

Handwritten #2

Core Theme 1

Number Metric/Source
Responsive Community Engagement

- 1.1 **Employer feedback on student skill and preparedness for the workplace.**
 - 1.2 **Percentage of majors Lane has articulated to the UO and to OSU**
 - 1.3 **Percent of Program Review reports that address feedback from advisory boards and other external sources.**
 - 1.4 Cancellation rate for continuing education classes.
 - 1.5 Economic impact of Small Business Development Center.
- Lane offers comprehensive programs that support individual and community needs
- 1.6 Listenership of KLCC
 - 1.7 Progress toward carbon neutrality
 - 1.8 Participation rate for college-sponsored arts and cultural events
- Lane serves the intellectual and social needs of the community through non-academic programs and services

Core Theme 2

Accessible and Equitable Learning Opportunities

- 2.1 Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics.
- 2.2 Assessment of Lane demographics in relation to the demographics of Lane County
Students and program success rate 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.
- 2.3 **Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education.**
- 2.4 Lane minimizes barriers and maximizes opportunities for diverse student populations.
- 2.5 **Percentage of courses within disciplines that have distance learning offerings**

Core Theme 3

Quality Educational Environment

Students report high levels of awareness of, and satisfaction with, evidence-

3.1 based practices on campus.

Percentage of degree-seeking students accessing advising and academic

3.2 planning to create clear roadmaps to learning and success.

Lane employs high-impact practices

3.3 Percentage of employees who participate in professional development activities related to current thinking about teaching in their fields.

3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility

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

Percentage of educational programs that are mapped to Core Learning

3.5 Outcomes

Percentage of educational programs that are systematically reviewed and revised to reflect current disciplinary and industry standards and workforce

3.6 needs through either the program review process or external accreditation

Percentage of educational programs that are assessed against Core Learning

3.7 Outcomes

Lane designs intentional curricula 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

3.8 Progress toward Learning Plan goal attainment

Core Theme 4

Individual Student Achievement

4.1 Percentage of first time in college students completing their gateway math requirement in two years

4.2 Percentage of students who progress to their second year.

Students progress toward their educational objectives

4.3 **Percent of students who complete developmental credit courses and continue on to pass required program-level courses**

4.4 Percentage of students who complete degrees or certificates within 3 years
Percentage of award-seeking students who transfer to 4-year institutions within 3 years.

4.5 State-certification pass rates for allied health professions

Students complete their educational goals

4.6 State-certification pass rates for allied health professions

4.7 Percent of students enrolled in ABSE or ESL who become employed

