Lane Community College Response to

2014 Year Seven Evaluation Recommendations

December 19, 2014

On October 28-30, 2014, an evaluation committee representing the Northwest Commission on Colleges and Universities conducted a site visit at Lane Community College as part of the college's year-seven accreditation cycle. Based on the college's Year Seven Report and the site visit, the evaluation team issued eight commendations and seven recommendations. Lane Community College recognized the recommendations as an opportunity to continue its focus on learning and improvement. After careful consideration of the team's report, the college has prepared plans, established timelines, and assigned responsibilities for improving the seven areas addressed in the recommendations.

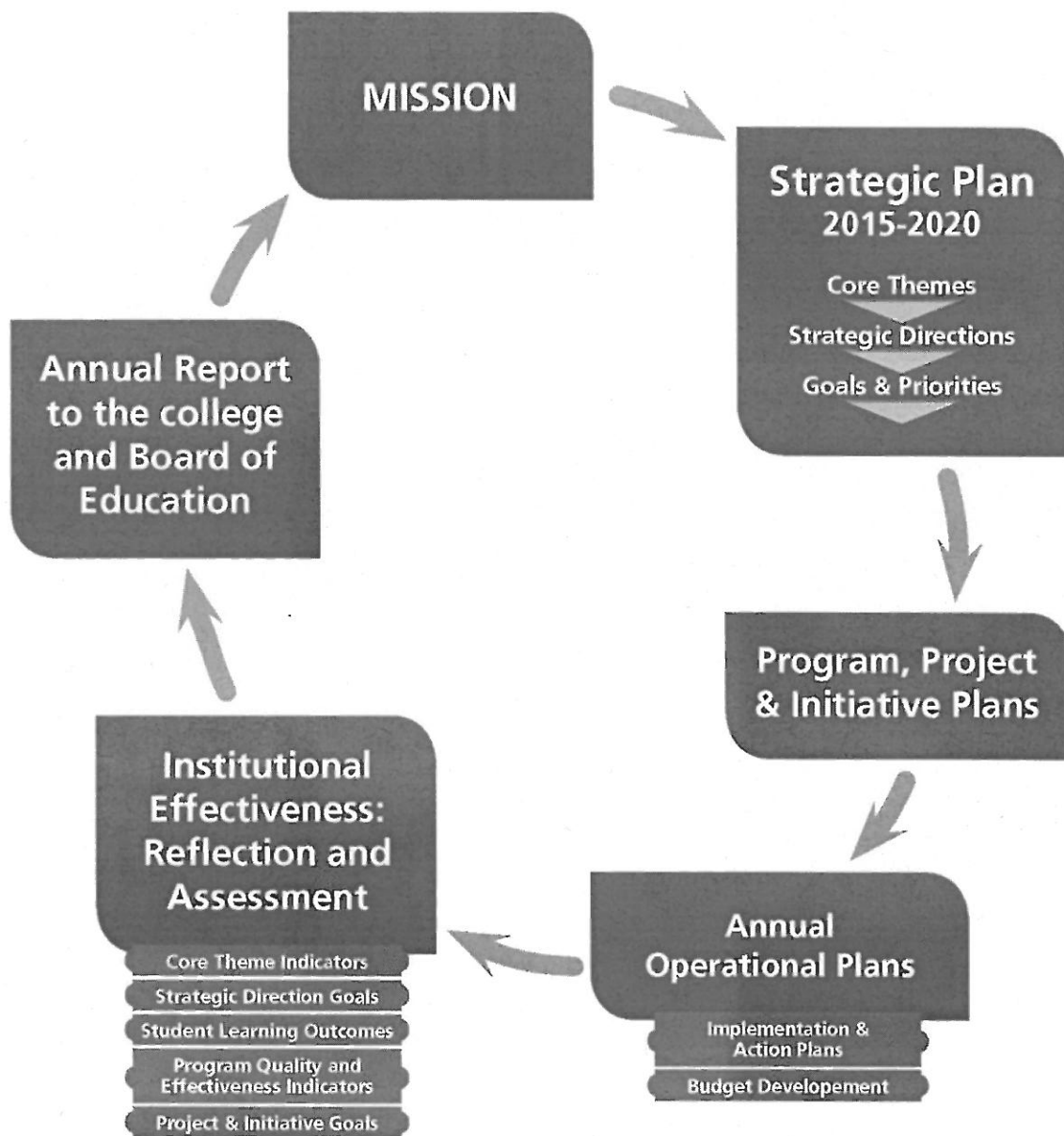**Responses to Recommendations:**

Recommendation 1: In order to support and document mission fulfillment it is recommended that the college complete planning processes that are purposeful, systematic, integrated and comprehensive (Standard 3.A).

Response:

Lane's current five-year Strategic Plan was created in 2010, prior to the advent of Core Themes. The plan provides six Strategic Directions that articulate the convergence of key priorities for the college in mission fulfillment. All planning processes have been purposefully and systematically integrated with Strategic Direction goals and implementation plans.

As we learned through our self-study process, it was challenging to construct Core Themes outside our strategic planning process and then try to integrate new Core Themes and indicators into the existing strategic plan construct. This challenge was exacerbated by our not receiving mid-course feedback through a Year 3 report and visit.

As noted in our seven year accreditation report, Lane is currently engaged in developing our new 2015-2020 Strategic Plan. This process will begin with a review and restatement of Core Themes and Strategic Directions from which implementation plans will flow. This process, led by the board of education and College Council, is scheduled for completion in December 2015. The graphic below illustrates the college's comprehensive planning framework with Core Themes fully integrated into the process.

MISSION

Strategic Plan
2015-2020

Core Themes

Strategic Directions

Goals & Priorities

Program, Project
& Initiative Plans

Annual
Operational Plans

Implementation &
Action Plans

Budget Developement

Institutional
Effectiveness:
Reflection and
Assessment

Core Theme Indicators

Strategic Direction Goals

Student Learning Outcomes

Program Quality and
Effectiveness Indicators

Project & Initiative Goals

Annual Report
to the college
and Board of
Education

2015-2020 Strategic Planning Process

Guiding Principles
Lane's strategic plan provides the overarching framework for fulfilling the college's mission:

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

With the current five-year plan expiring in 2015, the board of education has commissioned the development of a new five-year plan, with the following guiding principles:

1) The plan will provide a meaningful framework for focusing and aligning the work of the college over the ensuing five years
2) The plan will be organized around Core Themes (essential elements of our mission) and then strategic directions in support of these themes
3) Planning efforts will be informed by broad-based input and a diversity of perspectives from throughout the college and larger community
4) Staff will be rigorous in their use of evidence and analysis, both in construction of the plan, objectives and indicators and in evaluation of progress toward established goals
5) All planning efforts at the college will be purposefully and systematically integrated with strategic plan goals and implementation plans

Roles

The **board of education** commissions the plan, approves the planning process, guiding principles, and final plan. The board additionally ensures connection and representation to college constituencies, provides guidance in plan development, and monitors planning implementation and effectiveness through regular reports and discussion.

College Council is responsible for monitoring the college planning system, shepherding the strategic planning and accreditation processes, developing criteria for prioritizing initiatives in plans, connecting with the work of other councils, and providing a forum for campus-wide engagement.

The **Executive Team** directs college operations and implements college plans, budgets, and programs at the administrative level. The Executive Team collaborates with governance councils and shares information to inform decisions and recommendations, shares perspective and implications prior to decision making, executes major initiatives, and implements and coordinates plans and policies.

The **Institutional Effectiveness Committee**, comprised of a group of college faculty, staff and managers, with expertise and experience will assess current planning processes and effectiveness, research and analyze environmental and demographic trends, facilitate college planning work sessions and discussions, assimilate feedback, develop plan content, College Council, Executive Team, and campus community of emerging issues, ideas, and plan progress, and ensure the college's planning processes support NWCCU accreditation standards.

STRATEGIC PLANNING TIMELINE

July 2014   **Executive Team Retreat**

Review current plan (process, content, effectiveness)

Discuss approach to new plan

September – November 2014   **Board Work Sessions and Retreat**

Review current plan (process, content, effectiveness)

Discuss approach to new plan

Discuss board and Governance Council roles

Establish guiding principles, timelines

Discuss strategic issues and opportunities

November 2014 – May 2015   **Campus Global Conversations**

Forums designed to engage the campus community in dialogue about some of the strategic issues that are, and will continue to impact the college in the future.

https://blogs.lanecc.edu/globalconversations/

November 2014 – May 2015   **Board Community Conversations**

Board-facilitated conversations with community members to receive input and ideas that will inform strategic planning work

https://www.lanecc.edu/board/conversations

Winter 2015   **College Council Work Plan**

Strategic planning actions, timeline, relationships/connections

January 2015   **Institutional Effectiveness Committee (IEC) Convening**

January - February 2015   **IEC Work Plan**

Strategic planning actions, timeline, relationships/connections

January 2015 – April 2015   **Core Theme Development**

Campus-Wide Planning Workshops (January – March)

Drafts to Councils (March)

Board Approval (April)

April – July 2015   **Core Theme Objectives, Indicators, Goals & Priorities Development**

Institutional Effectiveness Committee and staff work

Draft to College Council (June)

Board Approval (July)

May 2015   **Spring Conference: Institutional Effectiveness**

Core Theme presentations

Visioning, information sessions, workshops

July – August 2015   **Institutional Effectiveness Measures Development**

Staff work

Refine and populate core theme indicators and other institutional effectiveness measures

September 2015   **Fall In-Service: Strategic Directions 2015-2020**

Visioning, information sessions, workshops

September – December 2015	Strategic Direction Development
	Staff and committee work
	Planning Workshops (September – October)
	Campus input
	Drafts to Councils (November)
	Board Approval (December)
December 2015	**2015-2020 Strategic Plan published**

Recommendation 2: In order to ensure a widely understood and effective system of governance that supports mission fulfillment it is recommended that Lane Community College review and clearly define the authority, roles, responsibilities, and communication methods associated with its adopted decision-making structure (Standard 2.A).

Response:

On November 15 and 16, 2014, the Lane Community College board of education held a retreat and took the opportunity to review Board Policy 325, College Governance System. They observed that the governance system manual included language regarding the authorities, roles and responsibilities of each of the parties and decided to amend Board Policy 325 to assure clarity regarding the board and the president. The proposed policy was given a first reading during the December 10, 2014 board meeting and will be given a second reading and approval vote at the January 14, 2015 board meeting. Working within the updated board policy and using the manual, clarifying language for students, staff and faculty will be shared throughout the council system. A plan for communication regarding the governance system is being developed.

Recommendation 3: In order to clearly state, document, and evaluate, and communicate mission fulfillment, it is recommended that Lane Community College fully develop an institutional effectiveness model that forms the basis for assessing accomplishment of the objectives of its core themes and ensures organizational adaptation and sustainability (Standard 1.B.2 and Standard 5.B).

Response:

This will be addressed concurrently with the development of the new strategic plan. Lane Community College will more fully develop and align current institutional effectiveness efforts. The goal will be to enhance ongoing, integrated, evidence-based assessment of its mission fulfillment to inform college planning and improvement.

The college's Institutional Research, Assessment, and Planning Department (IRAP) has been responsible for supporting the college's efforts for measuring its effectiveness through institutional research and assessment activities. The college's commitment to the importance of this work was demonstrated by hiring an additional faculty researcher in IRAP and also by an investment in enterprise database reporting systems. The Director of IRAP reports directly to the Vice President of Academic and Student Affairs.

Effective immediately Lane will reorganize and integrate institutional effectiveness efforts to be jointly led by the Vice President of Academic and Student Affairs and the Vice President of College Services. The Director of IRAP and Strategic Planning and Budget Officer will align planning and assessment efforts within this structure. In addition, a vacant full-time faculty position responsible for coordinating the development and continual improvement of comprehensive assessment systems for student learning will be filled for the 2015-2016 academic year. An Institutional Effectiveness Committee will also be formed whose purpose will be to support integration and alignment of institutional planning and effectiveness efforts and to use performance data to assess the extent to which we have achieved and/or are making progress toward the achievement of our Mission, Core Themes, and Strategic Directions. The committee members will include faculty, staff, students, and managers from across the campus.

The new institutional effectiveness structure will allow coordination of and planning for accreditation, assessment, program review, core themes, strategic planning, and budget and resources allocation. Specific responsibilities will include the following:

- Provide leadership for, and implement research and assessment for, the college
- Coordinate institutional effectiveness committee work, timelines, and projects
- Prepare needed reports related to college effectiveness at all levels of the college's planning process
- Develop systems and formats to ensure that key information is available and easily accessible
- Design and implement innovative technology solutions for displaying and disseminating information in collaboration with Information Technology
- Serve as a consultant to councils, committees, and departments regarding accreditation standards, assessment, program review, and budget development and resource allocation development
- Oversee the development and identification of core themes, objectives, and indicators
- Monitor progress

Recommendation 4: In order to ensure programs offered reflect appropriate content and rigor, it is recommended that Lane Community College fully engage faculty in developing a periodic and systematic process for assessing student learning at the course, program, and college level (Standard 2.C, 4.A).

Response:

Lane Community College is committed to fully engaging faculty in developing a periodic and systematic process for assessing student learning at the course, program, and college levels.

Some steps toward this goal have already been implemented, and broader planning discussions with faculty have begun.

Lane's Assessment Team has been central to the college's work assessing student learning for the past decade. The team is in the second year of its current three-year plan, and is continuing to support assessment projects from faculty teams in a variety of disciplines. Projects are designed to help faculty expand their knowledge and develop skills in learning outcomes assessment. Projects will also provide discipline teams the opportunity to adapt Core Learning Outcomes rubrics to their discipline.

In response to the recommendation, changes will be made regarding the types of projects that will be supported by the Assessment Team. Because faculty across campus are at different stages in their work and special projects related to learning outcomes, the college will shift the focus and support for this work from projects centered solely on Lane's Core Learning Outcomes to include projects focused on developing and refining course-level learning outcomes. This shift will enable the college to provide more guidance and support for learning outcomes assessment and will ensure that all courses have assessable learning outcomes and also that faculty develop a facility with outcomes-based course design and assessment. This shift should enable the college to develop a more intentional, systematic, and institutional approach to learning assessment.

Two key faculty members of Lane's Assessment Team, the Chair and the Core Learning Outcomes Coordinator, are also now members of the program review support team created in fall 2014 as part of the new system of program review described in the response to Recommendation #5. This program review support team will work with the faculty team leads of programs engaged in program review to ensure course and program level outcomes are systematically assessed during each five-year cycle.

These are a few examples of changes that were recently enacted. An essential element of further systemic change will be focused faculty discussions about essential elements of meaningful student learning assessment. Discussions are being planned for various governance councils and in academic departments early in 2015. Discussions with faculty from career technical programs and academic disciplines who will be early participants in program review will also contribute to expanding faculty involvement in developing and implementing Lane's systematic process for assessing student learning.

Recommendation 5: In order to ensure quality and relevancy of its program and service offerings, it is recommended that Lane Community College administration, faculty, and staff continue to engage in establishing and implementing comprehensive program and service review processes that are informed by data and connect to its planning and institutional effectiveness processes (Standard 2.C, 4.A).

Response:

As part of Lane's self-study work and continuing interest in ensuring planning processes are meaningful, evidence-based and appropriately interconnected, the college convened a Department Planning Workgroup comprised of faculty, classified staff, and managers to review and evaluate the effectiveness of unit planning and other department planning processes,

research best practices, and develop and implement improvements. The group began work in spring 2014 with a campus-wide survey of planning processes and continued work throughout the summer and fall.

The group recommended transitioning from the college's current annual unit planning process to a five-year program review process with bi-annual reporting and reflection. The Executive Team approved this recommendation, and the workgroup moved forward with research and development of program review processes, guides, and structures. The group drew heavily from existing work at Lane over the past several years from the Assessment Team, Academic and Student Affairs Office, and College Services Program Review process (established in 2011), and also turned to literature and colleagues from peer institutions.

The emerging work has been shared with the college governance councils, deans and directors, and board of education. Workgroup members will be coming to department meetings during winter and spring terms and will host conversations and forums during the college's 2015 Spring Conference.

As of December 2014, the group has drafted guiding documents and processes, created a support structure, developed a five-year review schedule, and is currently piloting the process with six academic, student affairs and college services programs, with three additional programs scheduled to join the pilot in winter 2015. Development work continues through the workgroup and newly-formed subcommittees, which are open to all interested parties.

Key Concepts of Program Review at Lane:

- Faculty will take the lead role in program review on the academic side. Classified staff and managers will share leadership on the services side.
- We have intentionally designed the guide and process to be flexible so that it can truly be program- and faculty-driven.
- Support resources include the Assessment Team Chair, Core Learning Outcomes Coordinator, Student Pathways Coordinator, research staff from IRAP, and finance and budget staff.
- As we have learned from our prior program review work and from consistent feedback from other schools, much of the value of this work lies in the process. It is a formative process of inquiry and analysis, which needs to be program/department-driven, evidence-informed, aligned with the college mission and institutional goals, and lead to a clear vision of the future with specific strategies and goals for program improvement.
- Peer review will be an integral part of the process.
- We will continue aspects of the current unit planning process during the interim (for example requests for categorical Perkins, curriculum development, and technology fee funds) and annual updates and progress reports.
- We will be sure to maintain strong connections to the governance system and strategic and institutional planning efforts.
- As articulated from the outset, this will be an agile, formative development process where we will be learning and improving the process and structure as we go.

Program review will be housed in, and supported by, the new institutional effectiveness structure described in the response to Recommendation 3 and will be fully integrated into annual planning, resource allocation, and assessment processes. Additional information is available on the Department Planning website *(http://www.lanecc.edu/deptplanning)*.

Recommendation 6: In order to reflect non-discrimination in practice and to realize accomplishment of its core themes, core values, and strategic directions, it is recommended that Lane Community College fully implement the Board of Education policy related to diversity and inclusion (Eligibility Requirement 5).

Response:

Background:

On February 5, 2014, the Lane Community College Board of Education adopted the "Cultural Competency" policy *(http://www.lanecc.edu/board/policies/bp520)* for Lane employees. Upon passage of the policy, two college-wide meetings were held to discuss what was needed to create an exceptional cultural competency professional development program at Lane.

The college created the Cultural Competency Professional Development and Implementation (CCPD) Committee, consisting of 28 Lane staff and students. Lane's Chief Diversity Officer (a manager), the Diversity Council Chair (a classified staff), two faculty (an academic and a student affairs faculty), and a student representative co-chair the CCPD Committee. Due to other commitments, the students declined at that time.

At the end of the spring term, the CCPD Committee held a retreat to define its work. During the summer, committee members began developing a draft charter, prioritized its scope of work, categorized items into phases, and created five subcommittees. Work began on Phase 1:

- Define "cultural competency" and name diversity awareness/cultural competency/fluency professional development program.
- Conduct a review of best practices in educational institutions and nonprofits.
- Identify institutional barriers and strengths related to the development of a culturally competent organization.
- Identify self-assessment tool(s) to assist employees, departments, and the institution in determining their level of competency in each of the identified content areas.
- Compile a college-wide inventory of existing offerings, resources, expertise, etc.

In the fall term, members reviewed and revised the draft charter and subcommittee work completed during the summer. Meetings continued during the term, and the term concluded with an initial end of the term report from each of the subcommittees, and the Chief Diversity Officer reporting on the committee's progress at the board of education's Fall Retreat.

Future Work:

While subcommittees continue their work, the committee will move on to Phase 2 at the beginning of winter term. This phase will focus on professional development offerings for each

of the seven content areas previously identified and recommended by the Diversity Council and students. This does not exclude additional content areas. Those topics will be included in Phase 3 after the initial seven areas have been completed. With recognition of the intersectional nature of identity/identities, Phase 2 will focus on developing the content for offerings on:

- Race; Ethnicity; Culture; Language
- Religion; Spirituality
- Socio-Economic Background; Social Class
- Gender; Sexual Orientation; Domestic Violence; Marital Status
- Accessibility; Age; Ability; Mental Health
- Veterans; Military Status
- Understanding of Social Justice; Understanding of the Dynamics Related to Power, Privilege, and Oppression

Work groups will be created for each of the content areas with a CCPD committee member serving as the lead of each content area. The committee will invite internal and external experts to participate in this phase to share their knowledge, resources, materials, etc.

Simultaneously, the committee will continue to offer cultural competency professional development, e.g. workshops, speakers, presentations, for Lane staff and students. Its first official offering will be in January 2015, when Leslie Traub, a leading expert on unconscious bias and President and CEO of Cook Ross, Inc., will present two half-day workshops on "Building Culturally Agile Leaders by Understanding the Nature of Unconscious Bias." In February, Dr. Tricia Rose, the Director of the Center for the Student of Race + Ethnicity in America at Brown University, and NPR and CNN featured speaker, will be presenting "Educational Equality in an Unequal World: Creative Strategies for Making All Students Successful." In this talk, Dr. Rose will examine the challenges of providing equal educational opportunity for students who face obstacles associated with social inequality and discrimination; what student success looks like under these conditions; and how we, as individuals and as a the college, can help all students be successful. Finally, the committee is discussing possible culturally competent speakers and offerings for the college's Spring Conference.

The committee plans to complete Phases 1 and 2 by the end of spring term having piloted initial professional development offerings with Lane's board of education, Executive Team, and committee members in May. Evaluation and tracking systems will also be developed during spring and summer terms. The overall goal is to officially roll out the program at the 2015 Fall Inservice and fully implement it during the 2015-16 academic year. Additions and improvements will continue throughout the process. Finally, Phase 3, the identification and completion of additional content areas, will be completed after Phases 1 and 2 have been successfully developed and implemented.

To be fully transparent and to enable the larger college community to follow the committee's progress, the CCPD Committee created a blog (*https://blogs.lanecc.edu/engaging-diversity*) containing the charter, documents, meeting minutes, committee members, and committee selection criteria. In addition, it is a site where the committee and other Lane staff and students can share resources and materials related to its goals, purpose, and scope of work as well as communicate unfolding committee developments to the larger college community.

Recommendation 7: In order to ensure student complaint mechanisms are clearly understood by students and staff, it is recommended that Lane Community College develop effective methods to communicate and disseminate policy and procedure information (Standard 2.A.15 and Standard 2.A.18).

Response:

Background:

As part of a regular review of policies and procedures impacting students, the Executive Dean Student Affairs determined that the Student Complaint Procedure should be revised to better meet student needs as well as to demonstrate meeting the NWCUU standards. The review process has included many individuals and groups including:

- Associated Students of Lane Community College (ASLCC) President
- Student Affairs Council
- The Code and Complaint Team (managers and staff who manage and implement the Student Code of Conduct and the Student Complaint Procedure)
- The Executive Team
- Meg Kieran, college attorney
- Dennis Carr, Director of Human Resources
- LCCEF and LCCEA
- Deans and Directors
- Complaint Workgroup of Deans (met 5.14.14, 6.6.14, 9.9.14, 11.5.14)

The Revision Process:

The revision process yielded several major changes:

- A written document that speaks to students and outlines clear processes that are to be consistently and fairly administered.
- A centralized reporting online location so that students do not have to search through the Lane website, and more specifically, the College Online Policy and Procedure System (COPPS).
- The elimination of the informal/formal construct to avoid confusion among students and those persons resolving complaints.
- The elimination of the requirement for students to attempt an informal resolution before a formal resolution. Some students expressed concern about perceived vulnerability with this requirement.
- Embedded written responses to complaints (outcomes).
- Appendices that provide more clarity to procedures as well as resources to empower students.
- A re-imaging of "complaint coaches" – staff who will walk with students through the process.

The Implementation Process:

During the accreditation visit, students and staff expressed concerns regarding communications about the student complaint procedure, due in part to a soft launch of a new online reporting tool in myLane. Additionally, the college primarily relies on myLane as the main general communication tool with students, and myLane utilizes passive communication tools and does not include a platform for mass emails or other communication options. Several steps are planned for the implementation of the revised procedure that will address these concerns:

- The student complaint procedure will be available in multiple locations including COPPS (as the online procedure) and in myLane (as a pdf).
- Training will be provided to managers who serve as complaint resolution administrators.
- Code and Complaint Team members will request time to review the process and reporting tool with the following groups: Deans and Directors, Managers' Forum, Classified Peer-to-Peer, ASLCC.
- Students will be sent a direct email with the revised complaint procedure pdf as well as directions for using the online reporting tool.
- *The Torch* (student newsletter) is tentatively scheduled for January to announce the change in the procedure as well as to introduce the new student reporting form.
- The Executive Dean of Student Affairs is collaborating with ASLCC to explore other appropriate communication venues, such as possible open student discussion forums.
- Announcements will placed in the *Lane Weekly* so all employees will be informed of the revised procedure.
- An annual report will be shared with employees, students, and the board regarding general complaint statistics including the number of complaints, appeals and types of resolutions.