

Year One Peer Evaluation Report

Lane Community College

Eugene, Oregon

September 15 – November 2, 2011

A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities

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INTRODUCTION

“Lane Community College’s district encompasses a 5,000 square-mile area.” In addition to the Main Campus in Eugene, Oregon, it offers classes and services in multiple sites. The College experiences substantial enrollment growth while funding decreases. Between 2005-2006 and 2009-2010, funding went down as enrollment rose 39%. Since 2005-2006, online classes have increased almost four-fold, and Web-enhanced or hybrid courses have increased twenty-fold. “Lane has submitted its Prospectus for Substantive Change to the Commission in support of ongoing accreditation as it offers online classes and degrees.” Lane updated its strategic plan for 2010-2014, which includes implementation plans and assessment. The College has adapted a “right to succeed” model, in which processes, programs, and policies are intentionally designed to optimize students’ successful progress and completion. Supported by an \$83 million bond approved in 2008, the vision of the College’s Master Plan includes two new buildings on the Main Campus and a new Downtown Center.

ASSESSMENT OF YEAR ONE SELF-EVALUATION REPORT

Each member of the Year One Report Evaluation Committee received from Lane both digital and hard copies of the Year One Self-Evaluation Report as well as a college catalog. The report is well written, well organized, and easy to follow.

INSTITUTION’S RESPONSE TO RECOMMENDATIONS

The College received no recommendations from the 2009 regular interim visit and was commended for its stewardship of resources.

ELIGIBILITY REQUIREMENTS (ER) 2 AND 3

“The Oregon legislature grants authority to Lane and its governing board to operate and award degrees with three Oregon Revised Statutes, ORS 341.290, ORS 341.425, and ORS 341.465. The Lane Board of Education is authorized by the Oregon State Board of Education to award degrees and certificates, to employ personnel, establish rules of governance, prescribe the educational program, control the use of property, and otherwise oversee the operation of the college.” (ER 2)

The Lane Board approved the College’s revised mission statement in September 2010 and its core themes in June 2011. The report indicates that Lane “devotes substantially all of its resources to support its educational mission and core themes....” (ER3)

The Evaluation Committee finds that the College is in compliance with Eligibility Requirements 2 and 3.

SECTION ONE

Standard 1.A. – Mission

Mission

The mission statement of Lane Community College is stated as follows:

“Lane is the community’s college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.”

The current mission statement was approved by the Board of Education in September 2010. Its development incorporated input from 10 community conversations in 2008-2009.

Concern

Although the report indicates that the current mission statement is published widely, the College’s website still shows the previous mission statement. See <http://lanecc.intelliresponse.com/>.

Mission Fulfillment

The College plans to use a scorecard approach with a four-point scale, “using a rubric: 1 = not achieved; 2 = approaching; 3 = achieved; 4 = exemplary achievement. Scorecards will also document the percentage of indicators meeting or exceeding a rating of 3, “achieved.” Ratings of 3 or 4 on at least 90% of indicators for each core theme will be defined as a threshold of excellence for attaining its overall mission fulfillment. The unified approach for establishing a frame of reference and a standard of achievement for each indicator is clearly explained.

Standard 1.B. – Core Themes

The institution identified four core themes that reference the four student populations it serves; i.e., Academic Transfer, Career Technical and Workforce Development, Foundational Skills Development, and Lifelong Learning. The core themes are consistent with its mission statement.

Core Theme I: Academic Transfer – Foster student learning and success through accessible, quality academic transfer preparation.

The first and second objectives are well stated and the indicators of achievement are clearly linked to student learning and success. However, indicator 1.12 (number and percent of

students who receive financial aid) is an input indicator which does not measure student achievement.

Core Theme 2: Career Technical and Workforce Development – Foster student learning and success through accessible, quality career technical preparation and workforce development.

Similar to core theme 1, first and second objectives are clearly stated and the indicators of achievement support the objectives. The exception is 2.11 (number of participants who use WorkSource ...) which measures access (input), not students' progress or success in finding employment. Also, similar to core theme 1, indicator 2.13 (number and percent of students who receive financial aid financial aid) measures input, not outcomes of student learning and success.

Core Theme 3: Foundational Skills Development – Foster student learning and success through accessible, quality foundational skills development.

The objectives align with the core theme, and the indicators of achievement are directly linked to the objectives. For indicators 3.10 to 3.14 of the third objective, if the plan is to use CCSSE survey results, it would be important to ensure that CCSSE includes lower levels of ABSE and ESL.

Core Theme 4: Lifelong Learning – Provide accessible, quality lifelong learning experiences for the community we serve.

The first objective is directly related to the core theme. Indicators 4.2 and 4.3 are measures of outcomes in learning, while indicator 4.1 (participation rates) evaluates access of the community it serves.

Concern

The second objective does not directly support the core theme. Indicators 4.7 to 4.10 assess the College's ability in obtaining funding resources, but they do not evaluate the impact or success of the resources on the core theme. It is not clear how "good citizenship" is defined or being measured. The College might consider if the second objective should be a separate core theme, or change core theme 4 to include the intent of the second objective.

SUMMARY

Lane revised its mission statement in September 2010. Its Board of Education approved the four core themes in June 2011. The College has developed objectives and indicators of

achievement for each core theme as required by Standard One. Also defined are the College's approaches in assessing its achievement of mission fulfillment and the acceptable threshold or extent of mission fulfillment.

COMMENDATION

1. The Evaluation Committee commends that overall the College has done an excellent job in developing and justifying its core themes, objectives, intended outcomes, and indicators of achievement. The tables are clear and well designed, which makes it easy to read and evaluate. It is evident that much thinking and careful preparation had been put into the report.