orientation. Stress the realities of college expectations.
- ACCOMMODATION (on our part) leads to student resentment of expectation they will work.
- TESTING...but I can sign a waiver and take a class anyway.
- We would like to find a way to teach them focus.
- Common in Eng 071 class (comparison/contrast: "In college the teachers don't care.")
- Sometimes learning isn't fun; (times tables; basic verb conjugations)
- "I'm tired of fighting."
- If you had different students, would you teach differently? Yes, they could come to me having read the material and we could start at a higher level.

- I used to do therapy on heroin addicts...way to get them off drugs is to show them something better. St. Teresa. (Carl Samuels)
- How do we learn?
- FEP / LEARNING LOAD: Teach four and take one. Faculty Development could go to Tessa ask for X$$ for learning load...every x years you can take a colleagues class and be accountable. As a part of the plan that every x years you need to be involved in a learning situation.
- COMING TOGETHER. Evergreen has a 2 hr block every week. I cannot give my students motivation, but I can keep myself up. We have to watch out because our ennui spreads.
- We have confidence in our academic dean to support.
- Sabbatical funding / projects structured a lot like grades...easily verifiable and quantifiable. We don't encourage each other to do sabbaticals and faculty exchanges in Maricopa.
- Mandatory continuing education for professionals also to maintain their certificates.

Title of Issue
Student Learning

Convener
Krissy Pirehpour

List of Participants
Carnella Hardin
Barbara Mosetick
Angela Dobrsynski
Tillie Byler
David Cost
Larry Backs
Rene Diaz
Jeannette Stewart
Krissy Pirehpour

Discussion
- How do you measure what you teach and apply the tasks. Some students stay up all night to study for a test. Pass the test and not remember what they learned. I don't think that is learning.
- The process is helping students learn. If students have the facts and the knowledge of where to find the information then the instructor is teaching learning.
- It is important for the student to learn the concepts of the course.
- Memorizing is short term.
- Students don't want to regurgitate. Question: What does that mean? Let the student become more involvled with what is being taught.

- Teachers teach as they were taught. They grade as they were graded. One person said they teach Steven Covey and when they teach, they encourage those that they teach, to come back and teach them what they have learned.
- Someone said they think it goes deeper. If the teacher is not excited about what they are teaching, there is no way the student can become excited about what is being taught. There are two identical classes where one class is receptive to the teacher and one class is not.
- Students have to be responsible for their learning. Students need to tell the instructor what they need. They need to know what is expected.
- Teacher become sensitive to where the teacher is and where the student is.
- Different lifestyles now. The teacher did not work 40 hours per week back then and go to school. There was no TV, but kids were reading and playing with nature. The teacher is not becoming sensitive to the differences.
- Teacher trying hard to talk to the heart and connect with them personally.
- Sometimes do a lecture, sometimes a project etc.
- Teachers learn from all the students as well.
- Telling a student if they have a question to come to the teacher. That means nothing to the student because there are not behavior consequences tied to that.
- Teacher asks question - what did you find interesting, difficult, what was the connection to real life?
- Teacher tell student, I value you being in class, but there is responsibility as well. Is done in small group.
- 18 minutes after routine testing the information is gone.
- What measures do you use to evaluate the learning. Different ways, e.g. pick out the key elements of the chapter and represent that to be in another kind of way. One student took boxes and put key elements on each side that she felt represented the learning. One student sang, that was her way of learning.
- Would get more out of saying how something relates to me than taking a test. In some classes you need to know certain concepts. How do you best learn that.
- It is OK for some testing, but not every day taking notes and then testing. Sounds like spoon feeding. Some teachers teach that way because that is what they have done all their lives.
- The system doesn't like change. The interesting thing is the week after classes is called finals week where testing is done. Do you allow for the individual learning styles? Yes there are key points that are tested. Primarily it is discussion. There are traditional methods used.

Recommendations

- Students want to feel comfortable to talk to teacher, student did not know their name, that they were a number. If student has problem, can go to teacher.
- Need to evaluate students separately, they all learn differently at different levels. Be creative in the way they take finals.
- Get administration to recognize different styles of teaching and testing and find them acceptable.
- Administration needs to support what is acceptable.
- Encourage students to accept that.

- Encourage faculty to expand their scope.
- Put responsibility on student.
- Become involved in teaching and learning process. Accept the information and claim as yours.
- Measure skill sets. Teachers ask students if this accurately measures the skills you need.
- If students get the resource and how to apply it, then they don't have to memorize the information.
- Major question is how does a person best learn?

Title of Issue
How to bridge academics and student services and measure success at the convergence.

Convener
Donna Murchland
Nancy Larrick

List of Participants
Deborah Krumtinger (TED)
Bil Morrill (Career Services)

Discussion
- Do student academic goals = learning?
- Student success is measured by academic achievement. This measures only part of the whole process.
- Students should have a voice in determining what constitutes success.
- Human connections lead to student success through relation / sense of community.
- The decision of what we are trying to measure links to the issue of testing.
- No faculty chose to participate - how to make them passionate too.
- Why - other issues, different priorities.
- Student Learning Outcomes
    - In Class
    - Out-of-Class
    - Personal Development
- FTSE constraint.
- Systems are often not based on learning.
- Mechanisms to measure preparedness - everyone learns at a different rate.
- Encourage more systemic collaboration.
- Learning should drive technology development.
- Connections may lead to academic success.
- What are we trying to measure?
    - Number of 3.5 to 4.0 students?
    - How students feel about accomplishments?

- Links to the question of whether we do away with testing?
- What would you do to ensure this happens?
  - Involve
- Core value of the College.
  - How does your work support learning? How to measure?

Recommendations

- Determine core values for GCC & MCCD
  - Each person and each department supports learning
  - Link activities to support learning and form transparent support.
  - Outcomes are measured
    -- in classroom
    -- out of classroom
    -- personal development
- Learning drives system development
- Measure preparedness -- learning occurs at different rates.

Other issues

- Discrepancy between high school and college
- We don't get together and learn enough
- Tie course information to real-life issues
- Teach diversity to students to support cultural sensitivity and true acceptance of self and others
- Encourage / reward faculty to respond to different learning styles
- Eliminate testing
- Allow / encourage multiple measures of success
- As a student I see what I like to call regurgitated learning
- How can the systems better support the 32 year old atypical GCC student who can't qualify for scholarships?
- Why is it difficult to get students to "buy-in" to what they need to do to learn?
- I want to know who develops "the system" and how it seems to be different at different institutions.