

# TEACHING & LEARNING COUNCIL MEETING MINUTES



Meeting Date: April 3, 2026

<b>Members in Attendance</b>	<b>Council Co-Chairs:</b> <input checked="" type="checkbox"/> Carol Burnell <input checked="" type="checkbox"/> David Plotkin	<b>Members:</b> <input checked="" type="checkbox"/> Martha Bailey <input type="checkbox"/> Dustin Bare <input checked="" type="checkbox"/> Katrina Boone <input checked="" type="checkbox"/> Jennifer Bown <input type="checkbox"/> Armetta Burney <input checked="" type="checkbox"/> Jil Freeman <input checked="" type="checkbox"/> Kari Hiatt	<input checked="" type="checkbox"/> Jane Littlefield <input checked="" type="checkbox"/> Sarah Parker <input checked="" type="checkbox"/> Scot Pruyn <input checked="" type="checkbox"/> AJ Smith <input checked="" type="checkbox"/> DW Wood
	<b>Recorder:</b> <input checked="" type="checkbox"/> Kelly White		<b>Notetaker:</b> <input checked="" type="checkbox"/> Sara Sellards

**Guests in Attendance:** Elizabeth Carney, Anne Innis, Anne Mary Nash Haruna, Danielle Hoffman, Dru Urbassik, Casey Layton, Miranda Butler, Ashley Sears, Justine Munds, Sabrina Rahn

Topic/Items	Notes	Decisions/Action Items
<b>1. Approval of minutes</b>	The March minutes were approved with one change: <ul style="list-style-type: none"> <li>Jil Freeman requested that the last sentence in topic 5 be moved to topic 6 (this changed was made by Carol Burnell during the meeting)</li> </ul>	The March meeting minutes can be found on <a href="#">the Teaching and Learning Council website</a> .
<b>2. IDEA project update</b>	<p>Anne Innis, Danielle Hoffman, and Ashley Sears joined the meeting to discuss a collaboration between SEM (Strategic Enrollment Management Plan) and IDEA (Institutional Data &amp; Evidence for Action) which aims to combine student data, momentum metrics, and learning outcomes assessment data. Anne explained that the two initiatives (SEM and IDEA) initially had overlapping stakeholders and goals, leading to a decision to merge them into a single college-wide focus.</p> <p>Anne provided an overview of IDEA, which is a group that has been in the works for about a year. It's meant to be a central hub for combining student data, momentum metrics, and learning outcomes assessment data. Anne provided some context, explaining that our SEM plan is due for renewal and CCC is in need of a college-wide assessment and student achievement data review practice, per our conversations with NWCCU. The formation of IDEA is in response to that recommendation.</p>	<p>Continue gathering input from key campus groups regarding the IDEA/SEM collaboration focus area and scalable interventions.</p> <p>Reach out to Elizabeth Carney (and others as appropriate) to involve them in discussions about integrating student outcomes assessment data into the IDEA group's work.</p>

	<p>The initial structure of the IDEA work was described. Stage 1 was to identify a focus area grounded in research. State 2 (the current stage) is to invite key campus groups to give input. Stage 3 is to be determined, depending upon input.</p> <p>Ashley described the three-pronged analytical approach, which includes a benchmarking report, CCC student data analysis, and published research. Ashley presented an analysis of student retention data, focusing on term-to-term persistence as a leading indicator for student success. The analysis revealed that students with a first-term GPA below 2.0 had the lowest persistence rates, while students receiving Pell Grants, enrolling in fall terms, taking full credit loads, combining online and in-person courses, and having prior experience at the college showed higher persistence rates. The research also highlighted that students taking a combination of online and in-person courses were more likely to persist, aligning with both the data analysis and student engagement survey findings.</p> <p>Ashley presented findings from a Student Support Council report on student access to services, highlighting challenges students face when navigating complex systems. She discussed national research showing that students typically encounter multiple barriers before dropping out, with financial hardship and academic self-efficacy being key factors.</p> <p>Anne outlined a strategy for addressing student persistence, emphasizing the need for a collaborative effort across campus to identify high-impact predictors and establish baseline data sets. She provided an example of how financial aspects, such as textbook affordability, could be addressed through interventions like increasing the number of affordable textbook-labeled classes. Danielle highlighted the importance of learning from past SEM plans and emphasized the need for strategic, high-level initiatives that align with everyone's work across the institution. She mentioned the potential for revising the current midterm progress report system to implement a more effective early alert process for student success.</p>	<p>Conduct research into scalable interventions for student persistence, including what current systems can automate to support early alerts and student/faculty/advisor communication, and how to integrate interventions into existing workflows.</p>
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	<p>The current process for tracking and following up with students who are not attending classes or engaging with course materials was discussed. Danielle explained that while faculty are encouraged to report non-attendance through surveys, the follow-up process is currently labor-intensive and not fully automated.</p> <p>Anne described the strategy that the group will take as they move forward. This strategy includes prioritizing high-impact predictors of student persistence, establishing baseline data set, inviting key campus individuals to work on creating interventions, setting tiered targets, and identifying metrics to measure impact.</p> <p>To view the presentation, watch the <a href="#">Zoom recording here</a> (timestamp: 00:07:25).</p>	
<p><b>3. Strategic Priority work</b></p>	<p>Ashley Sears presented a framework for measuring the five elements of equitable teaching and learning, proposing various metrics and data sources for each area.</p> <p><a href="#">Discussion document</a></p> <p>The council engaged in discussion about the challenges of implementing these measurements, with concerns raised about the need for proper communication before moving forward.</p> <p>To view the presentation, watch the <a href="#">Zoom recording here</a> (timestamp: 00:59:08).</p>	<p>Carol/David: Post meeting documents (including the indicators document and survey) to the Teams site for group access.</p> <p>Council members were asked to review the provided <a href="#">discussion document</a> and consider which metrics are most promising/feasible to implement as starting points for measuring strategic priorities.</p>
<p><b>4. Global Learning Committee (GLC) form</b></p>	<p>This agenda item will be moved to the next meeting.</p>	<p>Carol and David will add discussion this item to the next meeting agenda.</p>
<p><b>5. Bubble Up: Potential agenda items and teaching and learning issues that have come up</b></p>	<p>Martha shared about the Oregon Transfer Pathways to the Liberal Arts, a grant-funded program with stipends available. They are looking for CCC members. Carol will share the email with more information.</p> <p>Jil requested that a future agenda include budget discussion.</p>	<p>Carol and David to send out additional materials or follow-up items as needed before the next meeting.</p>

<b>6. Call for Group re:          Planning for campus          event (sharing successes          and inviting issues)</b>		
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<b>Upcoming Meeting Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Location</b>
May 1, 2026	2:00 p.m.	3:30 p.m.	Virtual via Zoom