

**FLIPCHART NOTES FROM CORE THEME MEETING (2/27/15) WORK GROUPS, FOLLOWED BY SOME  
SUBMISSIONS THROUGH EMAIL**

**Meeting Notes 2/27/15**

Lane is the community's college:

We have vital, real, accessible, two-way, democratic responsive partnerships with the community and the individuals within it.

Our relationships create the partnerships

We engage respectfully

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Programs/opportunities would be affordable and accessible

Students attaining goals (success!)

After lane students lives are transformed –more successful, eg. Employment and higher education opportunities

Providing comprehensive education opportunities, which includes needed support services, adequate learning environment; curricular and co-curricular; eg facilities

Students, staff and programs reflect diversity of our community

Working sustainably: finding right balance of priorities to maximize resources

Knowing and supporting out students (on their path)

We would be responsive to community needs

Students would learn and we'd be able to assess those learning outcomes.

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Get, Retain, Educate, complete and transition students – this is a cycle from LCC to career technical education, transfer education, continuing education, the foundation and the community

Fostering genuine diversity on campus and supporting diverse students

Try to never lose student- lifelong learning and retention

Expanding community's and students' views of what's possible.

Building skills/knowledge and transferability

Accessibility across campuses – transfer students

Providing feedback useful for student learning, growth and transferability

Creating an environment that ensures sustainability of “mission fulfillment

Have knowledge and awareness of student “types” or groups we serve (transfer in AAOT, international, returning...P) in order to better track and serve students . Have student focus groups and self-identification

Redefine and better understand what completion means to our students and find way to track different forms of completion

Be sure (in relation to #10) that we have multiple points of entry and completion

Operations are supportive and invisible because their support is so effective

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(quality)

Students achieve learning outcomes

Students move on a continuum toward meeting core learning outcomes

Provide opportunities for skill development and personal enrichment

Get jobs

Students thrive in the future

Use resources wisely (time, money energy)

Provide quality support services in support of educational goals

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We provide essential infrastructure, facilities and support services in support of student success.

We offer a model of sustainability in our educational programs, our approach to fiscal responsibility and in our facilities and infrastructure

We provide education that is fiscally, physically, educationally accessible and engages students where they are.

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Lane has a highly functioning staff empowered to create and provide high quality, accessible learning opportunities.

Lane learns from its community and mobilizes the community to achieve adequate resources to provide quality accessible learning opportunities.

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Accessibility: affordability, universal design, meet diversity goals, Title 9, EEOC, full range of leading/education modalities, seamless transition for all students

Foundational skill development includes people skills, student success skills, achieved when: placed in jobs, achieve their goal, choose to stay beyond initial goal, indentify a goal

Entrepreneurial skills

Provide a range of education opportunities and pathways and support to meet the needs and success of our students.

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### **Submissions through email:**

Student Preparation and Support

Student Opportunity, Progression and goal Attainment

College and Community Engagement

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Rework the IEC website so that Values comes before Themes – Values are developed from the larger vision/mission and are activated through themes or programs.

Develop a circular or overlapping model which more clearly demonstrates the dynamic interaction and intersection of the various areas of value and focus.

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The Community's College: listening, talking and working with the stake holders of the community

Provide Educational Opportunities: Comprehensive – includes all theses: academic transfer, career technical/workforce development, foundational skills, life-long learning. Accessible – for all, not just the already academically qualified or those who can afford the tuition, population of community reflected in population of the college. Quality – students earn certificates and degrees that are respected and valued. Learning-centered – instructors are facilitators who engage students in learning (includes technology, faculty and staff development, assessment of learning outcomes, etc).

Promote Student Success: includes supportive services – tutoring, counseling, guidance

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Commitment to Student Success: appropriate placement, progress, support and completion

Investment in Quality Instruction: On-going, reflective improvement of the learning environment, accomplished through the twin pillars of 1) program review and assessment and 2) dedication to faculty professional development tied to the scholarship of teaching and learning

Creation of an Inclusive Environment: Development and maintenance of a diverse and inclusive environment to help prepare out students for an increasingly connected and diverse global community

*Another Approach*

A commitment to student persistence, retention and completion

The promise of high challenge curriculum and high support for student learning

The articulation of explicit and visible learning goals

An investment in, and maintenance of, a qualified, professional teaching force and support staff

*Another approach:*

Academic Progress – provide programs and services for students to progress their individual educational goals

Liberal-Educated Workforce and Career Development

Professional and Personal Growth

Teaching and Learning in Classroom and Community

*Another Approach:*

Driven by Student Success

Invested in Liberal Arts

Fostering Cultural Competency