IEC meeting, 5/26/15

At the meeting: Phil (until 11:20), Rosa, Craig, Matt, Jennifer F. Ce, Gary M., Christina, Molloy, Dawn—Quorum met. (Mara taking notes)

Discussion of how we'll do the digital vote:

Single email, "this is the vote", and request that everyone respond digitally even if there was a "straw vote" at the meeting. Put something in the subject line that there's a needed response in 2 days.

♦ 2 days = academic days (voted and passed).

Learning Council results report-back from Dawn.
They presented the Core Themes, and their comments were
- Suggest a defining sentence under each core theme
- Say the bulleted descriptors are examples
- Don't include the language that we reached 80%- this is misleading as there is much work left – remove before it goes out to the campus.
- Combine Comprehensive and Quality Educational Environment
- Be sure to list current Core Themes under Comprehensive (dropped off from the notes)
- Under Quality Educational Resources use additional bullets such as high quality and rigorous instruction, relevant and current curriculum, transparent learning outcome
- Include equity with accessible
- Do not repeat diverse/diversity so much under Lane is the Community's College
- Each CT should be a "what" statement, and then a "how". What is it we are supposed to be doing, rather than the details of how we're doing it.
  o E.g., "the assessment of learning outcomes and review" (this is a how, but doesn't really say what the core theme actually means).
  o IEC members did point out that the bullet points listed under was really a way to capture all the feedback from the community, not how it would look finally.
- There was general agreement/ consensus with the headings themselves.

Ce was surprised that the bullet points were there for the CTs that was shared with the learning council, and we keep hashing out these bullet points as part of the core theme. Do we want to attach bullet points?

Rosa. We talked about all the elements of past versions in the May 21st meeting. We either put it in a category where it belonged, or set it aside as a "value".

Jen. Not tied to bullets as a format I don't think.

Ce. If we're going to share these bullets, then we need to be clear that we want these. I'm not sure they should be shared.

Gary. One of the comments from LC was that the bullets were "examples", that could be used to say how we came up with the CTs.

Dawn. And what we heard from across campus.

Gary. Our ability at Lane, or as humans, to move off the bullet points is nonexistent.

Christina. It was clear to LC that these bullet points weren't final or an end of the CTs. And be careful not get locked into what goes in each slot.

Molloy. I'm concerned getting away from them b/c I think the bullet points are the closest we've gotten to defining what the CT means. I'm comfortable with some of them being examples, but they are defining the CT.

Gary. There is extreme fixation on the examples, and they get too stuck.

Dawn. I'm going to push this. Is there anyone who thinks the bullet points should be part of this?

Jen F. Let's look at the requirements from NWCCU to help us decide.

Ce. [Explains the NWCCU sheet that lists requirements for 1 year report]

Molloy. I don't want to get rid of the bullet points because they are on the way to the sentence and paragraphs needed by NWCCU.

Dawn/ Ce. We wouldn't just send out the CTs w/out the sentence or paragraph…not just the titles without more explanation.

Addressing suggestion of Combining Comprehensive and Quality Educational Environment.

Molloy. It makes it much more complex when it comes down to assessing this CT if they are combined.

Gary. They are really separate. We want broad AND well done. Depth vs. breadth

Rosa. Waters down quality. We've mulled it over a lot. We've already had multiple votes with them staying separate.

Craig. I'm cautious about "comprehensive". The new standards are based on a foundation of student learning. It has to move beyond the simple check list of us having a wide variety of

programs available. Not simple tallying, but rather if we are meeting the mission. [Craig's been volunteered to write the "what" for Comprehensive!]

Phil is fine with them staying separate. For clarity on Craig's point, we're talking more along the lines of the CLOs? Students get all five components as a process of taking classes here? Comprehensive in the sense of the DQP? Knowledge, skills, and abilities?

Craig. What students are *accomplishing.* Not just the checklist.

Gary. Comprehensive gets used in two very different ways. I don't know what we're talking about from one moment to the next. The traditional 4 components of the CC, or the broader sense where we integrate the student into being a responsible citizen of modern society, AS you learn your standard program.

Dawn. This committee gets to define it. Which one do we want to define?

Molloy. I thought that's where we landed last time. I thought we did agree that Comprehensive IS the "old meaning" of comprehensive = the breadth of offerings. And all those other things goes into "Quality".

Rosa. One thing that didn't get on the notes [from the May 21st meeting] there was something that talked about the breadth of options.

Dawn. If we just "tally" it doesn't give us the assessment piece of seeing where or how we need to improve. It's sort of "so what?"

Phil. We aren't losing the CLO-piece, b/c its going to "Quality", the transfer-breadth of offerings could go under "community". We are separating it out so its not confused, but the other option is to move the breadth to "community" to show how we meet the full breadth of the community needs. That might be one way to get rid of it as a stand alone category. That might be a longer discussion.

Dawn. I think that's where we are with the 5, with comprehensive broken out as separate. Now we break into teams and work on a section and try to come up with definitions of the CT heading, using the bullet points as guidance.

Breakout to do small work for "description of the core themes"
Christina—quality
Gary—student achievement
Rosa—accessible
Ce—student achievement
Jen F.—community's college
Matt—community's college
Craig—accessible
Molloy—comprehensive
Phill—comprehensive

Dawn—quality

Results: (titles are 80%, and the titles will be wordsmithed by the accreditation team)

1) **Quality Educational Environment**. A quality educational environment enriches student life. It embraces academic and instructional integrity, relevancy, rigor, innovation, and transparency.
   a. People really like it! But might need supports/ student services. But "instructional" can cover services b/c everything at the college has some instruction piece to it. Also, objectives and indicators will include support pieces. If the word "support" lives in the high level sentence, it might be really key for people. Has to be clear we are talking about a Structure (environment), not just the classroom, or one thing.
2) **Student Achievement**. Students progress towards and complete their goals; they are prepared to engage with a complex and diverse world.
   a.
3) **Comprehensive.** Lane provides comprehensive educational opportunities through academic transfer preparation, career technical programs, workforce development, personal enrichment, and foundational skills.
   a. Might need the word "variety" somehow in here. The whole construct of core themes and improvement, Dawn isn't completely supportive of this, but we'll leave it for now. Mention support systems too. History of LCC says that "comprehensive" said LCC changed when they went from a vocational school, to one with academic transfer / personal enrichment. "Lane offers a spectrum of programs and services that meet the needs of our community." It seems like comprehensive pairs off into student achievement and meeting the communities needs. Dawn agrees. Should we combine it as part of the larger paragraph? Right now it sounds like a "how", not a "what". Still quite a bit of debate about this one.

4) **Accessible and equitable learning opportunity/ education/**. Lane strives to minimize barriers and increase opportunities for learning.

5) **Lane is the Community's College**. As an engaged member of the Lane community, the college provides programs that <u>serve</u>/meet our diverse community's educational and workforce needs.
   a. (some concern about "economic needs", and discussion follows, pros and cons. SBDC and other depts. DO have a close connection to economic needs. But do we want to highlight the economic side? Though we DO have a large economic presence. Do we want to assess and plan for this? WORKFORCE is a better descriptor).

Should all the sentences be similar in their structure? Should they all have their own sense and descriptions.

Why do we have these? We call them out, and do all this work, then what?

Next steps. College Council on Thurs. with these definitions. Get an electronic vote before 2 p.m. today. We now need to hand this off to the staff of the accreditation team to get objectives and indicators. Probably won't get done by the end of the term. Over the course of the summer we will need to write up to three pages on each core theme for the year 1 report. I want the IEC to hear that we will bring this back in the fall for the continued revision. You may not agree with what the team does over the summer, but it has to be done. We could have a meeting later in June and then July? We can decide how often we want to meet after the report.

Gary. Wants a scheduled meeting understanding attendance will be slim. Send stuff out by email for faculty to see over the summer. Me knowing the schedule will help.

Dawn. We will have to pull from our previous objectives and indicators that we have. It won't be the final final, but 80%?

Ce. What needs to get into our regular system, we need to check back into the Core Themes regularly and make sure they continue to work for us. (Craig agrees, continued assessment is good. Gary too: did we find ourselves, and then wander off, and then come back to it).