Task Force Notes

Jul 26, 2012-Committee draft

Pathways:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

<mark>Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The pathways provided are relevant and allow for students to upgrade their skills, transition into new careers, or further their education are relevant to the college mission. – DOUG – wordsmith: add in 'relevant'</mark>

Outcomes:

1. LWIT is accessible to the community via multiple entrance points
   a. At least one class is identified that the following classes exist: ABE, ESL, high school, pre-college/developmental education, intensive English for international students, GED, academic core
   b. Double check with SEM targets = they exist in the % established by SEM
2. LWIT has multiple educational pathways
   a. Count of degrees, certificates, and non-degree options
   b. Count of options for progression between certificate and degree
3. LWIT provides relevant pathways for students to upgrade their skills
4. LWIT provides relevant pathways for students to transition into new careers
5. LWIT provides relevant pathways for students further their education

Indicators

Chris & William

Task Force Notes (continued)

Aug. 8, 2012-Committee drafts

Pathways:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

==Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The pathways provided are relevant and allow for students to upgrade their skills, transition into new careers, or further their education are relevant to the college mission. – DOUG – wordsmith: add in 'relevant'==

Outcomes:

1.The college identifies all entrance points

a. Entratnce points are available quarterly

b. Entrance points available match in coming skills of students

c. Entrance points match college strategic planning

~~1. LWIT is accessible to the community via multiple entrance points~~
   ~~a. At least one class is identified that the following classes exist: ABE, ESL, high school, pre-college/developmental education, intensive English for international students, GED, academic core~~
   ~~b.~~a.   D. LWIT plans the enrollement based on entry points (SEM)~~Double check with SEM targets – they exist in the % established by SEM~~

2. LWIT has multiple educational pathways
   a. Count of degrees, certificates, and non-degree options
   b. Count of options for progression between certificate and degree
3. LWIT provides relevant pathways for students to upgrade their skills
4. LWIT provides relevant pathways for students to transition into new careers
5. LWIT provides relevant pathways for students further their education

Indicators

1a. LWIT advertises entrance points (printed and online class schedule)

1b. Placement test results indicate students place into ESL-college level courses (results of compass placements, CASAS, PLA and transfer credit awarded)

c. Strategic plan includes multiple entry points

1d~~b~~. LWIT sets enrollment targets for course divisions and stays within the target ranges (SEM program mix)

Task Force Notes (continued)

by survey questions pertaining to supportive environment.	
2.b.ii. Support of Faculty and staff is indicated by participation and opportunities for staff development.	College wide training is tracked by HR, mangers develop/revise development plans with staff and faculty (FT?) annually
2.c.i. Engagement of faculty and staff is indicated by Faculty and staff survey questions pertaining to engagement.	Survey to be identified
2.c.ii. Engagement of faculty and staff is indicated by % of faculty and staff actively participating in college committee structure.	As measured by attendance at meetings divided by the number of faculty and staff.

Rationale:

The original core theme language had many elements included that were not readily measureable nor did they clearly relate back to the college mission. The feedback from the accreditation vising team was that the meaningfulness of the core theme indicators in relation to the thresholds. Under the previous indicators the college was able to meet the thresholds. The current revision of the core theme language for college community focuses specifically on the environment for students, staff and faculty. The indicators will be measured using hard data such as crime statistics, processes in place at the college as well as student, staff and faculty opinion. Thresholds will be established that will inform the college of issues in need of improvement, a process for that improvement and the ability to identify when there has been change and the possible reason.

The measurements for the core themes are still in process. Surveys for students, staff and faculty will either be developed in house or nationally normed surveys will be selected.

Task Force Notes (continued)

1. LWIT is a safe, supported, and engaging learning environment for students
   a. Safety is indicated by:
      i. Students survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support and engagement is indicated by:
      i. Student survey questions pertaining to supported environment and engagement
      ii. Breadth and efficacy of student support and engagement activities (checklist of variety of student support activities)

2. LWIT is a safe, supported, and engaging work environment for faculty and staff
   a. Safety is indicated by:
      i. Faculty and staff survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support is indicated by:
      i. Faculty and staff survey questions pertaining to supported environment
      ii. Faculty and staff professional development is happening – numbers
   c. Engagement is indicated by:
      i. Faculty and staff survey questions pertaining to engagement
      ii. % of faculty and staff actively participating in college committee structure as measured by attendance at meetings divided by # of faculty

Task Force Notes (continued)

Aug. 8, 2012-Draft from William Bricken

Pathways:

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==Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The pathways provided are relevant and allow for students to upgrade their skills, transition into new careers, or further their education are relevant to the college mission. – DOUG – wordsmith: add in 'relevant'==

Outcomes:

1.The college identifies all entrance points

--does recruitment show up here, index=level of activity

a. Entra±nce points are available quarterly

b. Entrance points available match in coming skills of students

c. Entrance points match college strategic planning

    1. ~~LWIT is accessible to the community via multiple entrance points~~
        a. ~~At least one class is identified that the following classes exist: ABE, ESL, high school, pre-college/developmental education, intensive English for international students, GED, academic core~~
        ~~b.~~a. D. LWIT plans the enrollement based on entry points (SEM)~~Double check with SEM targets – they exist in the % established by SEM~~

    2. LWIT has multiple educational pathways
        a. Count of degrees, certificates, and non-degree options
        b. Count of options for progression between certificate and degree
    3. LWIT provides relevant pathways for students to upgrade their skills
    4. LWIT provides relevant pathways for students to transition into new careers
    5. LWIT provides relevant pathways for students further their education

Indicators

1a. LWIT advertises entrance points (printed and online class schedule)

1b. Placement test results indicate students place into ESL-college level courses (results of compass placements, CASAS, PLA and transfer credit awarded)

c. Strategic plan includes multiple entry points

Task Force Notes (continued)

1db. LWIT sets enrollment targets for course divisions and stays within the target ranges (SEM program mix)

2.a.

       LWIT has AAS, AAS-T, and DTA/MRP's
       LWIT has certificates
       LWIT....

b. LWIT has programs with certificates that can lead to a degree

3. LWIT has certificates and degrees that upgrade skills (Rivet, autoCad, other certs designed for industry, cont. ed)

4. Not sure-this may be more about providing programs that are in demand?

5. Not sure but I think LWIT has programs that have technical training and academic skill development

====
I think existence of pathway can be documented by egress. # of HS students, # of applications accepted/rejected
Same for basic skills, deved
And on the other side, transfer rates, graduation etc.
These are just as much pathway as student success.

===DOUG
Recruitment
Intake
Program alignment with jobs
Program alignment with external demand
Levels of programming (high school, basic skills, dev ed, college)
Degree and certificate tracks
Financial Aid
Graduation processes
Specialized and overall college accreditations
Transfer
Articulation
Enrollment in pathways

Should financial aid be seen as part of a pathway?
Chris & William

Task Force Notes (continued)

Aug. 16, 2012

Pathways:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

Outcomes:

1. LWIT is accessible to the community via multiple entrance points
    a. Every entrance point has a percentage of available courses which supports the enrollment plan set by Strategic Enrollment Management committee
    b. Entrance points available match in-coming skills of students
2. LWIT has multiple educational pathways relevant to the college mission
    a. Count of degrees, certificates, and non-degree options
    b. Count of options for progression between certificate and degree
    c. Are the pipelines free and clear for things to pass through – where are they leaving the system (retention and progression): FINISH THIS INDICATOR
    d. When you leave the pipeline, have you gained something meaningful and relevant to today's careers and tomorrow's opportunity: FINISH THIS INDICATOR
3. LWIT provides relevant pathways for students to upgrade their skills, to transition into new careers or to further their education
    a. Indicator for: upgrade their skills
    b. Indicator for: students to transition into new careers
    c. Indicator for: students further their education

Indicators

1a. LWIT advertises entrance points (printed and online class schedule)

1b. Placement test results indicate students place into ESL-college level courses (results of compass placements, CASAS, PLA and transfer credit awarded)

c. Strategic plan includes multiple entry points

1d~~b~~. LWIT sets enrollment targets for course divisions and stays within the target ranges (SEM program mix)

2.a.
      LWIT has AAS, AAS-T, and DTA/MRP's
      LWIT has certificates
      LWIT ....

b. LWIT has programs with certificates that can lead to a degree

Task Force Notes (continued)

3. LWIT has certificates and degrees that upgrade skills (Rivet, autoCad, other certs designed for industry, cont. ed)

4. Not sure-this may be more about providing programs that are in demand?

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Enrollment in pathways

Should financial aid be seen as part of a pathway?
Chris & William

Task Force Notes (continued)

Student Achievement

At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.

Outcomes:

1. At LWIT, students gain skills and knowledge to achieve their educational goals
   a. Completion rates per degree
   b. Completion rate per certificate
2. At LWIT, students gain skills and knowledge to participate in the workforce
   a. Pass rates on industry exams

Indicators

1. Graduation – degree, certificate is earned
   a. Count number of these
   b. Split between transfer degrees, workforce degrees, etc.
   c. People completing pre-nursing who may or may not be transferring
   d. Student completes a transferrable AA degree
   e. Student completes a non-transferrable AA degree
   f. Do they get their math requirement done?
   g. Do they complete core requirements
   h. People get a job without a degree/certificate and are happy to have met their goals
   i. Outcome matches stated intent
   j. Outcome matches stated student goals
        i. New job
        ii. New career
        iii. Asked on the
   k. Outcome matches implied intent
        i. Nursing
        ii. Medical assisting
        iii. PTA
        iv. OTA
        v. Fitness
        vi. CSNT
        vii. Electronics
        viii. Auto
        ix. Welding
        x. Funeral
        xi. Multimedia Adobe certification
        xii. Microsoft Office exams
        xiii. Dental hygiene
        xiv. CNA license
        xv. Horticulture
        xvi. Culinary
   l. Post-college success indicator (board exam? License?)
        i. Ask departments what is important for

Task Force Notes (continued)

Aug. 9, 2012-committee edits

Student Achievement

At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and participate in the workforce.

<u>Outcomes and Indicators:</u>

1. Students demonstrate gain skills and knowledge
   a. As indicated by: after adjustment for enrollment, student cohorts demonstrate year to year increase (based on strategic planning goals) in achievement of Student Achievement Initiative (SAI) points
   b. As indicated by: Educational assessment processes indicate student gain in skills and knowledge (e.g. global outcome assessments, program outcome assessments, student pass rates per quarter, etc.)
2. Students achieve educational goals
   a. As indicated by: Students meet substantial progress indicators (45 credits, academic or technical) comparable to or exceed State Board of Community and Technical College system averages
   b. As indicated by: Students complete certificates/degrees at an acceptable range/at rates comparable to state or local averages
3. Students demonstrate the potential to participate in the workforce (focus on indirect indicators of how well graduates will perform post-college)
   a. As indicated by: information/data from the Educational Assessment Committee (EAC) through global and program outcome processes
   b. As indicated by: student perception survey
   c. As indicated by: licensure rates?
   d. As indicated by: Pass rates on industry exams?
   e. As indicated by: state workforce data? (department of employment data from state)
   f. As indicated by: assessment of internships and success on clinical placements?

Task Force Notes (continued)

July 26, 2012-working draft

College Community:

LWIT is a safe, supported learning environment for students and a safe, supported work environment for faculty and staff.

Outcomes:

1. LWIT is a safe learning environment for students
2. LWIT is a safe learning environment for faculty and staff
3. LWIT is a supported learning environment for students
4. LWIT is a supported learning environment for faculty and staff
5. LWIT is a safe work environment for students
6. LWIT is a safe work environment for faculty and staff
7. LWIT is a supported work environment for students
8. LWIT is a supported work environment for faculty and staff

Indicators

William & Molly

Task Force Notes (continued)

Aug. 8, 2012-draft William and Molly
College Community:
LWIT is a safe, supported learning environment for students and a safe, supported work environment for faculty and staff.
Outcomes:

1. LWIT is a safe learning environment for students
2. LWIT is a safe learning environment for faculty and staff
3. LWIT is a supported learning environment for students
4. LWIT is a supported learning environment for faculty and staff
5. LWIT is a safe work environment for students
6. LWIT is a safe work environment for faculty and staff
7. LWIT is a supported work environment for students
8. LWIT is a supported work environment for faculty and staff

Indicators
William & Molly

I though we had condensed some of these...
These are unsorted notes. Plan is to select among them on 8/9, and then articulate.
===
Supported = students satisfaction report (does data already exist?) All items should be relevant
Use of and data flow through FAST – count student alerts, does this system monitor response to and resolution of alerts?
Does cultural equality/balance come in here?
Can student support be measured by student success? Graduation rates etc.
===
Similarly,
Supported = faculty/staff satisfaction report (does data already exist?) ?) All items should be relevant
Use of and data flow through FAST – count student alerts, does this system monitor response to and resolution of alerts?
Does cultural equality/balance come in here?
Is faculty support measured by retention rates, number of tenured faculty, turnover?

Support = thriving college community, extra-curricular stuff, speakers, clubs, participation, $ and infrastructure for extracurricular, sports, (do not count fundraisers and departmental solicitation events), **trade fairs and job opportunities**
What do students want as support – responsive system, channel to hear and act on student wants (non-academic)
Support for student government – empowered
Library, IT, food, bookstore support
Predicable and accessible schedules, college bulletin
Does teaching quality/modalities, show up here?
Teaching supplies for students and faculty
HR and personal/employment resources

Task Force Notes (continued)

Does advising show up here?

===

Safe – accident reports, on campus crime (stealing etc) reports, student report of perceived security

Action on expressed needs like late night lighting, escorts through parking lot,

Fire drills, compliance with required testing of security

Information flow., police and community lecturers

Emergency procedures in rooms, are they understood, do students know they are there, information awareness, are any of the procedures practiced?

Safe = clean

===

resource management, nice environment, supported arbor.

For me, the fiscal crunch should show up as a decrease in quality for these indices

Does fiscal integrity show up here?

Does environmental responsibility show up here?

===

Support = openness and transparency, trusted admin and governmental processes

Support = welcoming, (measured at registration), ease of admission

Support = working infrastructure (phones, email, IT, funding, paperwork, website)

Support = opportunity (non-academic)

Support = competitive pay for faculty/staff, growth opportunities, help with funding

===

INDICES for

-- satisfaction, respect, cultural/social/environmental awareness

-- perception of openness,etc.

--systems that exist to do support/safety (Y/N)

-- cleaning facilities, safety facilties and $budgets

====DOUG

Student engagement (clubs, activities, etc.)

Alumin

Diversity of staff and students

Focus on whole person rather than simply employment (for staff and students)

Successfull cross-departmental teams

Respectful classroom, departmental, and cross-departmental interactions

Welcoming tone to campus

Safe classrooms and safe work environment in terms of openness to all viewpoints

Campus safety in the standard sense

Campus awareness of and support for stategic plan

Range of student experiences

Successful campus gatherings/trainings, activities

Task Force Notes (continued)

Aug. 8, 2012-draft

College Community

LWIT provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

Outcomes:

1. LWIT is a safe, supported, and engaging learning environment for students
   a. Safety is indicated by:
      i. Students survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support and engagement is indicated by:
      i. Student survey questions pertaining to supported environment and engagement
      ii. Breadth and efficacy of student support and engagement activities (checklist of variety of student support activities)

2. LWIT is a safe, supported, and engaging work environment for faculty and staff
   a. Safety is indicated by:
      i. Faculty and staff survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support is indicated by:
      i. Faculty and staff survey questions pertaining to supported environment
      ii. Faculty and staff professional development is happening – numbers
   c. Engagement is indicated by:
      i. Faculty and staff survey questions pertaining to engagement
      ii. % of faculty and staff actively participating in college committee structure as measured by attendance at meetings divided by # of faculty

Task Force Notes (continued)

Aug. 22, 2012-final draft submitted

College Community

Descriptor: LWIT provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

Outcomes:

College Community Out # 1: LWIT is a safe, supported, and engaging learning environment for students	
Indicator	Measure
1.a.i. Safety of students is indicated by student survey questions pertaining to safe campus environment	Survey to be identified
1.a.ii. Safety of students is indicated by campus crime statistics	Annual crime statistics report
1.a.iii. Safety of students is indicated by ongoing relevant committee and/or department meetings, policies & procedures which actively address issues.	Meeting notes posted on college's SharePoint site and college web site.
1.b.i. Support and engagement of students is indicated by student survey questions pertaining to supportive environment and engagement.	Survey to be identified
1.b.ii. Support and engagement of students is indicated by Breadth and efficacy of student support and engagement activities	(checklist of variety of student support activities)

College Community Out # 2: LWIT is a safe, supported, and engaging learning environment for faculty and staff.	
Indicator	Measure
2.a.i. Safety of faculty and staff is indicated by student survey questions pertaining to safe campus environment	Survey to be identified
2.a.ii. Safety of faculty and staff is indicated by campus crime statistics	Annual crime statistics report
2.a.iii. Safety of faculty of staff is indicated by ongoing relevant committee and/or department meetings, policies & procedures which actively address issues.	Meeting notes posted on college's SharePoint site and college web site
2.b.i. Support of faculty and staff is indicated	Survey to be identified

Task Force Notes (continued)

July 19, 2012

External Engagement:

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to <mark>effectively</mark> support the Institution's mission.

Outcomes:

1. LWIT forms partnerships with governmental organizations
2. The partnerships with governmental organizations are effectively supporting the mission of LWIT
3. LWIT forms partnerships with community organizations
4. The partnerships with community organizations are effectively supporting the mission of LWIT
5. LWIT forms partnerships with educational institutions
6. The partnerships with educational institutions are effectively supporting the mission of LWIT
7. LWIT forms partnerships with businesses
8. The partnerships with businesses are effectively in supporting the mission of LWIT
9. LWIT forms partnerships with labor organizations
10. The partnerships with labor organizations are effectively supporting the mission of LWIT

Indicators

Task Force Notes (continued)

Aug. 8, 2012
External Engagement Grace and Chris's first version

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to effectively support the Institution's mission.

Outcomes

1. LWIT engages in mutually beneficial partnerships with community, business, and labor organizations that result in synergistic relationships that benefit the Institution's mission.
   a. Indicator: Faculty certification is obtained locally/regionally
   b. Indicator: Programs and certificates offered meet the needs of local and regional organizations as well as LWIT students
   c. Indicator: Courses and continuing education opportunities are offered both at LWIT and on-site with external partners to ensure two-way participation and collaboration
   d. Indicator: Internships result in technical skills learning and upgrades

2. LWIT partners with local and regional educational institutions that result in a variety of career pathways for LWIT students.
   a. Indicator: Articulation agreements continue to increase for technical and academic programs with public, private, and for-profit educational organizations.
   b. Indicator: Articulation agreements are created for programs and/or certificates not offered at LWIT but transferable into as an LWIT graduate/student. (examples: Advanced degrees in their technical field-Eastern-Dental Hygiene BS completion, UWB BSN completion, CWU-computer science, Accounting, DTA/MRPs)
   c. Indicator: Partnerships between college campuses and/or college departments allow an equal exchange of students taking courses between campuses to meet degree goals. (Example 5 star consortium-resident requirements for credits, common cut scores for college level math and English)

3. LWIT engages in mutually beneficial partnerships and collaboration that result in synergistic relationships that support the college's mission.
   a. Indicator: Internships result in job placement (faculty survey, utilize ERC's online system to track internship and employment of LWIT students)
   b. Indicator: Students obtain jobs locally/regionally (survey alumni, require students to register with ERC for online job search)
   c. Indicator: Partnership feedback indicates positive contributions by hired LWIT graduates (survey employers utilizing ERC online job posting)
   d. Indicator: LWIT fulfills the needs of tomorrow's opportunities by offering programs and certificates that are high-demand for the region

Task Force Notes (continued)

Aug. 8, 2012-Revised outcomes used for draft
Revised during Aug. 9th task group meeting
External Engagement (Take Two)

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to effectively support the Institution's mission.

Outcomes

1. LWIT engages in mutually beneficial partnerships with community, business, and labor organizations that result in synergistic relationships that benefit the Institution's mission.
   a. Indicator: Faculty certification is obtained locally/regionally
   b. Indicator: Programs and certificates offered meet the needs of local and regional organizations as well as LWIT students
   c. Indicator: Courses and continuing education opportunities are offered both at LWIT and on-site with external partners to ensure two-way participation and collaboration
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   c. Indicator: Partnerships between college campuses and/or college departments allow an equal exchange of students taking courses between campuses to meet degree goals. (Example 5 star consortium-resident requirements for credits, common cut scores for college level math and English)

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   c. Indicator: Partnership feedback indicates positive contributions by hired LWIT graduates (survey employers utilizing ERC online job posting)
   d. Indicator: LWIT fulfills the needs of tomorrow's opportunities by offering programs and certificates that are high-demand for the region

Task Force Notes (continued)

Aug. 22 2012

External Engagement:

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to ==effectively== support the Institution's mission.

Outcomes:

1. LWIT forms partnerships with governmental organizations
2. The partnerships with governmental organizations are effectively supporting the mission of LWIT
3. LWIT forms partnerships with community organizations
4. The partnerships with community organizations are effectively supporting the mission of LWIT
5. LWIT forms partnerships with educational institutions
6. The partnerships with educational institutions are effectively supporting the mission of LWIT
7. LWIT forms partnerships with businesses
8. The partnerships with businesses are effectively in supporting the mission of LWIT
9. LWIT forms partnerships with labor organizations
10. The partnerships with labor organizations are effectively supporting the mission of LWIT

Indicators

1. LWIT has partnerships with governmental organizations-(Count)
2. LWIT's partnerships with governmental agencies resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee (Would need to develop a tool to collect this information)
3. LWIT has partnerships with community organizations partners –(Count)
4. LWIT's partnerships with community organizations resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee.
5. LWIT has partnerships with educational institutions(Count)
6. LWIT's partnerships with educational institutions resulting in one or more of the following: program development, funding, services for students, articulations/transfer options or engagement in a college advisory committee
7. LWIT has partnerships with businesses (Count)
8. LWIT's partnerships with businesses resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee
9. LWIT has partnerships with labor organizations (count)
10. LWIT's partnerships with labor organizations resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee

Minutes from Relevant Governance Committees

LAKE WASHINGTON INSTITUTE OF TECHNOLOGY

College Council Minutes

May 17, 2012
1:00 pm – 2:30 pm W305A

Attendees: Susan Aaron Moller, Hanna Taylor, Terry Byington, George Dalich, Sonny Campbell, , Ruby Hayden, Noah DuPont, Andrea Fechner, Rob Nyland, Vera Davidyuk, Craig Kerr

Guests: Chris Harter, Michael Richmond, Doug Emory, Shelia Walton

Absent: Thom Bianco, Shalliah Swinney, Heath Davis, Linda Costarella, Pat Sturgill, Marti Garrels

Susan called the meeting to order at 1:00 pm.

STANDING ITEMS:

- o Agenda for today's meeting was approved.
- o Minutes for May 3rd were approved by email vote.

Strategic Planning
- o The expanded Strategic Planning Committee met on May 14th
- o The Committee discussed the list of 5 applicants for the facilitator position and then selected 3 candidates who they would like to interview

Curriculum Updates:
- o I-BEST Early Childhood Education Assistant Teacher – CC
- o Nursing AAS-T

E-mail:
There were no e-mails of note at this time.

OLD BUSINESS:
Social Media Guidelines:
The subcommittee for social media has met this week. Jen Boyer gave some background on this topic, in an effort to gain feedback on it. The subcommittee looked at what other colleges and universities have in place. In doing so, the committee reworked the wording of our guidelines to be 'best practices,' versus 'strict standards.' They also talked about the length of it, as it is right now. The subcommittee sought support from College Council in doing a survey regarding social media. The goal of the survey would be to get an inventory of who is currently using social media and how they are going about that for their particular program or class, then offering support to those that are using it. College Council approved the motion to do the survey, at the end of this quarter. By completing this survey, it will allow for the revised guidelines to be in place come fall quarter.

Voting Procedures for College Council Representation:
Terry disseminated to the members of College Council, a third draft of the voting procedures. At today's meeting we voted to adopt version three of the voting procedures.

Minutes from Relevant Governance Committees (continued)

New Student Orientation

Chris Harter spoke with us again today regarding the proposed New Student Orientations. To recap – Student Services has not required this of students up to now. They will move to making new student orientations mandatory; for students brand new to a college atmosphere. Concerns were voiced at the last meeting about a hold on a student transcript inhibiting a student's ability to enroll. This is not the intention of the hold. Feedback from part-time faculty was that it seems like a good idea. The potential problem the part-time group thought might occur would be late arrivals to the class; of more than a day or two. Chris's goal today was to get the support of College Council in trying this process for winter quarter to see how it goes. Since it has not yet been tried, she is not sure how it will play out. Chris will write up a process on how this would work. Ruby will bring that to the next meeting on her behalf.

NEW BUSINESS:

ASG Constitution

Sheila shared with us some recent activities regarding ASG and their constitution. The ASG Executive Board reviewed their bylaws and determined they didn't quite fit what they were looking to do at the present time. They are now reviewing their overall process. In addition, they have been amended to have a selection of officers instead of an election. Their goals for the future are to increase credibility, consistency and strengthen their structure. They have also eliminated their non-functioning student senate, and made changes to certain titles and functions.

Accreditation Recommendation #2

The Accreditation Committee has revised the language describing the four core themes. There were no real measurements for external engagement or college community based around their original description. There was consensus in modifying only the language; not the meaning of core themes. The modifications are intended to support pathways. The committee will refine the outcomes over the summer. College Council approved the motion to adopt the changes that have been made so far.

Accreditation Recommendation #4

Recommendation #4 involves increasing communication on campus. An internal communication plan has been disseminated, and put on Sharepoint. Today Michael Richmond shared the particulars of what is being asked of College Council and all campus committees, as a means to ensure clearer communication. The following items are being asked to be put on Sharepoint: Committee discussions, meeting minutes, meeting agendas (prior to any meetings), charters and an annual report. Executive Cabinet will be looking to College Council to approve the formation of any new groups or committees. Terry proposed putting together a workgroup over the summer to work on compiling materials from various committees. Not all committees have a charter or even a clear purpose of what they should be doing. There was great concern voiced over the implementation and timeline for this recommendation, in addition to the expectations of both College Council and other committees. We will continue discussions at our next meeting.

REPORTS & ANNOUNCEMENTS:

Rob Nyland, eLearning Committee

- We are happy to have Nancy Dick as the new Dean over eLearning at the College. She is working with us to make sure that eLearning is aligning with the institutional Goals for the future of eLearning.

Minutes from Relevant Governance Committees (continued)

- Alissa Sells reported on the new LMS adoption. We will not be in the first phase of adoption — moving to Canvas in Fall of this year. We need to put a training plan in place and will likely move to Canvas next year.
- The eLearning committee needs to review the current eLearning definitions that are being placed in the student handbook. We will hopefully review these soon so that they can be placed in the upcoming student handbook.

Susan Aaron Moller, Program Planning and Alignment (PP&A)

- The team discussed how we could organize like Department Chairs
- FTEs, headcount, number of full and part time faculty were factors discussed that would impact workload
- Faculty who currently do many of the tasks required (George Dalich, Pat McPherson, and Mihaela Cosma) discussed how it works for them
- There was some concern that there would be difficulty finding faculty willing to take on the department chair responsibilities

Susan Aaron Moller, Instructional Council

- Cindy Mowry discussed PLA and DTA changes she learned of from the ARC and ICRC Commission meetings she attended. Also HECB is now going to be Student Achievement Council (SAC)
- CLEP requirements for Chemistry were discussed
- Chris Harter discussed New Student Orientation she is working on

Terry Byington, Executive Cabinet

- A recommendation by the Facilities Committee on the ASG space was presented. Trio will take the current ASG space. International programs will get W306 the classroom next to the current International office.
- As part of Recommendation 4 – Communications – All committees need to have a charter, membership list, and agenda's published on SharePoint. Every committee should do an annual report, that goes to College Council, and then added to SharePoint.
- Strategic Planning - Andrea Olson has been talking with possible consultants. Strategic Planning Committee will decide which ones they want to interview. Hope to have interviews on June 4th.
- The new Gateway to College report is out.
- College Council is also asked to work on the communication flow between committees and e-cabinet. College Council should oversee / approve the establishment of new committees, and task forces.
- Several staff are interested in working on a college picnic. They are looking at some time in July or August. Additional volunteers will be sought.

Meeting adjourned at 2:30 p.m.
Next meeting (last one of the year): June 7, 2012

Minutes from Relevant Governance Committees (continued)

Instructional Council Meeting Minutes
May 10, 2012, 12:00 PM
Location: W305B
Standing Items Meeting

Voting Members: Doug Emory, Ed Sargent, Lin Zhou, Kim Infinger, Ann Hamilton, George Dalich, Heath Davis, Nancy Dick, Caroline Kapp, Sara Linnertz, Maria Macedo, Neera Mehta, Jason Sobottka, Don Sutherland

In attendance: Don Sutherland, Joe Martorelli, Ed Sargent, Dennis Long, Nancy Dick, Ann Hamilton, Neera Mehta, Susan Aaron Moller, Doug Emory, Hanna Taylor, Sara Linnertz, Jason Sobottka, Doug Emory, Maria Macedo, George Dalich, Caroline Kapp, Cindy Mowry, Chris Harter

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Agenda: Today's agenda was approved.
Minutes: Minutes from the April 26th meeting were amended and approved.

Consent Agenda: The following Consent Agenda items were approved:

The following new curriculum and curriculum changes were recommended to IC for approval:

The following new program is recommended to IC for approval:

- I-BEST Early Childhood Education Assistant Teacher CC

The following new courses are recommended to IC for approval:

- PHIL& 120 Symbolic Logic
- MATH 081 Technical Mathematics I
- MATH 091 Technical Mathematics II
- MATH 103 Technical Mathematics III
- EASL 066 ESL Child Care Applications
- INTL 058 Beginning Grammar
- INTL 059 High-Beginning Grammar
- INTL 081 Low-Intermediate Grammar
- INTL 087 Intermediate Grammar

The following existing courses with changes are recommended to IC for approval:

- BAKE 110 Cake Decoration
- BAKE 120 Specialty Cakes and Design
- BAKE 122 Artisan Bread
- MATH 145 Finite Math

Minutes from Relevant Governance Committees (continued)

<u>**NEW BUSINESS:**</u>
PLA and DTA Changes
Cindy has recently attended meetings for the ARC and ICRC Commissions. The legislation is seeing an increase in PLA's outside of the typical technical areas. At a local level, we will need to define who will be in charge of these at the college. Coding for PLA's will be PLC; for Prior Learning *Credit*. They will not show on transcript, but on a report instead. In the legislative document there is verbiage regarding the tracking of students. Cindy and Bob will collaborate on this part.

There is an RN to BSN DTA/MRP in the works. DTA changes will affect certain math/quantitative courses; PHIL&106 is no longer viable. PHIL&115, 117 and 120 will now qualify. At LWIT we are replacing PHIL& 106 with PHIL& 120. These changes will be effective Fall 2012. The HEC Board has been renamed the *Student Achievement Council (SAC)*. The SAC will provide planning, analysis and administrative oversight for a wide range of activities related to public and private higher education in the state. They will not however, be approving any Applied Baccalaureate degrees. The SBCTC and the Baccalaureate institutions will be approving their own. There are three house bills in legislation right now, that affect priority for veterans, online advising and quarterly advising, respectively.

The cost for GED testing has doubled to $150. Stricter rules are in place for administering the test and will likely result in fewer testing stations/sites.

Program Review
In the last two Instructional Council meetings, we will have a designee from each program that underwent Program Review in the Fall. They will talk about their program at some length; their presentations will be about 15 minutes. The Program Review process has run its 'full cycle. Ninder Gill has been enlisted to help with educational assessment on a temporary basis. There is uncertainty around replacing Elizabeth Apple's position on a full-time basis; we hope to address this by fall.

CLEP Requirements
The CLEP requirement for Chemistry has recently changed; the cut score has been reduced to 50. George Dalich has talked with faculty in his area. This doesn't make as much sense at this point in time to offer chemistry with lab for CLEP. Science for non-majors or having students take chemistry and the lab portion of class separate would make more sense. George and other committee and staff members will work on a proposal that we will vote on at the next meeting.

New Student Orientation
Chris Harter has been working on a proposal to a new student orientation. Chris says she has found that Seattle Central has a process in place she would like to heavily borrow from in formulating an orientation program for LWIT. Part of what would be recommended is to put a hold on a student's record until the orientation is done. There will be online and evening orientations in the near future.

Minutes from Relevant Governance Committees (continued)

Accreditation Recommendation #2

The Accreditation Committee has been working on revising the outcomes in regard to recommendation #2. The language on core themes, pathways and student achievement is okay; outcomes needs a bit more work. The committee will work on rewriting the outcomes. Ruby Hayden will be giving a report to the Board in June.

OLD BUSINESS:

Nothing to note at this time

Meeting Adjourned: 12:59pm

Next meeting: May 24, 2012.