June 17, 2015, 2-5 p.m.: IEC--CT Objectives and Indicators meeting

Present: Maurice Hamington, Lida Herburger, Molloy Wilson, Matt Danskine, Craig Taylor, Ce Rosenow, Dawn Dewolf, Brian Kelly, Kate Sullivan, Jennifer Frei, Rosa Lopez, Christina Howard

Discussion: Who is going to help finish the indicators? Do we need a vote from IEC?

Molloy: Where ever we are on the 24th, should go to the IEC for a vote, and if it got 4 thumbs down then we deal with that. How do we get to a final form? Might need a lead person or pair of people, to be the champions to hammer away on one theme to get clear language for the objective/ indicator.

Ce: The title and description is fine for now. They need a little work but not before the board meeting. I'm confused. I didn't think we'd have the final ones by the 24th, but that we'd have "working ones" by then. The question is how do we continue AFTER the 24th to get to final when the summer is on?

Craig: This would be like a subcommittee.

Dawn: We could have a subcommittee that they send out to the group for OKs and feedback. We may not have agreement by report deadline, we may have general agreement. We can then bring it back again in the fall to work on it some more with the full IEC.

Craig: Mary strongly suggested we get materials to them before the 8th meeting. They don't have enough time to review.

Christina: Do we just need to vote that the work will be done by subcommittees, and that there be some language in the report that suggests these are still under development and that the fall will continue the work?

Ce: We can make that clear in the report in both of the responses and other parts of the report that it's very, very clear that they are under development.

Dawn: Early in the fall we could open it to input from not just faculty, but also classified and other managers.

Craig: We have a deadline for NWCCU, and we'll meet that deadline. But we also have an obligation to do meaningful work into fall term to follow our procedures so it's visible and understood and meaningful to the campus, rather than having a really polished product for NWCCU.

Recommendation: Call for a vote that 1) subcommittee will continue work on the objectives and indicators for the summer report, with the understanding that 2) we will follow the IEC procedure for inclusion/ openness in the fall, and 3) the report will have wording that our objectives and indicators are under development.

IEC vote: 11 people gave thumbs up.

Christina's concerns—we need to send this to the full committee for a vote.

--**break into two groups** and work on two core themes using the Glasier model as we did last time. There can be input and feedback from the other group.

Matt: we found last time the data was very similar from group to group.

CT #1: Responsive Community Engagement—Brian, Lida, Rosa, Kate, Jennifer, Ce

First Brainstorm
1. All positions fall on advisory committees
2. Expand community engagement
3. Recognize that not all populations have the same goals or same awareness of what's available or even necessary
4. Identify agreed upon method to assess community needs for education and workforce
5. Outreach centers
6. Lane serves educational needs of the community
7. Lane is a proactive partner
8. Students are served by Lane's partnerships
9. Lane works to build a college-going culture
10. Internal agreed upon method to add, stop and adapt our programs both within programs and at the college/ program level
11. Organizational professional memberships
12. Lane functions as a cultural, communal, and social center

1. Lane responsibly & ethically solicits participation from the community regarding educational and workforce needs
2. Lane serves as an educational commons. Ed advocate
3. Lane responds & adapts to changing community needs
4. Lane is a proactive member of the community, including building external partnerships.

CT#1
1) Lane responds and adapts to changing community needs:
- # of community partners (and their integration into programs). [measurable and some understanding of how Lane is connected]

- surveys of employer satisfaction;
- advisory and focus groups (and use the info to inform program improvement and develop new programs).

2) Lane serves as a public commons: educational, social, environmental, and global
- # of community educational activities we participate in and/or host;
- educational outreach and advocacy (place holder) # of staff & students.
- [evidence of ed advocacy and being proactive member and outreach building college going culture and no one size fits all]

CT #3: Transformative Student Achievement—Craig, Molloy, Maurice, Matt, Christina, Dawn

First Brainstorm
1. Individual students identify, develop, and refine plans for individual goal attainment
2. Graduate students with certificates and degrees
3. Students progress toward and complete their educational goals
4. Students transition to employment or transfer
5. Students demonstrate learning through multiple and diverse experiences across the college
6. Students access resources (eg. Degree Works) to plan & progress-monitor
7. Student achieve broad learning outcomes
8. Students are exposed to diverse identities and cultures
9. Students reach incremental milestones toward individual goals
10. Students have many options for social and world studies

Recommendation. Get rid of "transformative". Christina suggested "Individual" instead.

Core Themes #3

A. Students progress toward and complete their educational goals
    a. Students complete degrees or certificates; transition to employment and transfer
    b. Students reach incremental milestones toward individual goals
B. Students demonstrate learning through multiple and diverse experiences across the college.
    a. Students achieve broad learning outcomes
    b. Students achieve broad learning outcomes at multiple levels
    c. Students have many options for social & world studies
    d. Students identify, develop, refine plans for individual educational goal attainment
    e. Students access resources (e.g. degree works) to plan and progress monitor.

Core Theme #4

1. sports, clubs, ASLCC, LETS, Co-op, Torch, TRIO, ESL, personal enrichment
2. Lane offers the support services necessary for students to achieve their goals
3. High quality programs, services, and supports are available to meet diverse needs of students in our community
4. Programs and services we provide
5. Things that support accessibility and student needs.
6. CTE programs offer progressive specialization aligned w/ industry standards
7. Academic transfer programs optimize students' educational options
8. Courses, programs, services and supports are available to develop students to be successful in college and community (meeting students where they are at)
9. Comprehensive ed opportunities serves the entire county
10. CTE programs offer a high degree of employability in high-paying jobs