

2019 MISSION FULFILLMENT & INSTITUTIONAL EFFECTIVENESS REPORT



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2019 Mission Fulfillment Report

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2019 Mission Fulfillment Report

Introduction

This second annual Mission Fulfillment Report reflects the College's commitment to reflection, evidence-informed analysis and action, and continuous improvement of programs, services, systems, and structures in support of our mission. The report is organized around four Core Themes: Responsive Community Engagement, Accessible and Equitable Learning Opportunities, Quality Educational Environment, and Individual Student Achievement. Each section provides the objectives for the Core Theme, presents indicator data for each objective, provides scores reflecting achievement of mission fulfillment thresholds, and presents summary findings. Each section also identifies College strategies and plans for improvement in support of each indicator, as described in the [2016-2021 Strategic Plan](#) and [2019 Strategic Plan Mid-Cycle Report](#). The final section of the report provides Lane's definition of mission fulfillment and a summary of the College's achievement.

The Mission Fulfillment 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. Together, these reports are used to inform strategic directions and priorities; guide program review, department planning and resource allocation; and improve governance, planning, and effectiveness systems and structures.

Background

Lane Community College's Institutional Effectiveness Committee (IEC) developed new Core Themes in 2015-2016 through an inclusive process of participation, dialogue, and contribution from across the campus community, with multiple iterations and revisions. The resulting four Core Themes represent the essential elements of Lane's 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 to promote currency and innovation focused on improving teaching, learning, and the educational environment.

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

Core Theme 4: Individual Student Achievement

Students progress toward their educational objectives

Students complete their educational goals

Process History

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 the table below. 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, teams undertook a year-long indicator review process, bringing recommendations to the Institutional Effectiveness Committee (IEC) for improving indicator utility and relevance. Indicator changes and updates are noted in each Core Theme section.

Table: Core Theme Team 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 Core Theme objectives. Teams determine what evidence is collected for analysis and ensure that evidence is regularly and systematically collected. Upon review, teams may recommend changes or revisions with rationale to the IEC, thus ensuring information meaningfully informs mission fulfillment and planning.

- Core Theme Teams are comprised of key faculty, managers, and classified staff who have relevant expertise, interest, and impact in assessing and improving the Core Theme indicators and strategic direction measures.
- Teams meet regularly 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, make recommendations, if needed, for improvement or adjustment, and 4) provide feedback to the IEC and initiative/program leads on the effectiveness and progress of college mission fulfillment efforts.
- Core Theme Teams submit a narrative report to the IEC with objectives, indicators, and minimum thresholds for success, as well as the rationale for the selected indicators. Teams 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.

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	
Indicator	Score
1.1 Employer feedback on student skill and preparedness for the workplace	5
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	3/1
1.6 Listenership of KLCC	5
1.7 Progress toward carbon neutrality	1
Percent of Core Theme 1 indicators meeting or exceeding mission expectation	50%
Core Theme 2: Accessible and Equitable Learning Opportunities	
Indicator	Score
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	2
2.3 Student and program success rates measured by disaggregation of Core Theme Indicators 4.5 and 4.6	
Percentage of students who complete degrees or certificates within 3 years	2
Percentage of award-seeking transfer 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	n/a
2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education	3
Percent of Core Theme 2 indicators meeting or exceeding mission expectation	40%

Core Theme 3: Quality Educational Environment	
Indicator	Score
3.1 Students agree that Lane provides a high quality educational environment	3
3.2 Percentage of degree-seeking students accessing advising and academic planning to create clear roadmaps to learning and success	2
3.3 Employees participate in professional development related to their roles and responsibilities, which contributes to a quality educational environment	3
3.4 Educational programs are aligned with Core Learning Outcomes through course-level and/or program-level learning outcomes	1
3.5 Educational programs systematically develop and implement student learning assessment plans	1
3.6 Services and programs are systematically reviewed and revised to reflect current disciplinary and industry practices and workforce needs with the aim of continuously improving the teaching and learning environment	1
Percent of Core Theme 3 indicators meeting or exceeding mission expectation	33%
Core Theme 4: Individual Student Achievement	
Indicator	Score
4.1 Percentage of first time in college students completing their program-level math requirement in one year	5
4.2 Percentage of first time in college students completing their program-level writing requirement in one year	3
4.3 Percentage of students who progress to their second year	3
4.4 Percentage of students who placed into developmental credit courses and continue on to pass required program-level courses within 2 years	2/4
4.5 Percentage of students who complete degrees or certificates within 3 years	3
4.6 Percentage of award-seeking transfer students who transfer to 4-year institutions in 3 years	2
4.7 State-certification pass rates for allied health professions	3
4.8 Percentage of students enrolled in ABSE or ESL who become employed	3
Percent of Core Theme 4 indicators meeting or exceeding mission expectation	81%

The College continues to work on fulfilling all aspects of its comprehensive mission. As described in each Core Theme section and in more detail in the [2016-2021 Strategic Plan Mid-Cycle Report](#), specific plans are in place to improve the 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 continued issues and concerns about indicator constructs despite significant revisions this evaluation cycle. Substantive changes to accreditation requirements¹ announced in Spring 2019 provide a welcome opportunity for the College and Institutional Effectiveness Committee to develop more meaningful, reliable, and rigorous College-level indicators of mission fulfillment in the coming year.

¹ <https://www.nwccu.org/accreditation/standards-review/>

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 community needs change.

Indicators of Achievement

Indicator	Current Value	Criteria for Meets Expectation	Score
1.1 Employer feedback on student skill and preparedness for the workplace.	> 96%	86.4%-96%	5
1.2 Percentage of majors Lane has articulated to the UO and to OSU.	UO 59% OSU 63%	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.	24.5%	12.5% - 17.5%	1
1.5 Economic impact of Small Business Development Center	Capital Infusion: \$2,000,700 Business Starts: 8	Capital Infusion: \$1.8M - \$2M Business Starts: 18-20	Capital = 3 Starts = 1

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

Summary Findings

These indicators are designed to address Lane’s responsibility to understand and respond to our community’s wide-ranging needs. Available metrics suggest the College is meeting expectations for mission fulfillment in 2.5 of 5 indicators.

Technical skills assessment data show that the vast majority of students (>95%) demonstrate readiness for the workplace, and values for Lane students exceed those of several comparable Oregon community colleges.

The College’s efforts to measure, track, and assess articulation agreements with 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 major transfer maps. Systemic internal tracking and standardization issues, combined with differing levels of support from university partnerships, have resulted in just over half of the undergraduate majors at UO and OSU having transfer and articulation agreements at Lane. 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.

Incorporation of external feedback from advisory boards, peer reviewers, and other sources has been built into the academic program review structure as a required component. There is ongoing concern about the value of indicator 1.3, as it focuses on reporting rather than student outcomes.

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. Cancellation rates increased from 20% in AY2017 to 24.5% in AY2018, farther outside the mission expectation range, indicating the College is not optimally satisfying market demand. The economic impact of the Small Business Development Center reflects the direct impact of SBDC programs and services on the local economy. Indicator data reflect strong capital infusion impact and a need to increase business starts.

Plans for Improvement

To support students transitioning from Lane, staff are creating a centralized system for **articulation agreements** that houses all agreements in a centralized database, provides clear and consistent procedures and support for developing new agreements and updating current agreements, and publicizes accessible, comprehensive, and current articulation pathways for Lane transfer students.

Staff in the Extended Learning division continue to develop programming to provide training opportunities for incumbent workers and satisfy lifelong learning needs through **continuing education** open enrollment courses. New leadership in the College’s **Small Business Development Center** is expected to increase the department’s community and economic impact through advising, partnerships, and business management programs.

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 speaker 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	Current Value	Criteria for Meets Expectation	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: 9,828 LTD Bus De-boardings: 183,541	Energy Use per Student FTE: < 9,307 LTD Bus De-boardings: 289,527 - 345,965	1

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

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 ensuring financial sustainability. Implementation of this plan has resulted in strong and sustained listenership across the college’s service district. The station serves 71,000 unique listeners weekly, and continues to exceed mission fulfillment expectations.

Through the Institute for Sustainable Practices, the College established ambitious goals for achieving carbon neutrality by 2050 as part of a Climate Action Plan. Although the College’s energy use per student FTE declined 5% from AY2017 to AY2018, and energy use in kBtu is 63, as compared to the national average for colleges and universities² of 84.3, current metrics fall below expectations for meeting mission expectations and climate goals.

² Commercial Buildings Energy Consumption Survey (CBECS), <https://www.eia.gov/consumption/commercial/>

Transportation is a somewhat bigger challenge, with bus ridership per student headcount declining annually since AY2012.

Plans for Improvement

The College continues to work towards its goal to become carbon neutral by 2050, in alignment with its core value of sustainability and as a founding signatory to the American College and University Presidents’ Climate Commitment. Although energy use decreased 9% from AY2017 to AY2018 and 20% from the baseline of AY2005, the college has significant work ahead. The [Climate Action Plan 2.0](#) outlines a comprehensive set of strategies for achieving carbon neutrality.

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 meeting diverse student needs.

Indicators of Achievement

Indicator	Current Value	Criteria for Meets Expectation	Score
2.1 Assessment of Lane demographics in relation to the demographics of Lane County	% Minority: Lane County 22% LCC Students 28%	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 36% Minority 68% Non-traditional Age (>= 25) 27% Pell Recipients 73% First Generation 82%	>= 50% for each factor	2

Indicators of Achievement (continued)

Indicator	Current Value	Criteria for Meets Expectation	Score	
2.3 Student and program success rates measured by disaggregation of Core Theme Indicators 4.5 and 4.6. 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	Full Cohort	14%	Rates for at-risk groups are no more than 10% below full cohort	2
	Group Rate (Gap)			
	Minority Race/Ethnicity	13% (-5%)		
	Pell Recipients	13% (-5%)		
	ESL/ABSE/Dev English	9% (-39%)		
	Dev Math	11% (-24%)		
	Veteran's Benefits	18% (27%)		
	Age 25 or older	17% (21%)		
Disability Services	11% (-24%)			
Percentage of award-seeking transfer students who transfer to 4-year institutions within 3 years	Full Cohort	26%	Rates for at-risk groups are no more than 10% below full cohort	2
	Group Rate (Gap)			
	Minority Race/Ethnicity	29% (10%)		
	Pell Recipients	22% (-14%)		
	ESL/ABSE/Dev English	15% (-42%)		
	Dev Math	20% (-24%)		
	Veteran's Benefits	34% (31%)		
	Age 25 or older	21% (-18%)		
Disability Services	26% (0%)			
2.4. Percentage of students enrolled in ABSE or ESL who transition successfully to post-secondary education	<i>State Target</i> <i>N/A (not available)</i> <i>Lane Students</i> <i>N/A (not available)</i>	Rates are within 20% of state target	N/A	
2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education	40%	>=33%	3	

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

Indicator Updates/Revisions

- Indicator 2.4, "Percentage of students enrolled in ABSE or ESL who transition successfully to post-secondary education" is no longer measured from the State of Oregon in the same manner, so updated data are not available for this reporting cycle.

Summary Findings

The demographics of Lane students are more diverse than the county we serve. Overall, the College is providing a comprehensive set of learning opportunities for Lane County including basic skills, career technical and transfer credit, and continuing education options. Significant gains have been seen in disaggregated student success rates for underserved and underrepresented student populations, as reported in the [2016-2021 Strategic Plan Mid-Cycle Report](#).

Data is inconclusive, however, as whether the College is equitably creating opportunities for different populations and programs.

A broad survey of demographics helps to identify gaps and potential barriers where equity needs to be established and maintained, especially when analyzed at the unit level through program review. Additional or supplemental indicators may provide more useful insight into achievement gaps.

Plans for Improvement

In the coming academic year(s), the College will implement its [Equity Lens](#) framework, whose purpose is to ensure equity and social justice are applied throughout the College, resulting in improved outcomes for underserved and underrepresented populations. Additional plans include expanded [Cultural Competency Professional Development](#) programs and initiatives, focused **recruitment efforts** toward underserved and underrepresented groups, and continued implementation of the equity-minded [Guided Pathways](#) framework .

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	Current Value	Criteria for Meets Expectation	Score
3.1 Students agree that Lane provides a high quality educational environment.	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

Indicator Updates/Revisions

- Indicator 3.1 language changed from “Students report high levels of awareness of, and satisfaction with, evidence-based practices on campus.” The new language more broadly encompasses current CCSSE data categories and also allows for collection of future data relevant to Objective 1. The Core Theme 3 team recommends consideration of SENSE (Survey of Entering Student Engagement) as an indicator or supplemental measure to provide additional context and understanding.

Summary Findings

These indicators are based upon the Community College Survey of Student Engagement (CCSSE), an established nationwide instrument designed to assess student engagement with educational best practices. The CCSSE is administered on a three-year cycle. Based on CCSSE results from AY2017, Lane students report high levels of awareness of, and satisfaction with, evidence-based best practices consistent with response rates at other large 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.

To support more timely and comprehensive understanding of student use of academic advising, in Winter 2019 a new advising tracking system was created. With this system, academic advisors can specifically track the number of times they work with students and help create academic planners using the College’s SARS database. Because this data source is new, it is not included in this reporting cycle. Early evidence from the system, however, shows the College may be meeting mission expectation of 90-95%, though further analysis is needed to determine whether SARS is a viable data source.

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 CCSSE evaluation cycle, in 2020.

Plans for Improvement

In the coming academic year(s), the College will continue to revise and align **advising** content areas with career communities and **Guided Pathways** cohort models. Additional plans include full implementation of the MyGradPlan **academic planning**, expansion of the successful **First Year Experience** program to be required for all students, momentum point advising in coordination with **holistic student supports**, and additional investments in advising and success coaching resources.

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	Current Value	Criteria for Meets Expectation	Score
3.3 Employees participate in professional development related to their roles and responsibilities, which contributes to a quality educational environment.	87% reported PD activities exclusive of in-service. 89% agreed PD enhanced their ability to contribute to a quality educational environment.	75-90%	3
3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.			

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

Indicator Updates/Revisions

- 3.3 indicator language changed from “Percentage of employees who participate in professional development activities related to current thinking about teaching in their fields.” There was no data available to support the original indicator language. The new language allows for multiple measures in addition to participation rates. The college conducted an employee survey in March 2019 to collect baseline data.
- Indicator 3.4 was struck, as it is a subset of revised indicator 3.3.

Summary Findings

Professional development is an essential element of the College’s commitment to quality and innovation in our teaching and learning environment. In 2017-2018, the Core Theme team was unable to gather viable data in support of this indicator and recommended the College develop a survey for professional development data collection. In March 2019, a survey was emailed to all employee groups to gauge time spent in professional development activities, types of professional development employees participated in, and whether employees felt such activities contributed to a quality educational environment. Employees were asked to consider professional development activities from Summer Term 2018 through March 2019. The survey response rate was 16%, with full-time employees responding at a higher rate than part-time and hourly employees. Limitations of the survey include: low response rate; uncertainty of employees' definitions of PD categories; self-reported hours; mismatch between employee reporting and professional development type classifications (e.g., classified staff reporting participation in sabbaticals); and short turnaround time on delivery of the survey.

The College does not have a single point of contact or systemic process for tracking numerous professional development activities that happen across campus, which presents significant challenges to tracking, outcomes reporting, and evaluation.

Plans for Improvement

In collaboration with professional development committees and groups, the College will explore options for creating a **professional development evaluation process** to systematically evaluate the effectiveness of these efforts.

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—the discipline, the program, and the college—and maintaining currency. We look at curricula mapped to Lane’s Core Learning Outcomes (CLOs) in order to understand and evaluate the connection among the levels. We also gauge how well curricula reflect evidence-based practices in the field.

Indicators of Achievement

Indicator	Current Value	Criteria for Meets Expectation	Score
3.4 Educational programs are aligned with Core Learning Outcomes through course-level and/or program-level learning outcomes.	20%	50% of programs have established curriculum maps at course and/or program level	1

Indicators of Achievement (continued)

Indicator	Current Value	Criteria for Meets Expectation	Score
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.			
3.5 Educational programs systematically develop and implement student learning assessment plans.	13%	50-75% of programs have student learning assessment plans or goals	1

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

Indicator Updates/Revisions

- Indicator 3.4 was previously indicator 3.5. Indicator language changed from “Percentage of educational courses that are mapped to Core Learning Outcomes.” This change restores the indicator to its original phrasing. With the emphasis on academic program review as the primary structure for planning and improvement, it is more meaningful to track curriculum mapping at the program level rather than course level.
- Indicator 3.6 was struck from this objective and rephrased to support objective 4.
- Indicator 3.5 was previously indicator 3.7. Indicator language changed from “Percentage of educational courses that are assessed against Core Learning Outcomes.” This change reflects the recognition that not all courses can or should be assessed against Core Learning Outcomes (CLOs) assessment should be contextual and based on program needs. Therefore, it is more reasonable to expect each program to have an assessment plan that is discipline-specific and aids in continuous improvement of the program and, by extension, courses within that program.

Summary Findings

These indicators are designed to address outcomes of student learning and systematic improvement of educational programs. Curriculum mapping is an important pre-assessment activity. It provides a visual means for indicating alignment among course-level learning outcomes, program-level learning outcomes, and CLOs. Mapping also provides documentation of whether student attainment of learning outcomes will be assessed via direct and/or indirect evidence. Based upon data available from the Assessment team, the College will need to focus more energy on systematic curriculum mapping in support assessment of student learning.

In concert with expanded curriculum mapping and pre-assessment work, the College will need to expand its efforts in systematic development and implementation of student learning assessment plans. This work has already started, with addition of a required assessment inquiry question in the Academic Program Review (APR) self-study phase and multi-year assessment plans being developed through APR implementation.

Plans for Improvement

After developing a clear definition of a curriculum map, the College will perform a **student learning assessment inventory** of courses and programs to systematically identify those that are 1) are mapped to Core Learning Outcomes (CLOs), and 2) have established student learning assessment plans. There are likely course and program maps and plans in existence that are not reflected in current data sets; this baseline evidence will help inform assessment issues and opportunities.

Additional plans include developing and implementing an **assessment peer liaison** model, further refining the assessment **program review** question to align with new accreditation standards, developing a student

learning assessment program for **co-curricular** and student affairs departments, and creating useful assessment **tracking and reporting systems**.

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

Indicators of Achievement

Indicator	Current Value (2019 Analysis)	Criteria for Meets Expectation	2019 Score
3.6 Services and programs are systematically reviewed and revised to reflect current disciplinary and industry practices and workforce needs with the aim of continuously improving the teaching and learning environment.	39%	85-90% reviewed and revised	1
3.8 Progress toward Learning Plan goal attainment.			

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

Indicator Updates/Revisions

- 3.6 has been revised from previous indicator 3.5. Language was added to encompass teaching and learning outcomes/improvement. The indicator criteria for 2018-2019 considers program reviews that have been completed, have developed goals, and have accounted for external peer review or other recommendations for improvement, as opposed to simply participating in the process.
- Indicator 3.8 was struck, as the [Strategic Learning Framework](#) articulates broad educational principles and strategies rather than measurable goals and outcomes.

Summary Findings

Revised indicator language should continue to be evaluated to ensure it is appropriately outcomes-oriented. The current value includes the weighted average of all programs which have completed reviews and made revisions through 2018-2019. This includes the College’s three program-review frameworks: Academic (35%), Student Affairs (20%), and College Services (90%). As of Winter 2019, all programs and services have been mapped to a five-year review schedule.

Plans for Improvement

The College will continue to **develop and enhance structures and resources** to support program review self-study, implementation planning, multi-year improvement efforts, and outcomes reporting.

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	Current Value	Criteria for Meets Expectation	Score
4.1 Percentage of first time in college students completing their program-level math requirement in one year.	40%	34%	5
4.2 Percentage of first time in college students completing their program-level writing requirement in one year.	46%	45%	3
4.3 Percentage of students who progress to their second year.	48%	48%	3
4.4 Percentage of students who placed into developmental credit courses and continue on to pass required program-level courses within 2 years.	Math 33% Writing 39%	Math 34% Writing 34%	Math = 2 Writing = 4

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

Indicator Updates/Revisions

- Indicator 4.1 language changed from “Percentage of first time in college students completing their gateway math requirement in two years.” The time period was changed to one year to match other institutional indicators and national standards, as well as to make it more timely and responsive.
- Completion of both writing and math during the first year of college are key predictors of ongoing student success. The writing indicator 4.2 was added so both math and writing progression are tracked and reported.
- Indicator 4.3 was previously indicator 4.2
- Indicator 4.4 was previously indicator 4.3. Indicator language changed from “Percentage of students who complete developmental credit courses and continue on to pass required program-level courses.” The indicator language and operationalization was changed so that all students referred to developmental courses would be included. This is especially important in light of the finding that a major factor in failure to complete program-level courses is the failure to attempt or complete developmental sequences.

Summary Findings

These indicators are designed to measure progression points that are closely correlated to student goal attainment. Through intentional strategies and interventions, the College has shown significant improvement in these indicators as reported in the [2016-2021 Strategic Plan Mid-Cycle Report](#). Continued efforts are needed to sustain and surpass initial thresholds.

Objective 2: Students complete their educational goals.

In order to assess student completion of educational goals, the College considers established measures in paths to student success: credential attainment, academic transfer, career technical, and workforce development.

Indicators of Achievement

Indicator	Current Value	Criteria for Meets Expectation	Score
4.5 Percentage of students who complete degrees or certificates within 3 years.	15%	13%	3
4.6 Percentage of award-seeking transfer students who transfer to 4-year institutions in 3 years.	26%	27%	2
4.7 State-certification pass rates for allied health professions.	92%	90%	3
4.8 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

Indicator Updates/Revisions

- Indicator 4.5 was previously indicator 4.4
- Indicator 4.6 was previously indicator 4.5. Indicator language changed from “Percentage of award-seeking students who transfer to 4-year institutions in 3 years” to specify the population in the denominator is transfer students. The computational method remains the same.
- Indicator 4.8 was previously indicator 4.7.

Summary Findings

In order to assess student completion of educational goals, the College evaluates credential attainment, transfer to four-year institutions, state-certification pass rates, and workforce pathways. The College has made significant gains in credential and transfer attainment in recent years, and will need to continue efforts to surpass initial thresholds. Employment data for ABSE and ESL employment outcomes has not been updated by the state for two years; this value represents AY2016 data. There are currently no other systems in place for updating or evaluating this indicator.

Plans for Improvement

The College will continue to support student progression, retention, and success through creation of a **holistic student support** program, expanded **advising and academic planning** services, improved **articulation systems**, development of **bridge to credit** programs, and implementation of **Guided Pathways**.

2019 Institutional Effectiveness Report

Introduction

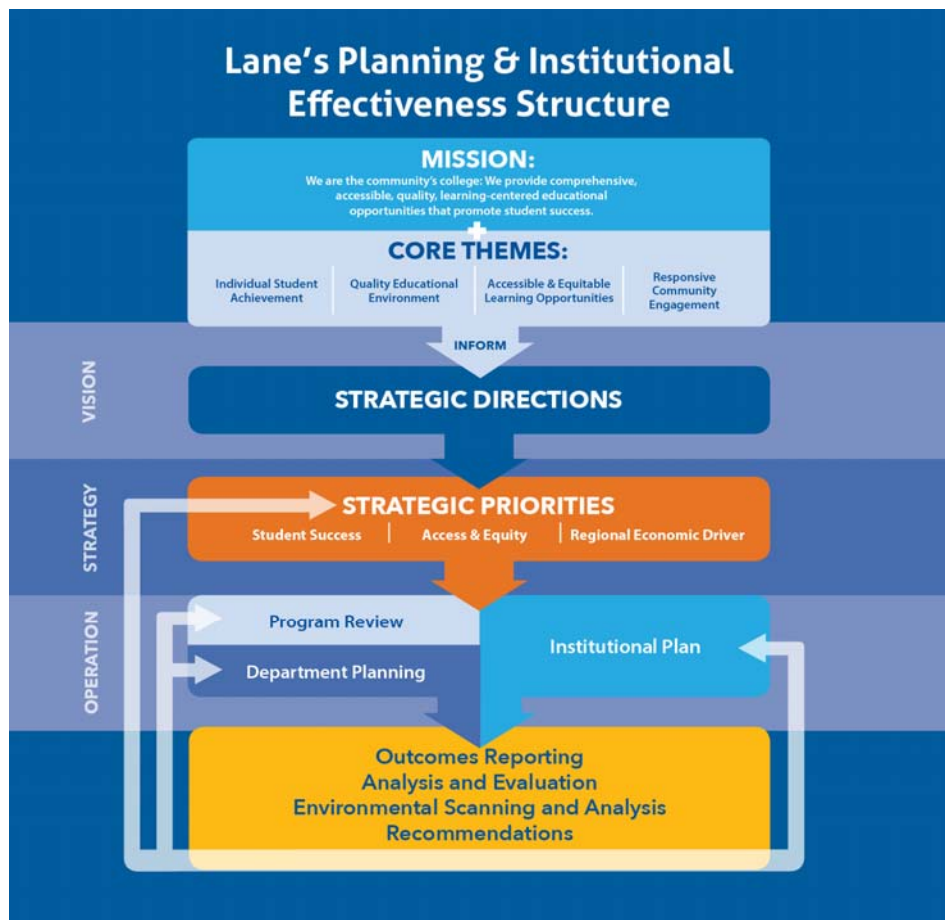
This second annual Institutional Effectiveness Report reflects the College's commitment to evaluation and improvement of planning systems and structures in support of our mission. The report provides an overview of Lane's current planning and institutional effectiveness structure, an assessment of progress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

The report is intended to accompany the [2019 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 of 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.

In the current model, [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. [Strategic Priorities](#) represent areas of focused effort toward improving Core Theme and Strategic Direction outcomes. Other institutional plans, program review, and annual department planning are all intended to support both Strategic Directions and Core Themes. Likewise, such plans should both inform and be informed by Core Themes and Strategic Directions.



Assessment

The [Institutional Effectiveness Committee](#) assesses the College's institutional effectiveness systems and structures 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 [2019 Mission Fulfillment Report](#), the College continues to measure quantitative mission fulfillment through Core Theme indicators. In this second year of assessing established indicators, the College saw measurable progress in several interrelated areas:

- Student attainment of degrees or certificates within 3 years (all students *and* students in underserved and underrepresented populations)
- Student transfer to 4-year institutions within 3 years (all students *and* students in underserved and underrepresented populations)
- Percent of majors Lane has articulated to the UO and OSU
- Student completion of program-level math and writing within 1 year
- Student retention into second year
- Assessment of student learning at the course, program, and general education outcome (CLO) level
- Lane student demographics in relation to the demographics of Lane County
- Student skill and preparation for the workforce
- Quality online educational opportunities

The College has intentionally directed efforts to improve outcomes in these areas through the [2016-2019 Strategic Plan](#) and [2018-2019 Enrollment Growth Plan](#). [The 2019 Strategic Plan Mid-Cycle Report](#) provides additional data and information on progress in all five strategic directions over the past three years.

2. Feedback from System Inputs

The Institutional Effectiveness Committee has 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, and the Governance Subcommittee of College Council.

Accreditors

As reported in the 2018-2019 Institutional Effectiveness Report, 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.

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. The table below presents specific guidance from accreditors alongside summaries of College response and improvement actions. [New accreditation standards and requirements](#) released in Spring 2019 expand focus on student learning, student achievement, and institutional effectiveness; these will deeply inform the work of the IEC in coming years.

Table: NWCCU Guidance and Recommendations for Improvement

NWCCU Guidance for Continued Improvement	College Comments
<p>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.</p>	<p>During the 2018-2019 Core Theme process, the Institutional Effectiveness Committee revised several indicators to better align with student outcomes. Recent changes to NWCCU standards provide opportunity to re- envision mission-level indicators using a student outcomes lens. The Guided Pathways Data Team will be providing recommendations to the Institutional Effectiveness Committee for student outcome-focused indicators in June 2019; in Fall Term 2019 the IEC will embark on a process for establishing and updating mission fulfillment indicators for the 2019-2020 cycle.</p>
<p>Address complexity, lack of clarity, integration, and redundancy issues in Collegewide planning and assessment systems to improve efficiency, outcomes, and long-term sustainability.</p>	<p>Although progress has been made through outreach efforts, website updates, and use of information graphics, the College’s planning, assessment, and resource allocation systems continue to be overly complex and difficult to understand and navigate. Multiple groups on campus are working on this issue including the Planning & Institutional Effectiveness Office, Budget Office, Governance System, and collegewide committees. Improvement plans for 2019-2020 include continued refinement of the department planning process, further integration of program review implementation planning and outcomes reporting, governance system redesign, and expanded communication and outreach related to planning systems and processes, institutional outcomes, and strategic priorities.</p>
<p>Work to develop clear alignment between academic program review, course outcomes, core learning outcomes, and Core Theme indicators.</p>	<p>The Academic Program Review Oversight Committee has embedded assessment of student learning into review and implementation/improvement processes. Additionally, the Assessment Team is developing additional resources to support alignment and understanding to include assessment peer liaisons, support for co-curricular assessment, faculty professional development, and development of tracking and reporting systems.</p>
<p>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.</p>	<p>As the IEC establishes and updates mission fulfillment indicators that are student outcomes-focused, it will provide recommendations for ensuring programs and services have access to meaningful data around these indicators and that reports and action plans address opportunities for improvement and action.</p>
<p>Refine visual representation of various activities and groups working on planning and assessment.</p>	<p>In 2018-2019, the College developed several information graphics to represent institutional priorities, planning and institutional effectiveness structures. These graphics will continue to be refined and enhanced to build understanding.</p>

Continue to develop software tools to organize and support assessment and program review work.	Program review and assessment coordinating and peer support groups are working on establishing and deepening cultures and practices of meaningful inquiry and continuous improvement; the College will then explore technologies to support meaningful practices.
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College Planning Groups

In October 2018, groups involved in collegewide planning submitted summative progress reports to the Institutional Effectiveness Committee. These reports included 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 establishing goals, objectives and outcomes); 3) looking ahead (areas of focus for the coming years based upon group progress and College strategic directions and priorities); and 4) ideas for improving institutional effectiveness systems and structures.

Reports were requested and received from the College’s seven governance councils, the Assessment Team, and the Academic Program Review Oversight Committee. In the College’s current governance system, governance councils are charged with College policy and planning development. The table below summarizes whether Councils have current or established institutional plans, if their reports included policy development and/or review, and if measurable outcomes were reported.

Governance Councils	College Plan	College Policy Development/ Review?	Measurable Outcomes/Data Reported?
1. College Council	Yes	Yes	No
2. Diversity Council	No	Yes	No
3. Facilities Council	No ³	Yes	No
4. Finance Council	No ⁴	Yes	No
5. Learning Council	No ⁵	Yes	Yes
6. Student Affairs Council	No	Yes	No
7. Technology Council	No ⁶	Yes	No

³ Currently in development through an external consultant

⁴ In 2017, the Finance Council developed a [Long-Range Financial Report](#)

⁵ In 2019, the Learning Council developed a [Strategic Learning Framework](#), with the intention of developing a master academic plan in subsequent years

⁶ Currently in development

The Assessment Team and Academic Program Review Oversight Committee are charged with coordinating Collegewide programs in support of student learning and continuous quality improvement of our learning environment. Both groups reported on measurable outcomes in support of their goals.

Cross-Functional Teams	Measurable Outcomes/Data Reported?
8. Assessment Team (ATeam)	Yes
9. Academic Program Review Oversight Committee (APROC)	Yes

After reviewing the reports submitted, the Institutional Effectiveness Committee identified trends that emerged about Lane’s planning and institutional effectiveness structures:

- Participants remain committed to their work and report progress in some areas (all groups)
- Measurable outcomes/data were received from only one council (5) and two cross-functional teams (8, 9)
- Councils referenced strategic/college plans in progress or development, but only one college plan has been developed through the governance system in the past several years (3, 5, 7).
- There is a need for councils to align their work with college Core Themes and Strategic Directions (all).
- Capacity issues: workloads, insufficient time available and competing responsibilities made it difficult for teams to finish goals as envisioned (3, 4, 5, 7, 8, 9)
- The current governance system is complex, unclear, lacks transparency and seems to have multiple and often conflicting priorities (4, 5, 6, 9)
- There is lack of clarity, reciprocal communication, collaboration and understanding about roles and relationships between councils, groups, and initiatives. There is uncertainty about authority and decision-making. This undermines intra-council and governance effectiveness. (2, 4, 5, 6, 9)
- Membership changes, absences, and other internal council issues hindered work (4, 5, 6, 7)
- Organization structure and leadership changes within the institution have impacted council work (5, 6, 8)
- Although program review has been enhanced, there is a need to strengthen institutional structures and processes to provide additional support (5, 8, 9)
- There is a need to communicate more broadly with the campus community about strategic goals, accomplishments, and milestones (4, 8)
- Institutional research struggles with capacity issues (8, 9)
- Program-level assessment of student learning must be bolstered (8, 9)

Although these additional opportunities are not trends, according to stakeholders, they will enhance institutional effectiveness structure:

- Access and Equity continues to be lacking in planning and data structures. The Equity Lens needs to be developed and implemented. (2)
- Governance evaluation has negatively impacted Council work (6)
- Prioritize, embed and recognize the importance of program review of all levels of the college; integrate college initiatives into program review (9)
- Enhance clarity about institutional mission, themes, directions, and priorities (9)
- Bolster coherency in governance visioning (5)
- Create cohesive COPPS review with institution-level agreement on policy, oversight, version tracking and responsible parties to increase efficiency of work and identify needs (5)
- Connect initiatives to councils’ work (5)
- Enhance institutional leadership pertaining to risk management plan/policy (6)
- Provide template and/or guidelines on writing Strategic Plans and guidance on who (department/division/Council) prioritizes work (6)

- Bolster financial literacy (4)
- Focus on student enrollment, retention, and goal attainment by envisioning and implementing tangible and achievable activities (7)
- Make better use of subcommittees and subject matter experts to complete work (3)
- Update the IEC Report template – separate instructions and outline (7)
- Develop and publish college Planning calendar showing all planning, Council and other initiatives with timelines (7)
- Enhance uniformity of Lane policies and procedures so all include information such as responsible party, contact person and clear guidance to aid with implementation (3)
- Ensure policies and procedures are not duplicated across multiple departments or responsible parties (3)
- Establish a system of vetting support for Council projects (4)
- Identify existing espoused or implemented decision-making algorithms, which can provide a basis for productive institutional reflection, modeling, and prediction. (4)

This data and feedback have been shared with the Governance Task Force, Governance Subcommittee of College Council and Cabinet to inform emergent recommendations about governance system improvements and with the Planning & Institutional Effectiveness Office to inform continued improvements to structures, systems, and communications.

Governance Subcommittee of College Council

In Spring 2018, President Hamilton commissioned a comprehensive and inclusive evaluation of Lane’s governance system with the objective of improving governance at the College in accordance with Board of Education Policy BP325. In collaboration with College Council, this review was led by a task force and the Governance Subcommittee of College Council. The process included reviewing best practices, analyzing feedback, and garnering the collective best thinking of the college community in developing recommendations for improvement.

Recommendations have emerged around decision-making, communications, support resources, policy structures and definitions, planning roles and responsibilities, accountability, professional development, and alignment with collegewide initiatives. After reviewing majority and minority reports along with all of the information, evidence, dialogue, and recommendations provided, President Hamilton provided a [Governance Recommendations Report](#) to the Board of Education in June 2019. Implementation of recommendations will commence in Fall 2019 and continue throughout the 2019-2020 academic year.

Department Planning Feedback

Programs and services participating in the annual [Department Planning](#) process also provided feedback on institutional effectiveness systems and structures. Participants reported improvements in timing, communication and feedback mechanisms, especially as they relate to resource allocation and integration with program review. Suggestions for continued improvements centered around additional training, documentation and support, and consideration of a two-year planning cycle to reduce reporting burdens and provide more time for implementation and assessment.

3. Institutional Effectiveness Rubric

During 2017-2018, the Institutional Effectiveness Committee developed an [evaluation rubric](#) for evaluating institutional effectiveness systems, structures, and communications. Each year, the IEC reviews the rubric itself, then applies 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 *developing and proficient* in this dimension.

Evidence:

- Planning processes are aligned with Mission, Core Themes, and Strategic Directions, with a clear recognition of program review, department planning, and cross-functional institutional initiatives as the primary mechanisms for achieving Core Theme and Strategic Direction objectives.
- Strategic Directions and Program Review represent multi-year planning processes designed to achieve broad educational purposes and result in continuous quality improvement.

Achievements and Strengths:

- All programs and services have been mapped to a five-year program review cycle, with structures established for systematic evaluation and progress reporting; program review recommendations are incorporated into planning for all areas of educational services: academics, student affairs, college services, and executive services.
- Strategic actions, initiatives, and priorities implemented through the 2016-2021 Strategic Plan, Program Review, and cross-functional plans and initiatives have shown measurable improvements in institutional indicators of mission fulfillment and student achievement.
- Assessment of student learning has been integrated into the Program Review process in recognition of its integral importance to teaching, learning, and student achievement.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- Reduce complexity and simplify the College's planning and institutional effectiveness structure by removing the Core Themes construct; focus directly on mission fulfillment through strategic directions and priorities, which are more resonate with the campus community and actionable through program review and department planning
- Improve communications, outreach, and engagement with the campus community to further develop understanding of, and expand participation in, Lane's planning systems and structures.
- Provide clear and consistent messaging from executive leadership about strategic priorities and outcomes.

Dimension 2: Informed by Data and Analysis

The College is *proficient* in this dimension.

Evidence:

- Indicators of mission fulfillment are assessed over time, using longitudinal data and analysis, through Core Theme indicators and strategic direction objectives
- Both standardized and program-specific data are performance measures are used in College, program, and department planning and assessment

Achievements and Strengths:

- Institutional Researchers and Program Review Coaches work systematically with program faculty in guiding customized inquiry/survey, data collection, and analysis.
- A standard data package and department data sheets are produced each Fall for use in program review and department planning. A process has been established for annual review, updates, and enhancements.
- Measurable indicators of progress toward mission fulfillment and reported in Mission Fulfillment and Strategic Plan Mid-Cycle reports.
- A Data Stewardship Group has been created to support the College's strategic priority of data analytics and data stewardship.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- Building upon the work of the Institutional Effectiveness Committee and Core Theme Teams, develop a refined single set of mission fulfillment indicators that are focused on student learning and achievement. These metrics should be used for assessing mission fulfillment and as a starting point for collegewide improvement initiatives, strategic planning, program review, and department planning.
- Continue to develop data access, literacy, and understanding throughout the College.

Dimension 3: Broad-Based Participation and Engagement

The College is between *developing and proficient* in this dimension.

Evidence:

- A broadening constituent base meaningfully contributes to planning and institutional effectiveness.
- There is dialogue about institutional effectiveness based upon evidence and outcomes assessed through strategic planning and the institutional effectiveness committee.

Achievements and Strengths:

- All academic, student affairs, college services, and executive services are mapped to a five-year program review schedule, with more than half of all programs engaged in some phase of the process as of June 2019.
- Recent Guided Pathways, Equity Lens Implementation, Governance Review, Facilities Master Planning, and Accreditation processes involve broad and regular engagement with members of the campus community and are informed by feedback and contributions from faculty, staff, managers, and students.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- Develop a comprehensive communication, outreach, and engagement plan to increase interest, understanding, and participation.
- Continue to create opportunities for expanded participation and engagement in planning, governance, and institutional effectiveness efforts.
- Regularly publish agendas, work plans, progress reports, and outcomes for all collegewide governance and planning groups.

Dimension 4: Implementation, Evaluation, and Adaptation

The College is between *developing and proficient* in this dimension.

Evidence:

- Planning processes incorporate review of institutional and program-specific outcomes and measures and establishment of measurable goals for improvement.
- Results of planning and institutional effectiveness efforts are regularly documented and communicated to the campus community.

Achievements and Strengths:

- Progress and outcomes are reported through the Strategic Plan Mid-Cycle Report, Mission Fulfillment Report, Program Review Progress Reports, and Department Plans.
- Assessment of student learning has been incorporated into program review structures.
- Results are analyzed and used to inform continued improvements and/or adjustments to established plans and priorities.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- Move from an annual to biennial department planning cycle to more closely align with strategic planning and program review, lessen reporting burdens, and provide more time for implementation and assessment.

- Develop structures for systematically collecting evidence and outcomes from program review, student learning assessment, and other unit activities that support and inform institutional outcomes and indicators.

Dimension 5: Planning Guides Resource Allocation

The College is *proficient* in this dimension.

Evidence:

- Formal planning regularly guides resource allocation.

Achievements and Strengths:

- Budget development is based upon institutional and department level plans and strategic priorities: strategic plan and priorities, program review implementation plans, annual department plans, enrollment growth plan, balancing strategies developed by the Budget Development Subcommittee and College Council.
- Budget development and resource allocation information is published and updated regularly on the budget website, with specific feedback provided to all programs and services.

Suggested Actions for Moving Toward Proficiency and Continuous Quality Improvement:

- This is an area of growth and emerging strength and alignment as more programs and services begin to understand, utilize and improve upon program review, department planning, and resource allocation processes and systems.

NWCCU Update: Changes to the Accreditation Process

In 2019, the Northwest Commission on Colleges and Universities (NWCCU) underwent a comprehensive review of its process, standards, policies, and eligibility requirements. During the review process, the commission addressed US Department of Education requirements and direction, and solicited and implemented feedback from stakeholders and members. [Draft updates](#) were presented in Spring 2019, with the commission accepting feedback and comments through July 2019. Process revisions will be implemented in January 2020, and will be used in Lane's 2021 seven-year review.

The new process and standards present an increased focus on student achievement. Areas of emphasis include comprehensive systems of assessment (course, program, and institutional); meaningful, assessable and verifiable indicators of achievement; systematic integration of assessment and evaluation into institutional planning and resource allocation.

Of particular note, the commission is no longer requiring Colleges to use the construct of Core Themes. Colleges are now able to determine and use language and measures of institutional mission fulfillment that best serve the institution.

Summary of Draft Changes

Reporting Requirements

- The year 1 and year 7 report content and titles have changed to focus on student learning, student achievement, and institutional effectiveness.
- The year 7 report will only address standards required by US Department of Education and/or those critical to student learning, student achievement, and institutional effectiveness. The report is expected to be much shorter (about 50 pages rather than 250).
- A new, year 6 report will focus on policies, procedures, capacity, and regulations. This report requires links to evidence and information with limited narrative reporting. The year 6 process does not include a site visit unless deemed warranted.
- Annual reports will be shorter and focused on student achievement, finances, and responses to recommendations using an online template.
- No changes were made to Mid-Cycle or Substantive Changes Reports; no Ad Hoc reports will be required.
- Report submissions will be electronic. An online institutional portal will be used to gather additional information such as degrees offered.

Other Notable Changes

- The number of standards decreased from 5 to 2; some content was moved to eligibility requirements and the remainder was moved to a policies and procedures checklist.
- The 25% threshold for credit for prior learning is no longer mandated; Colleges may use institutional or other best practices instead.

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; application of the institutional effectiveness rubric; and in response to new accreditation standards, the IEC has developed findings and recommendations for continued improvements as outlined below.

1. The current planning and institutional effectiveness structure at the College is overly complex. With new accreditation standards providing flexibility in using more meaningful and direct mission fulfillment indicators, the IEC should update the College's institutional effectiveness model and develop a process and plan for establishing a single set of institutional indicators that: 1) build upon prior years' work, 2) are accessible, understandable, and actionable through institutional, equity, and program/department-level lenses, 3) are focused around student outcomes, and 4) are assessed with assessment results used to effect institutional improvement. The IEC should also define key vocabulary, review its charter, membership, and role in-light-of accreditation and organizational changes.
2. Within the governance system, councils have limited capacity, expertise, and infrastructure for creating institutional plans, nor do they have responsibility or accountability for implementation. Based upon direct feedback to the IEC and findings from the governance review process, recommendations for governance reform should address the role and responsibilities of governance councils in collegewide planning efforts.
3. Although the College has made significant improvement in addressing achievement gaps for underrepresented and underserved student populations, it has not yet achieved established mission fulfillment thresholds in these areas. The College should continue to develop and strengthen structures for identifying barriers and addressing gaps by 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, Guided Pathways, implementation of an Equity Lens, and refinement of institutional and program/department-level indicators.
4. Inquiry into assessment of student learning has been incorporated into the program review process. Assessment of student learning has not been systematically established as collegewide practice, however. The College should create a meaningful, sustainable, faculty-led system for assessment of student learning at the course, program, and degree levels that is collaborative, inquiry-based, grounded in discipline-based approaches, and uses results to enhance programs and improve student learning and achievement in a continuous improvement cycle. The College should also develop and use longitudinal data to assess the impact on student learning of the revisions/changes that have been implemented because of these assessment activities.
5. The Standard Data Package, Department Data Sheets, regular planning and institutional effectiveness reports, in-depth consultation, and customized data support and analysis for program review participants have helped the College achieve proficiency in this dimension of institutional effectiveness. In order to progress toward sustainable continuous quality improvement in this dimension, the College should continue to develop a program of data stewardship, data analytics and continue to enhance collegewide data literacy.
6. The College should continue to address accreditation recommendations and guidance from previous years, while also aligning systems, structures, and improvement efforts with new accreditation standards.

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