



LANE COMMUNITY COLLEGE

**2018 Mission Fulfillment
& Institutional Effectiveness
Report**

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2018 Mission Fulfillment Report

2017-2018 Institutional Effectiveness Committee

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2017-2018 Core Theme Teams

Core Theme 1: Responsive Community Engagement

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Core Theme 2: Accessible and Equitable Learning Opportunities

Elizabeth Andrade, Project Coordinator, President's Office; Ian Coronado, Dean, Academic Technology; Anna Gates-Tapia, Dean, English as a Second Language; Rosa Lopez, Career Pathways Coordinator, Adult Basic & Secondary Education (Co-Lead); Mary Parthemer, Director, TRiO/TRiO STEM (Co-Lead); Alyse Stone, Director, Specialized Support Services;

Core Theme 3: Quality Educational Environment

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Core Theme 4: Individual Student Achievement

Tammy Burbee, Project Specialist, Health Professions; Daniel Harbowy, Faculty, Mathematics (Co-Chair); Grant Matthews, Dean, Academic Learning Skills and Adult Basic & Secondary Education, Interim Dean, Health Professions; Marleena Pearson, Administrative Specialist, Health Professions; Vicki Trier, Executive Dean, School of Professional & Technical Careers (Co-Lead); Nancy Wood, Faculty, International Programs/English as a Second Language

2018 Mission Fulfillment Report

Lane Community College Mission

Lane is the community's college:
We provide comprehensive, accessible, quality,
learning-centered educational opportunities
that promote student success.

Introduction

This first annual Mission Fulfillment Report reflects the college's commitment to self-study, data-informed analysis, and continuous improvement of programs, services, systems, and structures in support of our mission and Core Themes. The report is organized around the four Core Themes, presenting indicator data for each Core Theme objective, initial scores for achieving mission fulfillment thresholds, summary of findings, and plans for improvement. Detailed information about the measurement of each indicator, rationale, and criteria are available [online](#). The final section of the report provides Lane's definition of mission fulfillment and a summary of our achievement.

This report is intended to accompany the [Institutional Effectiveness Report](#), which presents an assessment of the College's planning and institutional effectiveness model, and recommendations for improvement. Combined, these reports will be used to inform strategic directions and priorities, guide program review and department planning, and improve governance, planning, and effectiveness systems and structures.

Background

Lane Community College's Institutional Effectiveness Committee developed new Core Themes in 2015-2016 through an inclusive process with participation, dialogue, and contribution from across the campus community, and multiple iterations and revisions. The result is four Core Themes that represent the essential elements of our comprehensive mission.

Core Themes and Objectives

Core Theme 1: Responsive Community Engagement

- Lane offers comprehensive programs that support individual and community needs
- Lane serves the intellectual and social needs of the community through non-academic programs and services

Core Theme 2: Accessible and Equitable Learning Opportunities

- Lane minimizes barriers and maximizes opportunities for diverse student populations

Core Theme 3: Quality Educational Environment

- Lane employs high-impact practices
- Lane faculty and staff regularly engage in professional development
- Lane's curricula are designed with intention to support discipline-level/program-level, and college-level outcomes
- Lane implements systematic planning, analysis, and coordination of efforts and initiatives that are teaching and learning-focused

Core Theme 4: Individual Student Achievement

- Students progress toward their educational objectives
- Students complete their educational goals

In Lane’s institutional effectiveness model, Core Themes and their associated objectives and indicators represent mission fulfillment at the College level. Mission fulfillment is defined as achieving Core Themes, which are carried out in alignment with [College Values](#). Core Theme fulfillment is demonstrated through the realization of objectives, which are measured through a set of indicators and attendant thresholds.

In 2016-2017, teams were formed for each of the four Core Themes through open invitations to the campus community. Two co-leaders were appointed for each team working under the guidelines outlined in Table 1. Core Theme team leads reviewed Core Themes, developed and refined objectives, and added indicators for each objective.

In 2017-2018, teams established thresholds and criteria for each indicator and assessed mission fulfillment using baseline data. Through this process, teams identified issues and opportunities for improving some indicators with regard to availability of appropriate data, indicator language, meaningful thresholds, and relevancy to objectives.

In 2018-2019, the Institutional Effectiveness Committee will create a process for systematic review of indicators, thresholds and criteria to ensure relevancy and utility, and will implement edits and changes for the next annual cycle.

Table 1: Core Theme Teams’ Scope of Work

Core Theme Teams: Purpose and Scope of Work

Core Theme Teams establish Core Theme indicators and minimum thresholds for success that provide meaningful, verifiable evidence to determine fulfillment of a Core Theme objective. The teams determine what evidence is collected to analyze an indicator and ensure that evidence is regularly collected. Upon review of evidence, teams may recommend Core Theme indicator changes with a rationale to the Institutional Effectiveness Committee (IEC), thus ensuring the information is meaningful to inform mission fulfillment and planning.

- Core Theme Teams are comprised of key faculty, managers, and classified staff who have relevant impact, interest, and expertise in assessing and improving the College’s Core Theme indicators and strategic direction measures.
- Teams meet at least once a term to 1) review Core Theme and Strategic Direction indicators and measures, 2) discuss and analyze data and summative reports from College initiatives and programs, 3) review and discuss established threshold and benchmark data, and make recommendations, if needed, for improvement or adjustment, and 4) provide feedback to the Institutional Effectiveness Committee and initiative/program leads on the effectiveness and progress of College efforts toward mission fulfillment.
- Core Theme Teams submit a narrative report to the IEC with the objectives, indicators, and minimum thresholds for success, as well as the rationale for the selected indicators. Teams will also report on their analysis of achievement and recommendations for improvement of the indicators.
- Teams develop and implement communication and outreach plans to engage all College stakeholders to further understanding of Core Themes and strategic directions and to foster a culture of shared ownership, authority, and accountability.

Core Theme 1: Responsive Community Engagement

As an engaged member of our community, Lane’s programs, services, and activities serve the community’s needs.

Objective 1: Lane offers comprehensive programs that support individual and community needs.

We look to key community stakeholders—workforce, transfer institutions, advisory boards, and continuing education participants—to gauge whether our programmatic offerings are meeting their needs and providing students the skills and opportunities necessary to succeed. Our indicators also allow us to determine whether we are being responsive as needs change.

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
1.1 Employer feedback on student skill and preparedness for the workplace	90%	86.4%-96%	3
1.2 Percentage of majors Lane has articulated to the UO and to OSU	UO 48% OSU 62%	86%-99%	1
1.3 Percentage of Program Review reports that address feedback from advisory boards and other external sources	100%	100%	3
1.4 Cancellation rate for continuing education classes	20%	12.5%-17.5%	1
1.5 Economic impact of Small Business Development Center	Capital Infusion: \$422,100 Business Starts: 10	Capital Infusion: \$1.8M-\$2M Business Starts: 18-20	1

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Summary Findings

These indicators are designed to address Lane’s wide-ranging responsibilities in understanding and responding to our community’s needs. Available metrics suggest the College is meeting expectations for mission fulfillment in two of five indicators. Technical skills assessment data show that most students in cooperative education placements demonstrate readiness for the workplace, and baseline values exceed those of several comparable Oregon community colleges. Incorporation of external feedback from advisory boards, peer reviewers, and other sources is built into the academic program review structure and overseen by the Academic Program Review Oversight Committee.

The College’s efforts to measure, track, and assess articulation agreements to its two closest and most popular transfer institutions, UO and OSU, align with national student success and completion movements such as Guided Pathways, and Oregon’s own statewide efforts to create Universal Statewide Transfer Agreements (USTA). Systemic internal tracking and standardization issues, combined with differing levels of support from university partners, has resulted in just over half of the undergraduate majors at UO and OSU having transfer and articulation agreements. College personnel are actively working with UO and OSU to increase the number of formal articulation agreements in efforts to exceed the established threshold and provide more transfer opportunities for Lane students.

The Extended Learning Division, which provides key connections to individuals and organizations in the community, has recently been restructured to create a more seamless connection between open-enrollment continuing education programming, customized training for businesses and organizations, and the Small Business Development Center (SBDC). Continuing education class cancellation rates reflect the currency and responsiveness of open-enrollment programming. Current cancellation rates are outside the mission expectation range, indicating we are not optimally satisfying market demand. The economic impact of the College's Small Business Development Center reflects the direct impact of SBDC programs and services on the local economy. Indicator data reflect a need for the center to increase impact through its programs and services.

Plans for Improvement

Several initiatives identified in the College's [2016-2021 Strategic Plan](#) directly relate to the objective of ***offering comprehensive programs that support individual and community needs.***

To support seamless transitions for students, the Student Affairs division is comprehensively reviewing its definitions and process for securing articulation agreements, standardizing processes and systems, and developing a centralized web portal for articulation. Statewide Universal Transfer Agreement work (HB2998) will also influence articulations in Business, Psychology, Education, and English.

In expanding and sustaining academic program review, the Academic Program Review Oversight Committee continues to develop structures and support for faculty-led self-study, implementation planning, and program improvement. Advisory committee assessment and requisite external peer review have provided meaningful feedback to faculty in identifying needs, issues, and opportunities that can be moved forward as recommendations and included in improvement plans.

Several efforts are underway to improve structures and support for advisory committees, which provide essential connections between the College's career technical programs and the business community. In addition to developing more structured advisory committee recruitment, orientation, training, engagement, and assessment, faculty are working with advisory committees to create program-specific technical skills assessments.

Extended Learning division reorganization will improve staff ability to more agilely address individual and organizational training needs through the full portfolio of Extended Learning services and thereby reduce course cancellation rates and increase SBDC economic impact.

Objective 2: Lane serves the intellectual and social needs of the community through non-academic programs and services.

Lane Community College offers a wealth of programs and services that serve the intellectual and social needs of the community, including shows and productions in the arts, athletics events, special speakers series, and community workshops. To measure the extent to which we are serving community needs outside the classroom, we evaluate two of our widest-reaching activities.

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
1.6 Listenership of KLCC	Market Rank: 2	Market Rank: 3-4	5
1.7 Progress toward carbon neutrality	Energy Use per Student FTE: 10,341 LTD Bus De-boardings: 218,876	Energy Use per Student FTE: <9,307 LTD Bus De-boardings: 289,527-345,965	2

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Summary Findings

KLCC-FM, the College’s public radio station, completed a strategic planning process in 2015 that articulated goals for strengthening local news service, enhancing organizational effectiveness, expanding community engagement, and assuring financial sustainability. Implementation of this plan over the past three years has resulted in strong and sustained listenership across the college’s service district. Through the Institute for Sustainable Practices, the College established ambitious goals for achieving carbon neutrality by 2050 as part of a Climate Action Plan. As the plan is implemented, we expect to see measurable progress to achieve these goals, however current metrics show we are short of expectations. While Lane is within 10% of meeting the mission expectation criteria in reduction of energy use per student, declining enrollment with relatively fixed facilities square footage has made achievement challenging. Transportation is a somewhat bigger problem. Bus ridership is actually declining as a percentage of the population, yet in order to reach carbon neutrality the College will ultimately have to more than double the current rate of public transportation use. To make this indicator more meaningful, the College should consider converting the indicator to de-boardings per headcount.

Plans for Improvement

In service to the objective of *servicing the intellectual and social needs of the community through non-academic programs and services*, KLCC staff will continue to implement the station’s strategic plan, with a particular emphasis on strengthening and expanding local news service.

As part of the strategic plan direction of Financial and Environmental Stewardship, the College is updating the Climate Action Plan through outreach with the campus community in five major areas that impact carbon neutrality: energy efficiency, renewable energy, transportation, waste, and adaptation. As the plan is implemented it will improve indicators and position the College to be carbon neutral by 2050.

Core Theme 2: Accessible and Equitable Learning Opportunities

Lane's policies, procedures, programs, and services facilitate open, fair and just educational experiences.

Objective 1: Lane minimizes barriers and maximizes opportunities for diverse student populations.

To gauge the extent to which the College minimizes barriers and maximizes opportunities for its students, we consider comparative data in terms of how students of various demographic groups participate in, are admitted to, and succeed in College programs. We also assess various modalities and options created for diverse student needs.

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
2.1 Assessment of Lane demographics in relation to the demographics of Lane County	% Minority: Lane County 22% LCC Students 26%	Equal to or higher than Lane County	5
2.2 Percentage of programs at Lane whose student enrollment reflects the College's overall student demographics	Gender 39% Minority 74% Non-traditional Age (>= 25) 39% Pell Recipients 74% First Generation 87%	>= 50% for each factor	3
2.3 Student and program success rates measured by disaggregation of Core Theme Indicators 4.4 and 4.5. Data is disaggregated by: race/ethnicity, Pell Grant support, English as a Second Language (ESL), previous Adult Basic & Secondary Education (ABSE)/ESL/Developmental (Dev) Education enrollment, veterans, age, and disability status			
Percentage of students who complete degrees or certificates within 3 years	Group	Rate (Gap)	Rates for at-risk groups no more than 20% below full cohort
	Minority Race/Ethnicity	9% (-19%)	
	Pell Recipients	11% (1%)	
	ESL/ABSE/Dev English	5% (-56%)	
	Dev Math	9% (-21%)	
	Veteran's Benefits	12% (12%)	
	Age 25 or older	13% (19%)	
Disability Services	8% (-27%)		
Percentage of award-seeking students who transfer to 4-year institutions within 3 years	Group	Rate (Gap)	Rates for at-risk groups no more than 20% below full cohort
	Minority Race/Ethnicity	24% (0%)	
	Pell Recipients	19% (-23%)	
	ESL/ABSE/Dev English	8% (-65%)	
	Dev Math	15% (-36%)	
	Veteran's Benefits	42% (76%)	
	Age 25 or older	22% (-9%)	
Disability Services	12% (-51%)		

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Indicators of Achievement* (continued)

Indicator	Baseline Value		Criteria for Meets Expectation	Initial Score
2.4 Percentage of students enrolled in ABSE or ESL who transition successfully to post-secondary education	State Target Lane Students	41% 34%	Rates are within 20% of state target	3
2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education	36%		>=33%	4

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Summary Findings

Overall, the College is providing a comprehensive set of learning opportunities for Lane County residents through continuing education, basic skills, career technical and transfer options. Lane student demographics are comparable to or more diverse than that of the county we serve. Data is inconclusive as to whether or not the College is equitably creating opportunities amongst its programs. A broad baseline survey has identified some clear gaps including students who begin with remediation, Pell Grant recipients, and others. In the future, the College may consider additional indicators that relate to achievement gaps for these populations.

The following statement was written when the original indicators were established:

Please note, for indicators 2.1, 2.2, and 2.4, we consider these preliminary baseline measures. We do not necessarily expect that these will be our long-term indicators, rather they allow for a baseline survey to determine future “achievement gap” measures, and/or inform more specific measures.

While the College will continue to measure indicators 2.1, 2.2, and 2.4 through this accreditation cycle and perhaps beyond, what is clear is a broad survey of demographics does not provide an indicator of mission fulfillment. Rather, it helps us identify gaps and barriers where equity needs to be established. Future indicators should focus on narrowing identified achievement gaps. The current indicator data has proven relevant and useful within individual departments, and the data should be shared with all departments for consideration in setting department goals.

Plans for Improvement

The [2016-2021 Strategic Plan](#) and [2018-2019 Enrollment Growth Plan](#) support the objective of **minimizing barriers and maximizing opportunities for diverse student populations.**

Faculty engaged in academic program review analyze and assess demographic information about their students and are encouraged to inquire into program access and entry, progression, and completion through a demographic lens as part of their self-study process.

Guidance provided through expanded First Year Experience, advising, and academic planning services teaches first generation and other underrepresented students how to be successful in college and connects them with essential support resources, mentors, and peer networks.

The College is focusing recruitment efforts in districts and high schools with large underrepresented populations.

The College is currently reviewing reading, writing, and math placement processes and their effect on student access and equity.

Adult Basic and Secondary Education will be expanding its successful College Readiness program in the 2018-2019 academic year. The program provides intensive curriculum, advising and transition support for high-level GED students seeking a fast-tracked entrance into credit programs.

English as a Second Language will be scaling up its ESL to Credit Bridge program in Fall 2018. In the program, ESL instructors facilitate the development of English language reading, writing, listening, and speaking skills of students who are simultaneously registered in transferable credit courses, resulting in significantly higher credit course success rates for ESL students.

Lane’s Academic Technology Center and Instructional Design Services continue to expand support of faculty in developing online courses, open educational resources, and other academic technologies. More than 30 new online courses are scheduled for development in Summer 2018, and online open educational resource (z-degrees) will be available to Lane students in Fall 2018.

The College’s participation in the Oregon Guided Pathways grant provides opportunities for faculty, staff and administrators to learn about pathways practices, which have been demonstrated to support access and equity for community college students.

Core Theme 3: Quality Educational Environment

Lane’s quality educational environment embraces academic and instructional integrity, and relevance, rigor, innovation, and transparency.

Objective 1: Lane employs high-impact practices.

To determine how successfully services and programs create a quality educational environment, the College considers three key areas of student engagement: student awareness of evidence-based practices, student perception of the effect of these practices on their educational experience, and student ownership of their own learning as a result of these practices.

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
3.1 Students report high levels of awareness of, and satisfaction with, evidence-based practices on campus	49	49-58	3
3.2 Percentage of degree-seeking students accessing advising and academic planning to create clear roadmaps to learning and success	88%	90%-95%	2

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Summary Findings

These indicators are based upon the Community College Survey of Student Engagement (CCSSE), an established nationwide instrument designed to assess educational best practices in student support. Based on baseline CCSSE results, Lane students report high levels of awareness of, and satisfaction with, evidence-based best practices consistent with response rates at other large colleges and high performing colleges.

Due to the strong correlation between academic advising, academic planning, and student progression and completion, Lane has set a high threshold for indicator 3.2. The College has recently redesigned the new student orientation process to include mandatory advising and academic planning, and added resources in support of momentum advising throughout a student's course of study. Although baseline values are slightly below expectation, we expect these changes to provide measurable improvement in the next evaluation cycle.

Plans for Improvement

Development and expansion of *high-impact practices* to support student success are included in the [2016-2021 Strategic Plan](#) and [2018-2019 Enrollment Growth Plan](#).

Lane is continuing to expand its successful First Year Experience (FYE) program to provide additional relational and momentum touchpoints to first year students through Success Coaches and Student Peer Mentors. Early and sustained personal contact with students will begin with expanded Welcome Day activities for all new Lane students and will continue through in-person, email, text, and phone outreach. Required activities in the FYE online classroom guide students in making sound decisions with regard to academics, finances, and careers.

As part of its student affairs reorganization, the College has moved academic advisors into academic focus areas. In 2018-2019, Welcome Day activities will be expanded to include advising and academic planning services within eight Career Communities. The College will also implement momentum advising at key milestones throughout a student's program of study beginning in 2018-2019.

Effective Fall term 2018, academic departments with resource centers will implement early outreach referral programs, whereby resource center staff will make initial brief visits to first week courses to introduce themselves and the resources they provide. Department faculty will then provide referrals to center staff for students who are not demonstrating course success starting in week three of each term. Staff and instructional specialists will work with students to develop action plans, provide tutoring and feedback, and regularly follow up.

Additionally, the College is exploring multi-year scheduling that will allow students to develop comprehensive academic plans for their entire program of study. This will help students organize their resources, work schedules, and non-academic obligations and will also provide useful information for academic departments in course planning and scheduling.

Objective 2: Lane faculty and staff regularly engage in professional development to promote currency and innovation focused on improving teaching, learning, and the educational environment.

In order to gauge the extent to which the College supports and contributes to the ongoing improvement of Lane’s educational environment, we measure how many employees participate in professional development opportunities.

Indicators of Achievement

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
3.3 Percentage of employees who participate in professional development activities related to current thinking about teaching in their fields	n/a	n/a	n/a
3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility	n/a	n/a	n/a

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

Summary Findings

Professional development is an essential element of the College’s commitment to quality and innovation in our teaching and learning environment. Although initial indicator data was provided by the College’s Faculty Professional Development group, the data was not comprehensive enough to meaningfully assess indicator achievement. In order to effectively measure this objective through participation rates, the College will need to implement a system for tracking professional development activities for all employee groups.

Plans for Improvement

The [2016-2021 Strategic Plan](#) reflects the College’s commitment to the objective of **faculty and staff regularly engaging in professional development to promote currency and innovation focused on improving teaching, learning, and the educational environment**. The following plans for improvement increase opportunity for meaningful professional development, but it should be noted that they do not address the aforementioned tracking issue.

The College has dedicated space for the creation of a new Center for Teaching and Learning to support the advancement of teaching and learning, innovative pedagogical practices, cross-disciplinary efforts, enhanced faculty community and engagement, and curricular evaluation and improvement. The center will support ongoing professional development in advancing knowledge of proven practices that impact student learning and success.

The Academic Program Review Oversight Committee (APROC) continues to provide support resources for the professional development of faculty throughout the five-year review process to include self-study and implementation coaches, guiding documents and references, institutional research consultation, and peer review.

The Assessment Team is strengthening assessment professional development by offering assessment readiness workshops and outreach, funding and support for faculty assessment projects and fellowships, and providing support to academic program review to integrate assessment inquiry into self-study and implement assessment recommendations.

The Academic Technology Center and Instructional Design Center have expanded capacity to provide professional development and engagement opportunities to support the development, use, and integration of online pedagogies and open and low-cost educational resources.

The Professional Organizational Development (POD) Office continues to develop and strengthen its array of professional development activities to include manager onboarding in partnership with the College’s Customized Training Program, trainings for Lane’s classified staff in partnership with the Classified Professional Development Team (CPDT), emotional intelligence and positivity sessions, appreciative inquiry facilitations, and workshops during Fall In-Service and Spring Conference.

Objective 3: Lane designs intentional curricula to support discipline-level, program-level and college-level outcomes.

Designing curricula with intentionality involves connecting each curriculum to student learning objectives and outcomes at three levels (discipline, the program, and the college) and maintaining currency. We look at curricula mapped to Lane’s Core Learning Outcomes because these outcomes create this connection between levels. We also gauge how well curricula reflect evidence-based practices in the field.

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
3.5 Percentage of educational courses that are mapped to Core Learning Outcomes	4%	25%-49%	1
3.6 Percentage of educational programs that are systematically reviewed and revised to reflect current disciplinary and industry standards and workforce needs through either the program review process or external accreditation	21%	All academic programs are on a five-year review schedule by 2021	3
3.7 Percentage of educational courses that are assessed against Core Learning Outcomes	1%	15%-50%	1

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Summary Findings

These indicators are designed to address outcomes of student learning and continuous improvement of educational programs. Indicators 3.5 and 3.7 address the connection between course-level learning outcomes/objectives and [Core Learning Outcomes](#) (CLOs), which are institutional-level outcomes and reflect general education knowledge and skills expected for students who attend Lane.

Data suggest the College is not yet meeting expectations mapping and assessing outcomes of student learning. However, the extent to which such activities are taking place across campus is not readily available beyond what could be gathered by the Assessment Team based on reports from faculty-funded assessment projects. In order to more accurately measure and assess indicators 3.5 and 3.7, the College will need to implement a system for accurately capturing assessment work occurring in academic and co-curricular programs.

The College is meeting expectations for mission fulfillment with regard to indicator 3.6, which addresses academic program review and the broad-based assessment of academic programs and disciplines that goes beyond the student learning environment. Indicator data and future projections suggest the College is on track to continue meeting expectations for having nearly all academic programs complete self-studies and implementation plans within the established five-year cycle.

Plans for Improvement

The College’s commitment to developing *intentional curricula to support discipline-level, program-level and college-level outcomes* is reflected in the [2016-2021 Strategic Plan](#).

Assessment of learning outcomes has been included in all 2017-2018 academic program reviews through an inquiry question. In addition to strengthening assessment professional development and supporting faculty through the program review inquiry, the Assessment Team is working to align assessment resources and support structures to support faculty who have identified assessment as a focus in program review recommendations and implementation plans.

The College has developed a Curriculum Mapping System to support faculty tracking and documentation of their course- and program- level assessment work. Forms for new and revised course proposals now include a chart for mapping course-level learning outcomes to CLOs. Additionally, the Curriculum Committee is strengthening processes and guidance to address community and advisory committee feedback and workforce needs, and to reduce excess credits in courses and programs.

Objective 4: Lane implements systematic planning, analysis, and coordination of efforts and initiatives that are teaching and learning-focused.

Indicators of Achievement

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
3.8 Progress toward Learning Plan goal attainment	n/a	n/a	n/a

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

Summary Findings

The College’s Learning Plan is in the midst of a multiyear development process with expected completion in 2019. The College will consider additional methods of assessing this objective to include institutional effectiveness rubrics, program review, and assessment structures.

Core Theme 4: Individual Student Achievement

Lane's students advance on their academic paths and reach their educational goals.

Objective 1: Students progress toward their educational objectives.

To determine the extent to which students are advancing, we use established measures of student progress.

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
4.1 Percentage of first-time-in-college students completing their gateway math requirement in two years	34%	34%	3
4.2 Percentage of students who progress to their second year	45%	48%	2
4.3 Percentage of students who complete developmental credit courses and continue on to pass required program-level courses	Math 65% Writing 70% Reading 33%	Math 67% Writing 70% Reading 31%	3

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Summary Findings

These indicators are designed to measure progression points that are closely correlated to student goal attainment. Whether placed in developmental or college-level courses, indicator data show that Lane students are completing gateway courses within two years at a reasonable rate when compared to other colleges in Oregon.

In assessing student progression to their second year, indicator data illustrate the myriad challenges Lane students face in year-over-year retention to include clear pathways to success, structural barriers, and non-academic obstacles.

Plans for Improvement

Lane's [2016-2021 Strategic Plan](#) and [2018-2019 Enrollment Growth Plan](#) address several priorities in supporting **students in progressing toward their educational objectives**.

Faculty members in math and writing content areas are developing plans to update placement processes to include multiple measures and a new math placement test which includes study support materials. These improvements will be implemented in the 2018-2019 academic year and are anticipated to provide students, faculty, and staff with more comprehensive information about student skill levels to support their success and progression while reducing excess credits or repetition.

The Mathematics Department continues to develop Math literacy through online resources to assess student knowledge, and to relate math concepts to real-world applications through Math in Society courses. Faculty are continuing to develop and post review sheets and study guides to enhance student preparation for some 100-level courses and below 100-level

courses. The Math Resource Center also has programs to help students identify, mitigate and manage math anxiety and stress, and develop better test-taking techniques.

The expanded First Year Experience (FYE) program will support student progression by providing high-impact relational and momentum touchpoints, starting with orientation and placement support and continuing with sustained in-person, email, text, and phone outreach.

The College’s increased advising and academic planning services will provide capacity for all students to access these essential resources at the start of their journey at Lane, and at key milestones throughout their program of study. Advisors will intentionally focus on helping students enroll in math and writing courses in their first term at Lane. Additionally, through Career Communities and Guided Pathways professional development, the College is working to develop clear pathways for academic degrees and transfer opportunities.

The Registrar’s Office is working to ensure students with prior college will have their transcripts evaluated within two weeks of submission as a standard practice. This enables students to work with advisors to develop optimal paths to educational goal completion.

The early outreach referral program described on page 12 will create an important early intervention system that will provide direct and personalized support resources for students who are struggling early in an academic term.

The College is developing structures to support current students in overcoming exigent circumstances that could impair their ability to complete a term or register for a subsequent term. Plans include collaborating with the College Foundation to provide completion scholarships, and partnering with community organizations to provide on-campus access to counseling and wraparound supports.

New payment plans, increased communication with students about their accounts and account balances, and revision of the Academic Progress Standards program will be introduced in Fall 2018 and are expected to minimize unnecessary student frustration, holds, and drops.

Objective 2: Students complete their educational goals.

In order to assess student completion of educational goals, the College considers established measures in each of Lane’s four general paths to student success: academic transfer, career technical and workforce development, foundational skills development, and lifelong learning.

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
4.4 Percentage of students who complete degrees or certificates within 3 years	11%	13%	2
4.5 Percentage of award-seeking students who transfer to 4-year institutions in 3 years	24%	27%	2

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Indicators of Achievement*

Indicator	Baseline Value	Criteria for Meets Expectation	Initial Score
4.6 State-certification pass rates for allied health professions	99%	90%	4
4.7 Percentage of students enrolled in ABSE or ESL who become employed	32%	Within 5% Points of State Target	3

Scoring Legend: 1=below mission expectation, 3=meets mission expectation, 5=exceeds mission expectation

* Detailed data, rationale, results, and comments are presented in the [full indicator worksheet](#).

Summary Findings

When it comes to state certification for allied health professions, Lane credit and non-credit students consistently achieve high pass rates.

Three-year completion and transfer rates for Lane students fall slightly below expected levels, based on national comparators. Most national statistics for community colleges are based on six years, however, so it would be useful to also assess six-year completion and transfer rates at Lane.

Lane ABSE and ESL students become employed at a rate that is equal to the Oregon state target. It should be noted the baseline value doesn't fully capture Lane's ABSE and ESL employment success rates, because it doesn't include employment data for students who do not provide Social Security Numbers or whose employment is not reported to the state.

Plans for Improvement

Priorities identified in Lane's [2016-2021 Strategic Plan](#) and [2018-2019 Enrollment Growth Plan](#) support both progression and ***completion of educational goals***.

Placement redesign, advising, guided pathways, timely transcript evaluation, early outreach, exigent circumstances support, payment plans, and increased outreach and relational interactions as described on pages 15 and 16 will improve student progression toward and achievement of their educational goals.

Faculty engaged in academic program review are developing a deeper understanding of their students, and issues and opportunities for improving success rates. Strategies and measurable outcomes for improving student success are being developed in program review implementation plans.

New partnerships with baccalaureate and master-level institutions will bring transfer advising and preparedness services, as well as upper and masters level faculty, courses, and programs to the Lane campus.

Determination of Mission Fulfillment

In Lane’s institutional effectiveness model, Core Themes and their associated objectives and indicators represent mission fulfillment at the College level. Mission fulfillment is defined as achieving Core Themes, which are carried out in alignment with [College Values](#). Core Theme fulfillment is demonstrated through the realization of Core Theme objectives, which are measured through a set of indicators and attendant thresholds.

The Institutional Effectiveness Committee has established a quantitative definition of mission fulfillment based upon Core Theme indicators, as required by Lane’s accrediting body, the Northwest Commission on Colleges and Universities (NWCCU). According to this definition, mission fulfillment is achieved when 70% of the indicators within each Core Theme meet or exceed established thresholds and all four Core Themes achieve this standing.

Summary Table of Core Themes, Objectives, Indicators and Scores

Core Theme 1: Responsive Community Engagement	
Objective 1: Lane offers comprehensive programs that support individual and community needs.	
1.1 Employer feedback on student skill and preparedness for the workplace	3
1.2 Percentage of majors Lane has articulated to the UO and to OSU	1
1.3 Percentage of Program Review reports that address feedback from advisory boards and other external sources	3
1.4 Cancellation rate for continuing education classes	1
1.5 Economic impact of Small Business Development Center	1
Objective 2: Lane serves the intellectual and social needs of the community through non-academic programs and services	
1.6 Listenership of KLCC	5
1.7 Progress toward carbon neutrality	2
Percentage of Core Theme 1 measurable indicators meeting or exceeding mission expectation	43%
Core Theme 2: Accessible and Equitable Learning Opportunities	
Objective 1: Lane minimizes barriers and maximizes opportunities for diverse student populations.	
2.1 Assessment of Lane demographics in relation to the demographics of Lane County	5
2.2 Percentage of programs at Lane whose student enrollment reflects the college’s overall student demographics	3
2.3 Student and program success rates measured by disaggregation of Core Theme Indicators 4.4 and 4.5. Data is disaggregated by: race/ethnicity, Pell Grant support, ELL, previous ABS/ESL/Dev Ed enrollment, veterans, age and disability status	
Percentage of students who complete degrees or certificates within 3 years	3
Percentage of award-seeking students who transfer to 4-year institutions within 3 years	2
2.4. Percentage of students enrolled in ABSE or ESL who transition successfully to post-secondary education	3
2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education	4
Percentage of Core Theme 2 measurable indicators meeting or exceeding mission expectation	83%

Summary Table of Core Theme Indicators and Initial Scores (continued)

Core Theme 3: Quality Educational Environment	
Objective 1: Lane employs high-impact practices.	
3.1 Students report high levels of awareness of, and satisfaction with, evidence-based practices	3
3.2 Percentage of degree-seeking students accessing advising and academic planning to create clear roadmaps to learning and success	2
Objective 2: Lane faculty and staff regularly engage in professional development to promote currency and innovation focused on improving teaching, learning, and the educational environment.	
3.3 Percentage of employees who participate in professional development activities related to current thinking about teaching in their fields	n/a
3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility	n/a
Objective 3: Lane designs intentional curricula to support discipline-level, program-level and college-level outcomes.	
3.5 Percentage of educational courses that are mapped to Core Learning Outcomes	1
3.6 Percentage of educational programs that are systematically reviewed and revised to reflect current disciplinary and industry standards and workforce needs through either the program review process or external accreditation	3
3.7 Percentage of educational courses that are assessed against Core Learning Outcomes	1
Objective 4: Lane implements systematic planning, analysis, and coordination of efforts and initiatives that are teaching and learning-focused.	
3.8 Progress toward Learning Plan goal attainment	n/a
Percentage of Core Theme 3 measurable indicators meeting or exceeding mission expectation	40%
Core Theme 4: Individual Student Achievement	
Objective 1: Students progress toward their educational objectives.	
4.1 Percentage of first time in college students completing their gateway math requirement in two years	3
4.2 Percentage of students who progress to their second year	2
4.3 Percentage of students who complete developmental credit courses and continue on to pass required program-level courses	3
Objective 2: Students complete their educational goals.	
4.4 Percentage of students who complete degrees or certificates within 3 years	2
4.5 Percentage of award-seeking students who transfer to 4-year institutions in 3 years	2
4.6 State-certification pass rates for allied health professions	4
4.7 Percentage of students enrolled in ABSE or ESL who become employed	3
Percentage of Core Theme 4 measurable indicators meeting or exceeding mission expectation	57%

As illustrated in the preceding summary table, the College continues to work on fulfilling all aspects of its comprehensive mission. As described in each Core Theme section, specific plans are in place to improve realization of Core Theme objectives, and therefore Core Theme indicators. Additionally, as referenced in the Introduction and each Core Theme section, Core Theme teams have identified issues and opportunities for improving some indicators with regard to availability of appropriate data, indicator language, meaningful thresholds, and relevancy to objectives. During 2018-2019, the Institutional Effectiveness Committee and Core Theme teams will systematically review indicators, thresholds and criteria to ensure relevancy and utility, and will implement revisions and changes for the next annual cycle.

2018 Institutional Effectiveness Report

Introduction

This first annual Institutional Effectiveness Report reflects the college's commitment to evaluation and continuous improvement of planning systems and structures in support of our mission and Core Themes. The report provides an overview of Lane's current planning and institutional effectiveness structure, an assessment of progress toward Core Theme achievement, evaluation of the structure's effectiveness, and findings and recommendations for improvement.

This report is intended to accompany the [Mission Fulfillment Report](#), which presents information on the College's progress toward achievement of Core Theme objectives and, by proxy, its mission. Combined, these reports will be used to inform strategic directions and priorities, guide program review and department planning, and improve governance, planning, and effectiveness systems and structures.

Planning and Institutional Effectiveness Structure

Lane's integrated planning and institutional effectiveness model is designed to support and further the College's mission, with a focus on student learning and success. The model forms the basis for regular and effective assessment, improvement, accomplishment, and adaptation.

[Core Themes](#) and their associated indicators represent the highest level of mission fulfillment at the College. [Strategic Directions](#) are established every five years as part of a comprehensive strategic planning process that identifies priority actions needed to support and improve achievement of Lane's Core Theme objectives. Other institutional plans (Learning Plan, Campus Facilities Master Plan, Diversity Plan, Strategic Enrollment Management Plan, Technology Plan, Long-Range Financial Plan, strategic projects and initiatives), program review, and annual department planning are intended to support both Strategic Directions and Core Themes and inform, and are informed by, each other.

Assessment

The Institutional Effectiveness Committee assesses the effectiveness of the College's institutional effectiveness model in three ways: 1) progress toward Core Theme achievement; 2) feedback from system inputs; and 3) application of an institutional effectiveness rubric.

1) Progress toward Core Theme Achievement

As reported in the 2018 Mission Fulfillment Report, the College continues to work on achieving its mission as defined quantitatively through Core Theme indicators. As this is the College's first year working with the established indicators, the focus has been on collecting data and establishing baselines, thresholds and criteria, so year over year progress cannot be readily evaluated. Additionally, through this process of establishing baseline information, several issues with indicator language, measurement, and utility were identified.

In 2018-2019, the Institutional Effectiveness Committee will create a process for systematic review of indicators, thresholds and criteria to ensure relevancy and utility, and will implement revisions and changes for the next annual cycle. While working to refine indicators and assess year over year trends and progress, the College will focus on specific plans for improving achievement of Core Theme objectives described in the Mission Fulfillment Report.

Additional progress should be realized in future years by more specifically aligning Core Theme indicator data and language to program review, annual department planning, and institutional planning efforts through the standard data package and other structures.

2) *Feedback from System Inputs*

The Institutional Effectiveness Committee received significant and substantive feedback on the College's planning and institutional effectiveness structure from Northwest Commission on Colleges and Universities (NWCCU) accreditors, campus planning groups, Core Theme teams, the Learning Plan Development Subcommittee, and the Governance Subcommittee of College Council.

Accreditors

Accreditors from NWCCU visited the College in October 2017 for a mid-cycle visit. The objective of this visit was to assess the College's progress toward prior recommendations and preparation for a successful Year Seven visit in 2021.

As documented in the [Mid-Cycle Peer Evaluation Report](#), accreditors noted Lane's "great" and "authentic" focus in responding to recommendations around assessment and planning.

"[Lane Community College's] response is not solely driven by concerns around compliance; college faculty and staff demonstrate a genuine appreciation of the vital role assessment and planning plays in contributing to student success and demonstration of mission fulfillment."

~2017 Mid-Cycle Peer Evaluation Report

Following the visit, the Commission deemed the College "substantially in compliance but in need of improvement" in regard to recommendations for assessment of student learning and comprehensive program review.

Specific suggestions for improvement from NWCCU accreditors include:

- Wherever possible express Core Theme indicators in terms of "student outcomes" as opposed to college outputs. This will better support the linkage of program efforts to Core Themes and mission fulfillment.
- Address complexity, lack of clarity, integration, and redundancy issues in Collegewide planning and assessment systems to improve efficiency, outcomes, and long-term sustainability.
- Work to develop clear alignment between academic program review, course outcomes, core learning outcomes, and Core Theme indicators.
- In addition to the open inquiry and reflective question structure of academic program review, include key performance indicators that align with Core Themes and Core Learning Outcomes; ensure all academic program review reports specifically address assessment of student learning and Core Theme alignment.
- Refine visual representation of various activities and groups working on planning and assessment.
- Continue to develop software tools to organize and support assessment and program review work.

College Planning Groups

In October 2017, groups involved in Collegewide planning submitted summative progress reports to the Institutional Effectiveness Committee. These reports were comprised of four sections: 1) data elements/measures (current and longitudinal data for established performance measures or goals specified in their plan); 2) progress report (narrative report on the progress made toward established goals, objectives and outcomes); 3) looking ahead (areas of focus for the coming year[s] based upon group progress and College strategic directions and priorities); and 4) ideas for improving institutional effectiveness systems and structures.

Reports were requested from the following planning groups¹:

Strategic Directions:

Commitment to Student Learning and Success
A Culture of Teaching, Learning, and Innovation
Access, Equity, and Inclusion through Social Justice
Strengthened Community
Financial and Environmental Stewardship

Governance Councils:

College Council
Diversity Council
Learning Council
Facilities Council
Student Affairs Council
Technology Council
Finance Council

Cross-Functional Teams:

Assessment Team (A-Team)
Achieving the Dream (Dream)
Academic Program Review Oversight Committee (APROC)
Strategic Enrollment Management

Organizational Units:

School of Arts and Sciences
School of Professional and
Technical Careers
Student Affairs
College Services

In reviewing the reports submitted, the Institutional Effectiveness Committee identified several recurring themes:

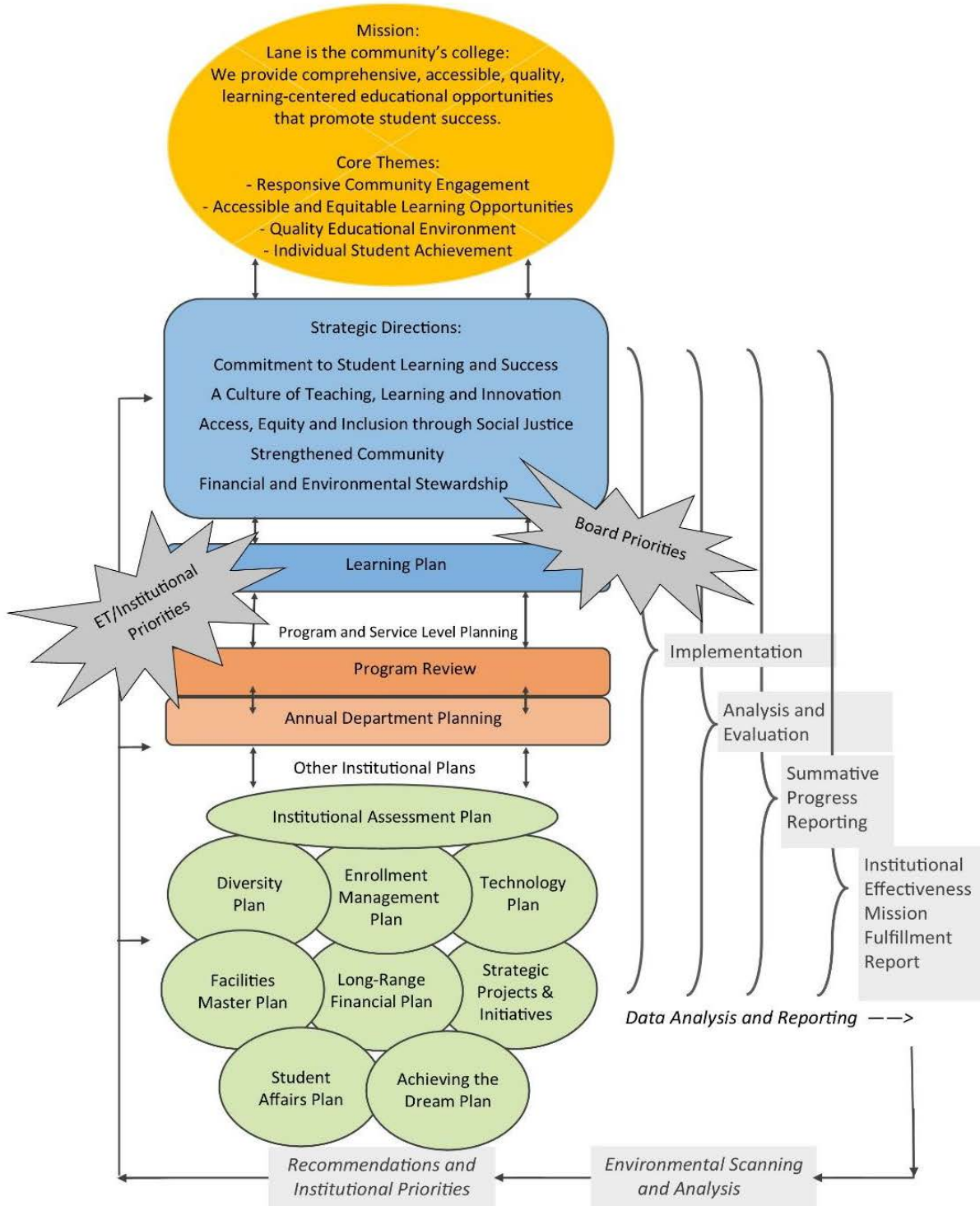
- There is substantial work happening in each of these groups, as reported in narrative progress reports.
- There is a general deficiency in established performance measures, with eight of the groups reporting no data or outcomes. Of those groups who did provide measures, there was limited reference to or alignment with Core Theme indicators.
- In reviewing areas of focus for the coming year(s) as reported in the looking ahead section, there is not a clear alignment with College Core Themes, or strategic directions and priorities.
- Groups would like to see less complexity and redundancy in the College's planning and institutional effectiveness systems and structures, clearer alignment and integration with Core Themes, less duplication of efforts, greater communication of both work and outcomes, and appropriate resources and capacity to support assessment and planning work.

¹ Reports were requested but not received from Strengthened Community Strategic Direction, College Council, and Strategic Enrollment Management.

Learning Plan Conversations

As part of its outreach and development efforts, the Learning Plan Development Subcommittee of the Learning Council developed the graphic below, which represents the College’s current Planning and Institutional Effectiveness Structure.

Lane’s Planning and Institutional Effectiveness Structure: Current State



Subcommittee members facilitated dialogue about issues and opportunities through outreach efforts that included: a planning retreat; conversations within Learning Council; discussions with other governance councils and other organizational units; and two Collegewide forums. The subcommittee compiled observations and suggestions (presented below) and shared them with the Institutional Effectiveness Committee and the Governance Subcommittee of College Council.

Summary observations of Lane's current planning and institutional effectiveness structure:

- The current system is overly complex. Hierarchies are unclear; there are multiple sets of directions and priorities
- Core Themes are not prominent
- There is a lack of communication, clarity, transparency, alignment, and focus
- There is a lack of understanding and clarity around the role of governance councils and the governance system
- There is a dearth of demonstrated outcomes and progress, despite enormous time, effort and energy being invested in meetings, subcommittees and work groups
- There is a lack of accountability, ownership, feedback, reporting, and follow through
- Levels of expertise and support resources vary widely among councils and groups for both development and implementation of plans
- Many governance councils are more functional (technology, finance, facilities) than oriented to Core Themes
- The College needs broader representation and participation, especially among faculty and instructional deans
- Planning is not meaningfully connected to decision making and resource allocation

Suggestions for improving Lane's planning and institutional effectiveness structure:

- Core Themes are elevated and central to the structure
- There is a single strategic plan for the College, focused on the teaching and learning environment, that becomes the overarching long-term vision and direction, supporting all four core themes
- There is a single construct for establishing strategic priorities (near term areas of focus)
- Reduce layers and redundancy; focus on and support program- and service-level assessment, planning and implementation as the primary driver of mission fulfillment

Governance Subcommittee of College Council

In January 2018, the Governance Subcommittee of College Council hosted a Collegewide forum designed to solicit feedback and identify issues and opportunities for the College's [governance system](#). A summary of this feedback as it relates to planning and institutional effectiveness (presented below) was provided to the Institutional Effectiveness Committee.

Campus feedback on Lane's Governance System:

- The governance system should be focused around Core Themes
- The College should develop systems to ensure maximum participation across councils and committees and ensure a diversity and breadth of voices and perspectives
- There is significant duplication of effort across various councils and committees

- Councils often do not have expertise and/or capacity within their membership for developing institutional policies and plans
- There needs to be clarity of the scope of work, with accountability for all councils. Each council should establish goals based on the priorities of the College in addressing Core Themes and student success. Councils should be communicating and reporting out on these outcomes.

In Winter 2018, President Hamilton convened a Governance Task Force in accordance with [Board Policy 325: College Governance System](#). This Task Force is charged with assessing the College's governance system through a highly inclusive and independent process. It will be providing its recommendations to College Council, the President, and the Board of Education in March and April 2019.

3) *Institutional Effectiveness Rubric*

During 2017-2018, the Institutional Effectiveness Committee developed a [rubric](#) for evaluating institutional effectiveness systems, structures, and communications². In Spring 2018, the committee applied the rubric to assess the College's progress toward implementation of its institutional effectiveness model.

The rubric identifies five dimensions of institutional effectiveness: comprehensive, integrated, and ongoing planning; informed by data and analysis; broad-based participation and engagement; implementation, evaluation, and adaptation; and planning guides resource allocation. For each dimension, the rubric ranges from awareness (initial) to development (emerging) to proficiency (developed) to sustainable continuous quality improvement (highly defined).

Dimension 1: Comprehensive, Integrated, and Ongoing Planning

The College is between awareness and development in this dimension.

Evidence:

- There is discussion of structures and systems to align institutional and program-level planning and improvement efforts to College Core Themes and Strategic Directions.
- There is emerging understanding of the alignment of program-level, cross-functional, and institutional plans to Core Themes and Strategic Directions.
- Strategic Directions are mapped to Core Theme indicators.
- Planning is found in most areas of College governance, programs, and services.
- The College has established structures for multi-year planning processes.

Achievements and Strengths:

- The Core Themes developed in 2015-2016 resonate deeply and broadly throughout the campus community as true reflections of the College mission.
- Program review processes provide meaningful alignment mechanisms between programs, strategic directions, and Core Themes.
- Budget development and resource allocation are being realigned to support program review and department planning.

² Sources: NWCCU Rubric for Standard 3.A.1-3.A.5, ACCJC Rubric for Evaluating Institutional Effectiveness

Challenges and Barriers:

- There are gaps and uneven understanding of program review and department planning principles and processes, and these processes challenge long-established practices and mental models.
- The complexity of the College's current planning and institutional effectiveness structure makes clarity and alignment difficult.
- Capacity for comprehensive, integrated, and ongoing planning is a challenge at all levels of the College.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- Improve communications, outreach, and engagement with the campus community to develop understanding of, and expand participation in, Lane's planning system and structures.
- Continue to build shared vision, understanding of, and support for Program Review as the primary planning, improvement, and resource allocation construct at the unit level.
- Provide clear and consistent messaging from executive leadership about Core Theme objectives and College priorities.
- Reduce complexity and simplify the College's planning and institutional effectiveness structure.

Dimension 2: Informed by Data and Analysis

The College is between development and proficiency in this dimension.

Evidence:

- The College has identified Core Theme indicator data, thresholds, and criteria.
- Standardized data are accessible at both unit and institutional levels.
- Applicable quantitative and qualitative data are used to improve institutional effectiveness in some areas.
- The College assesses progress toward achieving Core Theme objectives in an annual Mission Fulfillment Report.
- Standardized and program-specific data and performance measures are used in some department planning and program review.

Achievements and Strengths:

- A standard data package is produced each Fall for use in department planning and program review, accompanied by drop-in orientation and discussion sessions, as well as individual and group consultations. A process has been established for annual review, updates, and enhancements to the data package.
- Summative department data sheets have been developed and will be produced alongside the standard data package. These too will undergo an annual process of review, update, and enhancement.
- Institutional Research provides program-specific data and consultation to departments and program review teams.

Challenges and Barriers:

- Core Theme teams have identified issues with current Core Theme indicators relating to availability of appropriate data, indicator language, meaningful thresholds, and relevancy to objectives.
- Standardized data and department data sheets provide a basis for inquiry, but do not adequately present a meaningful understanding of program performance.
- Increased data and research needs are stretching the capacity of Institutional Research and program review coaches.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- Create a process for systematic review of indicators, thresholds and criteria to ensure relevancy and utility.
- Present longitudinal Core Theme indicator data and analysis.
- Continue to improve standard data package and department data sheets.
- Include unit-level Core Theme indicator data, as feasible, in standard data package and department data sheets.
- Develop program-specific performance measures for use in planning and assessment.
- Build sustainable resources and structures for supporting program review and continuous improvement of programs and services.

Dimension 3: Broad-Based Participation and Engagement

The College is between awareness and development in this dimension.

Evidence:

- Planning processes reflect expanding participation and constituency base.

Achievements and Strengths:

- Core Theme teams have become increasingly inclusive and engaged.
- Learning Plan and governance conversations have resulted in robust dialogue, increased outreach, participation, and process checks and revisions.
- An increasing number of faculty are meaningfully engaged in program review.

Challenges and Barriers:

- Plans, progress, and outcomes from the College's governance, planning, and institutional effectiveness work are not well communicated, resulting in cynicism and disinterest.
- There is not a broad diversity of participants and perspectives represented in planning, institutional effectiveness, and governance work at the College.
- Classified staff and students feel underrepresented in planning and effectiveness efforts, and face structural (time) barriers to participation.
- Campuswide forums and events are often scheduled without adequate notice, and without clear and compelling connection to individuals and groups.
- The complexity and breadth of work occurring in governance, planning, and institutional effectiveness create significant time and capacity challenges for all stakeholder groups.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- Develop a comprehensive communication and outreach plan, to include an annual engagement calendar.
- Regularly publish agendas, work plans, progress, and outcomes for all Collegewide governance and planning groups.
- Include standing agenda items related to planning and institutional effectiveness in department and group meetings.
- Leverage Fall In-Service and Spring Conference opportunities to develop understanding of and participation in planning and institutional effectiveness work.

Findings and Recommendations

After assessing Lane's institutional effectiveness systems and structures through review of Core Theme objective attainment, analysis of feedback from accreditors and system inputs, and application of the institutional effectiveness rubric, the IEC has developed findings and recommendations for continued improvement as outlined below.

Core Theme teams have developed a strong foundation of Core Theme indicator data, and positioned the Institutional Effectiveness Committee well for a review and revision process in the coming year. This process should include assessing objectives and indicators for quality, relevance, and utility; developing more consistency in the approach to thresholds and criteria; and addressing accreditation feedback. In addition to their indicator work, teams will review and expand membership and focus on communication and outreach plans to engage the campus community in furthering understanding of Core Themes.

The College should develop and strengthen structures for identifying barriers to students and potential students, and addressing gaps and opportunities in creating truly accessible and equitable learning opportunities for our community. This could be accomplished through implementation of the "Access, Equity, and Inclusion through Social Justice" strategic direction, a focused equity lens component of program review, and/or other institutional structures.

Faculty, staff and managers participating in [Program Review](#) are meaningfully and deeply engaging in self-study, assessment, and improvement of programs and services in support of Lane's mission. As all academic, student affairs, and college services programs step onto the five-year cycle, the College will need to assess and adequately resource administrative support structures for this work and create clearer and more explicit alignment to assessment of student learning and Core Theme indicators.

Institutional researchers provide an essential resource to faculty undertaking program review by providing program-specific data and analysis. As all academic programs engage in program review processes, the College will need to assess capacity for continued in-depth consultation.

The [Assessment Team](#) has improved systems and structures to increase understanding, support assessment projects and fellowships, and document the work occurring throughout the College in course- and program-level assessment of student learning. To continue this momentum, the team will continue its focus on assessment professional development, support of faculty projects and fellowships, implementation of the Curriculum Mapping Systems (CMS), and integration of assessment inquiry and action into program review structures.

The [Standard Data Package](#) and [Department Data Sheets](#) released in 2017-2018 provided access and accompanying education in both Collegewide and program-specific data on topics ranging from student enrollment and success to staffing and financial trends and ratios. In the 2018-2019 release of this data, the College should include program-level Core Theme indicator data as feasible. Additionally, the College should consider data visualization and other means for engaging our diverse community in accessing and understanding key institutional measures.

The current planning and institutional effectiveness structure at the College is overly complex. It does not clearly support and align with Core Themes, adequately engage a diversity of perspectives from across the campus community, or satisfactorily produce measurable outcomes to support Lane's mission. The College should reduce layers and redundancy in planning constructs and focus on program- and service-level continuous improvement efforts that are directly aligned with Core Theme objectives and an overarching strategic plan. It should also regularly inform and engage the campus community in institutional effectiveness efforts and priorities, and intentionally broaden and diversify participation.

In response to accreditation recommendations and feedback from the campus community, the College is conducting a formal review of its governance system. Task force recommendations will be brought to the Board of Education in April 2019 and will address opportunities for improving the governance system's role in the College's planning and institutional effectiveness structure.