

IEC Meeting
June 18, 2015
3-5 p.m. in the Boardroom

Present: Matt Danskine, Maurice Hamington, Craig Taylor, Jennifer Frei. Molloy Wilson, Dawn DeWolf, Ce Rosenow, Rosa Lopez, and Christina Howard

Notetaker: Anna Kate Malliris

1. Reviewed the bubbl.us map that Christina Howard sent out to the team
 - a. Discussed Comprehensive Educational Opportunities (Wilson, Taylor, Howard, Danskine)
 - i. Can't capture everything so use the previous 4 core themes (Transfer, CTECC, Lifelong Learning, Developmental Ed) plus co-curricular activities. Still does not capture services but comes up in quality educational environment and individual student achievement.
 - ii. There are challenges with "progressive specialization"
 - iii. The issue is whether "comprehensive" means looking at whether we have the breadth of offerings or whether we are looking at quality and achievement
 - iv. For CT programs, comprehensive may refer to (1) alignment with industry/economic needs in the county or state (both short and long term trends) so we are always responsive and (2) also refers to pathways that allow students to achieve a goal at different levels or with different specialties
 - v. The indicators are at a level of abstraction that it may be difficult to measure
 - b. Discussed Accessible and Equitable Learning (Hamington, Rosenow, Frei, DeWolf)
 - i. Are we looking at increases or increasing to match the local demographic- can be addressed by using the word underrepresented.
 - ii. CAR equalizes the learning environment and builds student self-reliance
 - iii. Lane is perceived as a safe space
 - iv. Lane staff and faculty represent the diverse student populations we serve (hiring practices)
 - v. Diverse student populations enroll into, progress through, and [complete programs and certificates at high levels]
 - vi. A robust online presence serves students in outlying areas and with challenging schedules
 - vii. Continue and expand dual credit options
 - viii. Disability awareness and cultural competencies at all levels of institution

- ix. Lane maintains comprehensive accessibility programs to facilitate participation by differently abled individuals
- x. Lane's recruitment efforts result in increased enrollment of diverse populations

2. Core Theme 4: Comprehensive Educational Opportunities

- a. Objective 1: Lane offers Academic Transfer programs that help students achieve their educational goals
 - i. Indicator 1: Self-assessment through Program Review assures that transfer students are prepared to achieve their educational goals
 - ii. Indicator 2: Lane maintains articulation agreements with OUS partner schools for a broad range of transfer programs
- b. Objective 2: Lane offers Career Technical programs that are aligned with industry standards
 - i. Indicator 1: Self-assessment through Program Review assures alignment of Career Technical programs with industry standards
 - ii. Indicator 2: Lane seeks and evaluates input and guidance from industry experts (multiple stakeholders) to ensure alignment with industry standards
- c. Objective 3: Lane offers quality foundational skills programs that help students be successful and meet the needs of the community
 - i. Indicator 1:
- d. Objective 4: Lane offers quality lifelong learning to enhance individual and community development (trying to capture learning opportunities focused on community like Peace Center activities)
 - i. Indicator 1:
- e. Objective 5: Lane offers a variety of co-curricular learning opportunities to enrich student life
 - i. Indicator 1:

3. Core Theme 5: Accessible and Equitable Learning

- a. Objective 1: Lane maintains accessible programs and services to facilitate participation by/for all students (accessible to anyone who wants to come to Lane)
 - i. Indicator 1: A robust online presence serves student in outlying areas and with challenging schedules (ties to strategic direction)
 - ii. Lane's recruitment efforts result in increased enrollment of (underrepresented) diverse populations (active outreach that results in students coming to Lane)
- b. Objective 2: Lane serves diverse student populations with programs and services that meet their needs

- i. Indicator 1: Diverse student populations progress through had complete degree and certificates
- ii. Cultural competency professional development for all personnel results in an equitable learning environment
- iii. Student support services are robust and align with student needs (includes CAR)
- iv. Lane staff and faculty represent the diverse student populations we serve (hiring practices)

NEXT MEETING: June 24th from 2-5 p.m. in 1/212

Future Agenda Items:

- At some point we need to have a discussion about the composition of the committee and will it evolve as we continue to develop the work of the committee.
- Is there a process for the appointment of new members?
- The responsibility of the members to communicate to and with their constituents
- Need to discuss the voting process, quorum
- Need to revisit the charter