Year One Self-Evaluation Report

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by

Lane Community College

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Acronyms

AAC&U	American Association of Colleges and Universities
AAOT	Associate of Arts Oregon Transfer degree, a brokered statewide agreement among community colleges, Oregon University System institutions, and selected private institutions affording students ease of transfer for general education requirements
AAS	Associate of Applied Science degree
ABSE	Adult Basic Skills Education
AGS	Associate of General Studies degree
AS	Associate of Science degree
ASOT-Bus	Associate of Science Oregon Transfer – Business degree, a brokered statewide agreement among community colleges, Oregon University System institutions, and selected private institutions affording students ease of transfer for general education requirements and lower division Business courses
AWT	Accreditation Work Team
BEST Plus	Basic English Skills Test, which assesses interpersonal communication using everyday language.
CASAS	Comprehensive Adult Student Assessment System, used to assess gains in ABSE and ESL programs.
CCSSE	Community College Survey of Student Engagement
CML	Center for Meeting and Learning, Building 19 at Lane
ESL	English as a Second Language
FTE	Full-Time Equivalent student, in Oregon a reimbursement formula based on 510 contact hours per student per year
GED	General Educational Development test
IRAP	Institutional Research, Assessment and Planning
KLCC	Call letters for Lane's public radio station at 89. 7 FM
LEED	Leadership in Energy and Environmental Design
OCCURS	Oregon Community College Unified Reporting System
ORS	Oregon Revised Statutes
OUS	Oregon University System
QPC	Quality Progression and Completion, a strategic direction at Lane
SAGA	Success and Goal Attainment, a committee at Lane

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Institutional Overview

Location

Lane Community College's district encompasses a 5,000 square-mile area which includes most of Lane County from the Pacific Ocean to the Cascade Mountains, Monroe Elementary School District in Benton County, Harrisburg Elementary School District and Harrisburg Union High School District in Linn County, and a small area south of Cottage Grove and Florence in Douglas County. The College District includes more than 351,715 residents.

Lane's 314-acre Main Campus is located in the beautiful south hills of Eugene, Oregon, at 4000 East 30th Avenue. The college offers classes and services at a number of other locations including the Downtown Center in Eugene, Campus Centers in Cottage Grove and Florence, a Flight Technology Center at the Eugene Airport, and other outreach sites.

Establishment and History

Lane continues the proud tradition of vocational education begun in 1938 by its precursor, the Eugene Vocational School. In 1964 county citizens voted overwhelmingly to establish Lane as a comprehensive community college. Today the College continues to enjoy broad support of county residents, who approved an $83 million bond in 2008 to fund supporting infrastructure renewal projects such as improvements to classrooms, labs and infrastructure on main campus, in downtown Eugene, at Eugene airport, and in Florence. Many of these facilities had not been updated for more than 40 years (see the Lane Bond website for more information).

Accreditation

The Northwest Association of Schools and Colleges first accredited Lane in 1968, and Lane has maintained its accredited status since that time. The Northwest Commission on Colleges and Universities last conducted a comprehensive evaluation of Lane in 2004. That evaluation resulted in two recommendations, one concerning the role of assessment in improvement and innovation and the other involving part-time instructor evaluation. The Commission requested a 2007 Focused Interim Report addressing the recommendation on assessment and program improvement, and Lane hosted evaluator Dr. Gary Wixom in April 2007. That evaluation commended the College for aggressively responding to ensure that outcomes assessment "was consistently applied across campus," and for successfully implementing a "cultural shift" across campus regarding assessment processes. The College has continued its focus on assessment of learning in curricular and co-curricular activities. In the 2009 Interim Evaluation Report, prepared by Dr. Kevin Dugan of Truckee Meadows Community College and Dr. Mark Palek of Spokane Falls Community College, the college received no recommendations and was commended for its stewardship of the college's resources.

Preface

Institutional Changes since 2009 Interim Report

In the past few years, several major trends in public higher education have transformed Lane's educational landscape:

- The "Great Recession" has hit Oregon hard, resulting in layoffs and declining state funds for community colleges.
- Enrollment at Lane has surged as laid-off workers take advantage of the time to develop their skills, finish a degree or return for retraining.
- In the period from 2005-06 through 2009-10, the number of Lane students receiving financial aid increased by 80 %, from 5,935 to 10,682; the amount disbursed increased by 157%, from $35.7 million to $91.7 million.
- The demand for online learning has grown simultaneously with interactive web technologies that decentralize information, blend media, and connect users.
- National conversations and initiatives aimed at supporting student success and increasing student completion rates have taken root at Lane: multiple major student success initiatives at the college are converging to improve students' learning and rates of degree completion.

Responding to Enrollment Increases and Funding Decreases

Enrollment Increases since 2005-06 by Student Category		
Category	**FTE in 2010-11**	**% Increase in FTE since 2005-06**
Transfer	8,186	58%
Career-Technical	4,377	33%
Developmental Education	2,298	54%
Community Education	557	-28%

Table 1. Enrollment Increases Since 2005-06 by Student Category.

As at many community colleges, enrollment increases at Lane and state funding decreases have characterized life at the college for the past several years. (See Table 1 and Appendix 1: Enrollment Changes 2005-06 to 2010-11.) Between 2005-06 and 2009-10, funding went down as enrollment rose 39%. Enrollment surges and funding decreases in the last decade have resulted in tuition increases such that 43% of general fund resources now come from student tuition and fees, up from 20% just a decade ago. This reflects a national trend placing the burden of public higher education on individuals.

The campus community has responded to increased demand for classes with commitment and ingenuity. For example, addressing the need to offer more sections with limited space, faculty and deans have planned courses in the afternoons, or maximized space using hybrid learning environments that meet on campus less often. Lane has used the Downtown Campus for more

sections and hired more part-time faculty to teach core courses. Student Affairs has responded to the increased demand for advising by redesigning services with group advising sessions and more web-based information to accommodate the increasing numbers of new and first-time students at the college. Even Lane's Food Services has responded by providing food carts at outreach sites on main campus and extended hours.

Dedication to students is a hallmark of Lane's culture, and the campus has stretched itself to accommodate the simultaneous increased capacity demands and decreased staffing and resources. But over time the unrelenting economic challenges have taken their toll on faculty and staff. Since Lane expects enrollments to continue to be high and the economy to be slow in recovering, the college needs to develop ways to maintain quality in a sustainable way.

Online Learning

In the past decade, Lane has embraced the pedagogical promise of online teaching and learning by focusing policy and committing resources to technology-enriched, 21st century online education. Students have responded to the quality and diversity of online offerings: Enrollments in Lane's online classes have increased almost fourfold since 2005-06 (from 2,887 to 11,433), and Web-enhanced or "hybrid" courses have increased twenty-fold since 2006-07, from 114 to 2,732 classes. Even in the current environment of constrained resources, student support for a Technology Fee has allowed Lane to offer high-quality, relevant instruction that keeps pace with technological innovation.

Major intentional investments in organizational, physical and instructional infrastructure have supported this revolution in online offerings. For example, in 2008 the college aligned Instructional Technology with Computer/Information Systems by appointing a Chief Information Officer who reports to the Vice President for Instruction and Student Services rather than to the Vice President for Operations, as had been the case in the previous structure. This move helps ensure oversight and integration of instructional and technical aspects of Lane online learning and Web environments. Improvements to the physical infrastructure supporting online learning include a major remodel of the Computer Information Technology and Academic Technology labs for students and faculty. And to ensure instructional quality, Lane now provides faculty with an array of online and face-to-face courses taught by Academic Technology Specialists to support faculty development at the beginning, intermediate and advanced levels of online teaching and learning.

Lane has submitted its Prospectus for Substantive Change to the Commission in support of ongoing accreditation as it offers online classes and degrees.

Strategic Planning

Lane began this Year One Report on the heels of completing its updated strategic plan for 2010-2014, which was approved by its Board of Education in Spring 2010. The plan includes updated strategic directions that have context and goals, implementation plans and assessments. In July 2010, Lane's Board of Education approved a revised mission statement.

The new strategic plan documents the convergence of several key priorities for the college, providing a framework for Lane to continue fulfilling its mission in coming years. The college has responded to national conversations about community college reform by aligning its strategic plan with goals to improve student preparation, progression and completion; to provide a liberal education approach for learning, including improved digital fluency and critical thinking across disciplines; and to build a diverse, inclusive, safe and sustainable learning and working environment for all who work and learn at the college.

The college now explicitly names "student success" as well as learning in its mission statement, an emphasis felt across campus in program development, assessments, policy improvements and professional development activities. As related in 1.B. Core Themes, Lane has intentionally focused on student success as the overarching objective that ties its work together across student populations—academic transfer, career technical, developmental and non-credit lifelong learners.

A major change in the past five years has been the way in which the college lives its strategic plan in the daily work of staff. Previously, the strategic plan and its strategic directions provided general direction, but were not always understood equally by the campus community and not always explicitly aligned with college operations at the local level. Increasingly in recent years, however, Lane's strategic plan and strategic directions guide project development, resource allocation and action at each local level (e.g., departmental unit planning, grant writing, Assessment Team work, and College Council decision making). A new network has emerged with staff engaged in related projects and initiatives directly supporting strategic plan goals, which has resulted in better communication and deliberate cross-pollination of ideas. This more connected and cohesive operational structure has allowed members to see how their work fits into the larger whole and has had a positive impact on efficiency and effectiveness, including fewer redundancies and more focus.

In the past half-decade, the college has matured in its understanding of the complexities of student success for a community college population with compelling and diverse—even conflicting—needs. Lane has shifted from a *laissez faire* model, in which students are free to explore but also free to fail, to a "right to succeed" model in which processes, programs and policies are intentionally designed to optimize students' successful progress and completion. In the late nineties, Lane became a "learning college;" in the past five years Lane has become a "student learning and success college." Administrators, faculty and staff have worked to overcome a "silo" mentality that keeps academic and student affairs separate, and the college is intentionally designing courses and programs with an eye to making the path to success visible to students and to helping them become responsible for their own learning in the process.

The Accreditation Work Team (AWT) has developed Lane's core themes within this student learning and success framework. In 2010-11 the AWT hosted two major work sessions to develop consensus on core themes—one with College Council and one with Academic and

Student Affairs deans and directors. Several successive drafts emerging from those meetings resulted in the final structure and logic of Lane's core themes.

Synergies among several campus groups have enabled more effective implementation of several campus initiatives aimed at improving student goal achievement. The Success and Goal Attainment (SAGA) committee has continued its focus on removing barriers and working strategically across campus to improve student success. Lane's Assessment Team continues to keep the focus of student learning outcomes at the heart of all conversations. In addition, important institutional initiatives supported by external agencies have also converged to support student success and learning. For example, in 2008-09, Lane received a five-year Department of Education Title III *Strengthening Institutions* grant. Entitled "Engaging Students," Lane's Title III project has goals of increasing student progress and degree completion by improving processes, policies, pedagogies, and advising practices. Work begun on the Title III project laid the foundation for Lane's selection in Spring 2010 as one of twelve leadership schools in the AAC&U Roadmaps Project, which is explicitly geared to supporting student success. As the college has developed capacity through multiple projects related to these initiatives, it has matured to a point where, in Spring 2011, Lane joined the national Achieving the Dream project, aimed at helping the college harness its data to identify problems, set priorities, and measure progress toward increasing student success. Lane's participation in Foundations of Excellence reflects the college's serious commitment to quality educational programming that enhances student progression and completion.

A critical mass among staff of expertise and common commitment is emerging from several other projects on campus whose focus is student success. In 2010-11, more than forty representatives from across campus employee groups and responsibility areas joined a Student Success Study Group comprised of a twelve-hour immersion series and three conferences to share information and progress across areas on this topic. Lane's Pathways Project aims to facilitate student transition from high school to community college, from pre-college courses to credit postsecondary programs, and from community college to university or employment. Several other projects on campus explicitly aim to improve outcomes related to student goal achievement. This collaborative work can be felt in the emphasis on student success in Lane's core theme objectives, outcomes and indicators of achievement. (See Appendix 2: Student Success Strategy Map QPC.)

New Buildings

Intentional planning and college-wide engagement have also characterized the development of the college's physical plant, which includes two new buildings on the Main Campus, construction of a new Downtown Center, and a Master Plan vision for the future. Each of these embodies Lane's core values of learning, diversity and fiscal and environmental sustainability. The two new buildings' architecture reflects their purpose and has brought a new vitality to the college's "front

Longhouse, opened Fall 2010.

door": the Health and Wellness Building completes its first full year of operation in September 2011; as Lane's first Leadership in Energy and Environmental Design (LEED) certified building, it embodies Lane's core value of sustainability, saving energy by using passive ventilation strategies and natural lighting. The Longhouse, dedicated on December 3, 2010, embodies Lane's core value of diversity, providing a home for Native American communities and a venue for curricular and co-curricular activities, including one of the largest annual Pow Wows in the Northwest.

Artist's rendering of planned Downtown Campus.

Groundbreaking for a new Downtown Campus occurred on March 10, 2011. The new Downtown Campus Building will feature an 87,000-square-foot student housing complex, and 90,000 square-feet of classroom space. The building will also be LEED-certified. In 2010-11, the college embarked on long-range planning for the campus, resulting in a college Master Plan Vision.

Summary of Changes

Lane continues to adapt to changes influenced by external forces such as the recession, the community's needs for increased training opportunities, especially for displaced workers, and the challenge of maintaining quality in its increased online learning offerings. In very demanding times, Lane has also shaped its destiny by participating in multiple initiatives that support and improve student success, ensuring the vitality and value of the college in the coming decades.

Chapter One: Mission, Core Themes and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2. AUTHORITY

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

Eligibility Requirement 3. MISSION AND CORE THEMES

Guided by its vision to "transform lives through learning," Lane serves its constituents with relevant educational programs in challenging economic times. The college fulfills its comprehensive mission with strong curricular offerings and co-curricular activities: transfer degree programs; career technical degree and certificate programs; foundational language and academic skills development; and employee skill upgrading, business development and career enhancement, continuing education, and cultural and community services. These essential elements of Lane's comprehensive mission are mirrored in Lane's core themes. On June 14, 2011, the Lane Board of Education adopted the core themes in a unanimous vote (See Appendix 3: Minutes of Lane Board Meeting Approving Core Themes).

The principle programs at Lane lead to recognized degrees or certificates. In 2010-11, more than 23,000 students took credit classes and more than 14,000 participated in non-credit offerings, attesting to a local perception that everyone in the county goes to Lane Community College at some point in life. According to the College Profile, in 2010-11 the College offered classes with a total student FTE of 15,417. The adopted General Fund budget revenue for fiscal year 2010-2011 was $90.46 million, a 5% increase from the 2009-2010 adopted budget (see Adopted Budget Document). The institution devotes substantially all of its resources to support its educational mission and core themes: related line items (instruction, instructional support, student services, community services, college support services, plant operation, and financial aid to students) make up 92% of budget requirements. The remaining 8% is devoted to debt service, fund transfers and contingencies (Eligibility Requirement 3).

Standard 1.A. Mission

Lane Community College Mission Statement:
Lane is the community's college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.

Lane's mission statement is published widely: on the college website, in the college catalog, in the widely distributed *Facts* Brochure, in the *Community Education Class Schedule* (formerly *Aspire* magazine), which is distributed to every household in the county, and on posters throughout campus. The Lane Board of Education approved the current mission statement in September 2010. Lane's mission is derived from and understood by the community, as illustrated by ten community conversations hosted by the Board of Education in 2008-09. During that time, constituents were asked about what Lane is doing well, what the college needs to do more of or better, and how Lane might respond to individual communities' needs.

Since 1988, Lane's comprehensive mission had been explicitly articulated in its mission; the new streamlined phrase "comprehensive…educational opportunities" implicitly references the four major areas of the college previously explicitly stated in Lane's mission. With Lane's comprehensive mission in mind, the college's core themes reference the four student populations it serves: those who intend to transfer, those who aim for career technical skill development; those who intend to improve foundational skills; and those who seek to learn from Lane's non-credit offerings. Student success for all of these populations provides a key indicator of mission fulfillment, as outlined in 1.B. Core Themes.

Lane's revised mission statement now articulates the college's intentional commitment to student success. In reflecting on the multiple meanings that "access" has for the communities Lane serves, the college acknowledges that while it continues to reference the "open access" academic history of the college, it also encompasses our commitment to other forms of access as stated in our core value of diversity. This commitment is to students with economic challenges, to students from diverse cultural and ethnic backgrounds, and to students with disabilities. For self-evaluation, "access" will thus be evaluated in this multi-faceted sense.

Interpretation and Threshold of Mission Fulfillment

Each core theme manifests a key element of Lane's mission. Collectively, the core themes encompass Lane's mission, both the programs and services we offer (degrees, certificates, skill development and lifelong learning) and their key attributes (accessible, quality, learning-centered).

By design, Lane's mission success is operationalized by core theme outcomes and measurable by core theme indicators. Lane is fulfilling its mission if indicators demonstrate achievement of the core themes. Core theme scorecards will document the extent to which each indicator demonstrates achievement on a 4-point scale, using the rubric: 1 = not achieved; 2 = approaching achievement; 3 = achieved; 4 = exemplary achievement. Scorecards will also document the percentage of indicators meeting or exceeding a rating of 3, "achieved."

CORE THEME 1 – Academic Transfer Foster student learning and success through accessible, quality academic transfer preparation.					
OBJECTIVE: Students achieve high rates of progress and degree completion.		**OBJECTIVE:** Students are prepared to succeed at their transfer institutions.		**OBJECTIVE:** Lane provides accessible, quality, learning-centered opportunities for academic transfer students.	
Indicator	Rating	Indicator	Rating	Indicator	Rating
1.1		1.7		1.11	
1.2		1.8		1.12	
1.3		1.9		1.13	
1.4		1.10		1.14	
1.5				1.15	
1.6				1.16	
				1.17	
				1.18	
				1.19	
PERCENTAGE OF INDICATORS RATED 3 OR 4: _____ / 19 = _____. MET 90% THRESHOLD? YES _____ NO_____					

Table 2. Sample Core Theme Score Card.

Sample Indicator Evaluation Worksheet				**Rating: ___3___ / 4**
INDICATOR 1.3	**DATA**	**FRAME OF REFERENCE**	**STANDARD**	**DISCUSSION**
% of students reaching the milestone of earning their first 15 college-level credits in one year.	Lane: 13.7% Oregon CC average: 12.5% Oregon CC highest: 21%	Comparison with other Oregon CCs; Comparison with historical Lane data	At or above the mean for comparator institutions: 12.5%	Aspirational standard: meet or exceed the performance of highest comparator institutions.
Sample Indicator Evaluation Worksheet				**Rating: ___2__ / 4**
INDICATOR 1.10	**DATA**	**FRAME OF REFERENCE**	**STANDARD**	**DISCUSSION**
Grades at transfer institutions as indicated by students' GPAs.	Lane: 2.97 Oregon CC average: 3.0	Comparison with other Oregon CCs; Comparison with historical Lane data	At or above the mean for comparator institutions.	Aspirational standard: meet or exceed 5-year average of Lane students' historical performance at transfer institutions.
Sample Indicator Evaluation Worksheet				**Rating: ___4__ / 4**
INDICATOR 1.17	**DATA**	**FRAME OF REFERENCE**	**STANDARD**	**DISCUSSION**
Benchmark scores at or above comparative data for Student-Faculty Interaction	Lane: 54.2% Oregon CC average: 49.3%	CCSSE Benchmarks (Student perception survey administered nationally)	At or above Benchmark for comparator institutions in Oregon.	Aspirational standard for continuous improvement: meet or exceed the performance of baseline year.

Table 3. Sample Indicator Evaluation Worksheets. *Note: Frames of Reference, Standards, and Discussion entries are for illustration purposes only, as the college has not yet fully developed these elements.*

A threshold of excellence for Lane's overall mission fulfillment will be defined as attainment of ratings of 3 or 4 on at least 90% of indicators for each core theme. See Table 2 for a sample core theme scorecard.

We hold ourselves accountable based *both* on objective measures *and* on the perceptions of students and other stakeholders. Sample indicator evaluation worksheets in Table 3 demonstrate a unified approach to rating both objective and subjective indicators. For each indicator, the Accreditation Work Team will establish a frame of reference and a standard of achievement. Frames of reference will include external and/or internal benchmarks such as transfer rates at other Oregon community colleges and Lane's own transfer rates in the previous five years. Standards will in some cases be specific numeric targets, and in other cases defined relative to the frame of reference. The Accreditation Work Team will rate the extent to which each indicator meets its standard using the rating rubric noted above. In addition to establishing a standard, the AWT will include aspirational standards in the "Discussion" column of the worksheets.

Core theme scorecards and indicator rating worksheets will together document Lane's mission performance in a clear way, with all objectives and outcomes linked to indicators showing achievement based on explicit targets. Supporting work on frameworks and standards will provide a wealth of information to track progress.

The web-based scorecard will be dynamically linked to the evaluation worksheet of each indicator and its rationale. By design each scorecard will serve as a high-level record that accounts for where the college is in terms of mission fulfillment. In addition, the more detailed information will serve as a diagnostic to inform improvement in practice.

Standard 1.B Core Themes

As a comprehensive community college, Lane serves four major populations: students intending to transfer, students in need of career technical programs or workforce development training, students in need of foundational skills development, and lifelong learners in the community Lane serves. These comprehensive service areas are essential elements of Lane's mission derived from these constituents of Lane's comprehensive mission:

> **Core Theme 1: Academic Transfer**
> **Core Theme 2: Career Technical and Workforce Development**
> **Core Theme 3: Foundational Skills Development**
> **Core Theme 4: Lifelong Learning**

Each core theme is clarified and defined by embedding the remaining key features of Lane's mission statement within an explanatory sub-head. Accessibility, quality, learning-centeredness and student success—each of which transcend any individual core theme—are assessed in the objectives, outcomes and indicators of achievement for each core theme. Thus, as required by the Commission, the core themes with subheads both individually manifest and collectively encompass all elements of Lane's stated mission.

The first three core themes involve preparation for educational and life transitions: transfer to higher education, transition to employment, or development of requisite skills for college-level courses, or for work, family, and community life. The fourth core theme supports lifelong learning opportunities for the community Lane serves. Lane also recognizes that boundaries between some of the core themes are not entirely distinct, and that there is overlapping programming between workforce development and lifelong learning, for example, or between foundational skills and lifelong learning. By design, objectives for the first three core themes include three consistent elements:

A. Students' progression to completion within the core theme
B. Students' performance after completing the core theme
C. Lane's approach of accessible, quality, learning-centered educational opportunities

In developing indicators for achievement of Lane's outcomes for access, quality and learning-centeredness, the AWT recognizes the importance of the perceptions of stakeholders most closely involved in mission fulfillment, i.e., students, faculty and staff, and involved community members. Thus the Survey of Mission Stakeholders will be administered by Institutional Research (IRAP) to these groups directly. The framework for IRAP's survey of these groups will include and build upon several established instruments for gathering perception data: The Foundations of Excellence Survey and the Community College Survey of Student Engagement will be supplemented by college-generated questions aimed at assessing learning-centeredness and quality. Development of questions related to "quality" are guided by the AAC&U's statement on quality in higher education; questions related to learning-centeredness emerge from the college's sustained development of its own learning-centered principles based on Terry O'Banion's earlier work.

Core Theme 1: Academic Transfer

Foster student learning and success through accessible, quality academic transfer preparation.

The College Profile notes that Academic Transfer is the largest program at the college, comprising an essential element of the college's mission. Lane offers direct transfer (for students not seeking an Associate's degree) and four transfer degrees: the Associate of Arts Oregon Transfer Degree (AAOT); the Associate of Science Oregon Transfer Business Degree (ASOT-Bus); the Associate of Science (AS); and the Associate of General Science Degree (AGS). Essential learning outcomes include knowledge of human cultures and the physical and natural world; intellectual and practical skills including critical thinking skills, quantitative and information literacies, and problem-solving abilities, among others; personal and social responsibility; and integrative and applied learning. Lane's liberal education model involves all degree-seeking students' development of these outcomes through engagement with a broad curriculum, and provides one key definition of quality.

In developing the Academic Transfer core theme, Lane intentionally includes both *what* will be achieved ("foster student learning and success") and *how* Lane will achieve that end ("through accessible, quality transfer preparation"). With this layered core theme structure in mind, Lane has established three major objectives for the Academic Transfer core theme: success while students are at Lane taking courses, success after they leave Lane, and access to quality academic transfer educational opportunities. Seven outcomes assessed by a total of nineteen indicators measure Lane's achievement in the Academic Transfer core theme.

For each objective, Lane has delineated specific outcomes with indicators which will together reflect achievement for that objective. (See Interpretation and Threshold of Mission Fulfillment in Standard 1.A. Mission.) Evaluation of Objectives 1 and 2 of the Academic Transfer core theme (students' progress and degree completion and preparation for success upon transfer) will provide insight into fulfillment of Lane's stated mission to foster student learning and success. The third objective combines the remaining aspects of Lane's mission, assessing the *character* of transfer offerings. Outcome indicators for Objective 3 are somewhat diverse, supporting as they do achievement in a cluster of qualities characterizing this core theme. Lane's mission statement reminds us that it is "our community's college" and so *access* here is defined to mean a welcoming college climate for students of diverse cultural, ethnic and economic backgrounds as well as students with disabilities.

Data sources for assessing achievement of outcomes and objectives for Core Theme 1: Academic Transfer include Lane's Institutional Research, Assessment and Planning (IRAP) office; Survey of Mission Stakeholder data; CCSSE data; Student Follow-up study data; Foundations of Excellence Survey data; Assessment Team data; OUS and OCCURS data; Title III Implementation Plan Data; college Unit Plans.

Core Theme 1: Academic Transfer
Foster student learning and success through accessible, quality academic transfer preparation.

OBJECTIVE: Students achieve high rates of progress and degree completion.

Intended Outcome (Course-level progress) Students achieve high rates of completion and success in foundational required courses.	**Indicators**
	1.1 Course completion and success rates in WR 121, WR 122; MTH 105, MTH 111.

Intended Outcome (Program-level progress) Students demonstrate high rates of persistence, progress, and transfer or degree completion.	**Indicators**
	1.2 Percent of students successfully completing one or more foundational requirement in their first year at Lane (Writing or Math).
	1.3 Percent of students reaching the milestone of earning their first 15 college-level credits in one year.
	1.4 Percent of students reaching the milestone of earning their first 30 college-level credits in one year.
	1.5 Term to term persistence rates.

Intended Outcome (Completion of Degrees) Students earn degrees at a high rate.	**Indicators**
	1.6 Percent of students earning a transfer Associate degree.

OBJECTIVE: Students are prepared to succeed at their transfer institutions.

Intended Outcome Students achieve Lane's general education learning outcomes.	**Indicator**
	1.7 Students demonstrate proficiency in meeting core abilities for general education.

Intended Outcome Students who earn a transfer degree transfer at high rates and are successful academically at their 4-year institution.	**Indicators**
	1.8 Transfer rates to 4-year institutions.
	1.9 Persistence rates at transfer institutions.
	1.10 Lane students' GPAs at transfer institutions.

OBJECTIVE: Lane provides accessible, quality, learning-centered opportunities for transfer students.

Intended Outcome Lane learning environments are inclusive and provide access to students from diverse ethnic, cultural and economic backgrounds and to students with disabilities.	**Indicators**
	1.11 Course and program success rates by: race/ethnicity, SES, disability status.
	1.12 Number and percent of students who receive financial aid by race/ethnicity and disability status.
	1.13 Mission stakeholders rate transfer instructional programs and services as accessible to all students.

Intended Outcome Lane creates an environment that supports student learning and faculty-student interaction.	**Indicators**
	1.14 Benchmark scores at or above comparative data for Active and Collaborative Learning.
	1.15 Benchmark scores at or above comparative data for Student Effort.
	1.16 Benchmark scores at or above comparative data for Academic Challenge.
	1.17 Benchmark scores at or above comparative data for Student-Faculty Interaction.
	1.18 Benchmark scores at or above comparative data for Support for Learners.
	1.19 Mission stakeholders rate transfer instructional programs and services as high quality and learning-centered.

Table 4. Core Theme 1.

Table 4: Core Theme 1 provides details on objectives, outcomes and indicators.

Core Theme 2: Career Technical and Workforce Development

Foster student learning and success through accessible, quality career-technical preparation and workforce development.

Career Technical Education and Workforce Development prepare students for careers and comprise the second largest educational service area of the college. According to the College Profile, student headcount in 2009-10 was 7,257 for the more than forty technical majors in Associate of Applied Science (AAS) degrees and Certificates, accounting for more than 28% of student FTE. While the AAS was originally conceived as a terminal degree, recent trends show increasing numbers of AAS completers transferring successfully to four-year institutions, and in fact Lane has some articulation agreements aligning AAS degrees with baccalaureate programs at OUS and private institutions. Workforce Development provides classes, resources and advisors to the business community including customized employee training, job workshops and seminars, licensure preparation classes, career coaching and exploration, and other job-related services such as resume preparation.

As with core themes 1 and 3, for Career Technical and Workforce Development Lane intentionally includes both *what* will be achieved ("foster student learning and success") and *how* that end will be achieved ("through accessible, quality career-technical preparation and workforce development"). The four objectives follow from the two-pronged focus of this core theme—Core Theme 2 covers both credit career-technical programs and also non-credit WorkSource employee skill upgrading and career development support. Thus we focus on both quality progression and completion in our objectives and also on participation in our non-credit workforce training and support, specifically in the WorkSource area: objectives track success while students are at Lane taking courses and success after they leave Lane, access to quality career technical educational opportunities, and access to local and regional workforce services.

Outcomes have been established to provide a clear picture of achievement of objectives. Objectives 1 and 2 provide assessments of Career Technical students' progress, degree and certificate completion, and preparation for success in the workplace. Lane's offerings for local and regional workforce development needs are also key elements of this core theme; these objectives provide insight into fulfillment of Lane's stated mission to foster student learning and success. Objective 3 combines the aspects of Lane's mission related to access, quality and learning-centeredness and parallels Objective 3 in the Academic Transfer core theme. Eight outcomes assessed by a total of twenty indicators will measure Lane's achievement in the Career Technical and Workforce Development core theme.

Data sources for assessing achievement of outcomes and objectives for Core Theme 2: Career Technical and Workforce Development include Lane's Institutional Research, Assessment and Planning (IRAP) office; Survey of Mission Stakeholders; CCSSE data; Student Follow-up study data; Assessment Team data; OUS and OCCURS data; Title III Implementation Plan Data; Foundations of Excellence Survey data; college Unit Plans.

Table 5: Core Theme 2 provides details on objectives, outcomes and indicators.

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

OBJECTIVE: Students with career technical and workforce development goals achieve high rates of progress and degree completion.

Intended Outcome	Indicators
Intended Outcome (Course-level progress) Students achieve high rates of success in foundational requirements and internship/cooperative education courses where applicable.	**Indicators** **2.1** Student success rates for key courses, including WR 115, WR 121, 122, 227, and for the required entry-level mathematics for each program. **2.2** Student success rates for cooperative work experience and internships.
Intended Outcome (Program-level progress) Students achieve progress toward degrees and certificates.	**Indicators** **2.3** Rate at which CTE concentrators make satisfactory progress in career and technical education courses. **2.4** Percent of students reaching the milestone of earning their first 15 college-level credits in one year. **2.5** Percent of students reaching the milestone of earning their first 30 college-level credits in one year. **2.6** Term to term persistence rate of CTE students.
Intended Outcome (Completion of Degrees) Students earn certificates and/or degrees at high rates.	**Indicator** **2.7** Percent of students earning a certificate and/or degree.

OBJECTIVE: Career Technical students and community participants are prepared for employment.

Intended Outcome	Indicators
Intended Outcome Students achieve Lane's general education learning outcomes.	**Indicator** **2.8** Students demonstrate proficiency in meeting core abilities for general education.
Intended Outcome Students attain employment.	**Indicators** **2.9** Percent of degree- or certificate-completing students who are working within two years of completing. **2.10** Percent of employment for successful students who leave programs before completing.
Intended Outcome Participants upgrade their skills, find employment, and progress in their careers.	**Indicators** **2.11** Number of participants who use WorkSource Lane programs and services to develop skills or connect with local and regional employers.

OBJECTIVE: Lane provides accessible, quality, learning-centered opportunities for career technical students and workforce development participants.

Intended Outcome	Indicators
Intended Outcome Lane learning environments are inclusive and provide access to students from diverse ethnic, cultural and economic backgrounds and to students with disabilities.	**Indicators** **2.12** Course and program success rates by: race/ethnicity, SES, disability status. **2.13** Number and percent of students who receive financial aid by race/ethnicity and disability status. **2.14** Mission stakeholders rate career technical instructional programs and workforce services as accessible to all students.
Intended Outcome Lane creates an environment that supports student learning and faculty-student interaction.	**Indicators** **2.15** Benchmark scores at or above comparative data for Active and Collaborative Learning. **2.16** Benchmark scores at or above comparative data for Student Effort. **2.17** Benchmark scores at or above comparative data for Academic Challenge. **2.18** Benchmark scores at or above comparative data for Student-Faculty Interaction. **2.19** Benchmark scores at or above comparative data for Support for Learners. **2.20** Mission stakeholders rate career technical instructional programs and services as high quality and learning-centered.

Table 5: Core Theme 2

Core Theme 3: Foundational Skills Development

Foster student learning and success through accessible, quality foundational skills development.

Core Theme 3 encompasses Foundational Skills Development, including instruction at the developmental level to prepare students for success in lower-division transfer and career technical courses and in work, family, and community settings. This core theme encompasses Academic Learning Skills (sequenced credit courses in reading, writing, math, study skills, and computer literacy), Adult Basic and Secondary Education, Tutoring Services, English as a Second Language and International English as a Second Language. Enrollments in foundational skills development courses increased almost 54% from 2005-06 to 2010-11, demonstrating the ongoing importance of this core theme and its pivotal role in mission fulfillment.

Students take developmental courses for a variety of reasons—to brush up on skills, to improve English language for the workplace or to prepare for college-level work, among others. Lane's objectives in this core theme thus aim to assess the extent to which the college achieves its mission to foster the skills necessary for its students to achieve their goals.

As with previous core themes, Core Theme 3: Foundational Skills Development intentionally includes both *what* will be achieved ("foster student learning and success") and *how* that end will be achieved ("through accessible, quality foundational skills development"). With this layered core theme structure in mind, Lane has established three major objectives for its Foundational Skills core theme: progress and success while students are taking courses and sequences, successful preparation for transition to credit programs or the workforce, and access to quality, learning-centered educational opportunities.

Lane has established outcomes and indicators for each objective that reveal at a detailed level achievement of objectives for this core theme. Indicators of persistence, progress and success can provide a gauge of the effectiveness of sequences of classes. As with other core themes, Lane will assess access and quality to provide insight into the character of its offerings. Five outcomes assessed by a total of fourteen indicators will measure Lane's achievement in the Foundational Skills Development core theme.

Data sources for assessing achievement of outcomes and objectives for Core Theme 3: Foundational Skills Development include Lane's Institutional Research, Assessment and Planning (IRAP) office; Lane Employee survey data; CCSSE data; Student Follow-up study data; Assessment Team data; OUS and OCCURS data; Title III Implementation Plan Data; college Unit Plans.

Table 6: Core Theme 3 provides details on objectives, outcomes and indicators.

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

OBJECTIVE: Underprepared students achieve high rates of progress and success.

Intended Outcome	**Indicators**
Students achieve high rates of completion and success in foundational skills credit courses.	3.1 Student success rates in Math, Writing and Reading courses (below 100-level).
Intended Outcome Students achieve progress toward entering program-level courses or the workforce.	**Indicators** 3.2 Pre-and post-test score gains on a standard CASAS test or BEST Plus Listening Test. 3.3 Pre-and post-test level gains on a standard CASAS test or BEST Plus Listening Test. 3.4 Percent of students who attain a GED of those who attempted. 3.5 Persistence rate in ABSE and ESL programs to attain readiness for program level courses or employment.

OBJECTIVE: Developmental, ABSE and ESL students are prepared to succeed in their educational or career goals.

Intended Outcome	**Indicator**
Students successfully transition to program-level courses or to the workforce.	3.6 Percent of developmental credit students passing required program-level courses in subject areas where remediation has been completed. 3.7 Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education, job training, or employment.

OBJECTIVE: Lane provides accessible, quality, learning-centered opportunities for academically underprepared students.

Intended Outcome	**Indicators**
Lane learning environments are accessible to students from diverse ethnic, cultural and economic backgrounds and to students with disabilities.	3.8 Course completion and success rates by: race/ethnicity, SES, disability status. 3.9 Mission stakeholders rate developmental, ABSE and ESL instructional programs and services as accessible to all students.
Intended Outcome Lane creates an environment that supports student learning and faculty-student interaction.	**Indicators** 3.10 Benchmark scores at or above comparative data for Active and Collaborative Learning. 3.11 Benchmark scores at or above comparative data for Student Effort. 3.12 Benchmark scores at or above comparative data for Academic Challenge. 3.13 Benchmark scores at or above comparative data for Student-Faculty Interaction. Benchmark scores at or above comparative data for Support for Learners. 3.14 Mission stakeholders rate developmental, ABSE and ESL instructional programs and services as high quality and learning-centered.

Table 6. Core Theme 3.

Core Theme 4: Lifelong Learning

Provide accessible, quality lifelong learning experiences for the communities we serve.

Lane begins its mission statement by stating that it is "the community's college." For more than forty years, Lane has provided lifelong learning opportunities through continuing education and cultural and community service. Continuing Education offers hundreds of noncredit courses each term in career and technical (vocational) training, employment training, computers, consumer/money, art, music, foreign language, home/house/garden, health and health occupations, human development, recreation, outdoor programs, and general interest areas. As noted in the introduction to Core Theme 2, there is some overlap between "lifelong learning" that involves workforce development and participation in WorkSource offerings represented in Core Theme 2, since over the course of their careers community members may partake of various offerings in the course of job skills upgrading and credentialing. The reader may thus find a "complete" picture of workforce development at Lane by looking at relevant outcomes in Core Themes 2 and 4.

In addition to offering courses for lifelong learning, Lane also extends the use of its resources for events of all kinds to the community it serves. Lane's Center for Meeting and Learning, the Performing Arts Center, Fitness Education Center and Health and Wellness Building have served as venues for educational, cultural, conference and culinary events as well as a resource for regional sporting events and improved health and fitness. Lane's public radio station, KLCC, provides original and syndicated programming to listeners throughout the southern Willamette Valley and from the Central Oregon Coast to the towns of Bend and Sisters.

Objectives for the Lifelong Learning core theme reflect Lane's commitment to providing a welcoming environment and extending the vision to "transform lives through learning" to Lane County and beyond. For our educational programs, our outcomes and indicators focus on rates of participation, success, and satisfaction; we also examine criteria that illustrate our good stewardship and value to the community.

Three outcomes measured by eleven indicators provide a portrait of the extent to which Lane is achieving its mission of being "the community's college."

Data sources for assessing achievement of outcomes and objectives for Core Theme 4: Lifelong Learning include Lane's Institutional Research, Survey of Mission Stakeholders survey data; college Unit Plans; Lane Foundation participation data; Satisfaction Surveys from Center for Meeting and Learning; Performance and Event Attendance Data.

Table 7: Core Theme 4 presents detailed on objectives, outcomes and indicators.

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

OBJECTIVE: The community has access to job skills training, professional development, business development services, continuing education courses, cultural events, and other community service programming.

Intended Outcome	Indicators
Participants gain and enhance new skills, explore new careers, and enhance their sense of community and cultural awareness.	**4.1** Annual participation rates in continuing education credential programs, job skills courses, customized contract/training, professional development, business development services, other continuing education courses, cultural events, and programming for parents with young children and for seniors. **4.2** Success rates of participants in continuing education credential programs, job skills courses, customized/contract training programs, business development services, and lifelong learning programming, annually by race/ethnicity, SES, disability status. **4.3** Satisfaction rates of participants in continuing education credential programs, job skills courses, customized/contract training programs, business development services, and lifelong learning programming, annually by race/ethnicity, SES, disability status.

OBJECTIVE: Lane is a valued community partner, exemplifying service, stewardship and good citizenship.

Intended Outcome	Indicators
Lane provides sustainable resources and services to the community.	**4.4** Number of initiatives that exemplify best practices for fiscal and environmental sustainability. **4.5** Number of partnerships with public and private entities that contribute to long term options and community stability. **4.6** Number of and participation in events at the Center for Meeting and Learning, the Longhouse, and other Lane venues in support of community needs and interests. **4.7** Value of new construction, renovations, and other return-on-investment initiatives generated by Lane to benefit the community.
Intended Outcome Lane's community values and supports the work of the college and the success of its students.	**Indicators** **4.8** Participation rate and growth in value of the Lane Foundation endowment. **4.9** Participation and contributions to the Lane Foundation annual fundraising events. **4.10** Community support for bond initiatives. **4.11** Community participation in Lane's planning and budgeting, in advisory committees, and in the Board of Education.

Table 7. Core Theme 4.

Rationale for Measurability of Core Theme Objectives

College degree and certificate programs and pre-college programs that prepare students for them constitute key elements of Lane's mission. For the core themes of Academic Transfer, Career Technical and Workforce Development, and Foundational Skills, **progression and completion rate** objectives are related to students' movement toward and success in meeting their educational goals, thus contributing to Lane's mission fulfillment. For each of these core themes, a second important objective is students' **performance after completing** programs at Lane. Their success is an important and valid indicator of fulfillment of Lane's mission. Third, **accessible, quality, learning-centered educational opportunities** epitomize the character of Lane's approach. These specific measurable objectives focus on completion and success with valid indicators of persistence, preparation, and achievement of students' goals in educational settings that honor diversity and inclusiveness, as outlined below.

Milestones are recognized indicators for tracking the efficacy of Lane's degree programs. Students come to Lane for myriad reasons, and for those who are pursuing degrees, this rate is a valid measure of programs' success.

Percent of students who achieve core ability outcomes, general education outcomes and information literacy are valid measures of the quality of student learning experiences. As with breadth and depth of Lane's curriculum, student achievement of core ability outcomes, general education outcomes and information literacy empowers them to become critical thinkers and lifelong learners.

Grades and GPAs. When used in conjunction with other measures of achievement such as program outcomes and persistence and completion rates, grades and grade point averages (GPA) provide relevant information about students' achievement of learning outcomes and educational goals. Measurement over time within the institution and with other institutions can also provide context for these indicators.

Surveys of engagement and satisfaction (e.g., CCSSE, Lane Follow-Up Studies, and Survey of Mission Stakeholders) are valid measures of high-impact practices that promote successful student learning and retention; opinion and follow-up surveys provide information about the community's benefit from lifelong learning opportunities and cultural events.

Employer satisfaction data, workforce program data and contract training data provide valid measures of the utility of Lane's local and regional workforce programs and inform resource allocation decisions for sustainable program offerings.

Rates of program-related employment upon exit from Lane measures how well Lane prepares students for relevant jobs.

Participation rates for curricular co-curricular activities and other events provide measures of relevance and utility of programs to diverse populations and community involvement in the cultural offerings of the college.

Breadth and depth of curricular and co-curricular offerings is a valid measure of program quality. Lane's definition of "quality" is guided by the American Association of Colleges and Universities' statement in ["The Quality Imperative"](#) (2010) in which the authors argue for an "inclusive excellence" whereby students learn "essential learning outcomes": knowledge of human cultures and the physical and natural world; intellectual and practical skills including critical thinking skills, quantitative and information literacies, problem-solving abilities, among others; personal and social responsibility; and integrative and applied learning. Lane's liberal education model, involving all degree-seeking students' development of these outcomes through engagement with a broad curriculum, provides one key definition of quality.

Pre- and post-test score gains on standardized tests provide an indicator of learning gains.

Number of initiatives that exemplify best practices provide a comparative indicator of nationally recognized practices contributing to fiscal and environmental sustainability.

Partnerships with private and public entities signal Lane's responsiveness to fiscal realities and also the extent to which such entities value the college as a community partner.

Return on investment initiatives provide a measure of Lane's stewardship of its resources.

Growth, value and participation in the Lane Foundation reflect the willingness of community members to provide financial support, reflecting the value they place on continued fulfillment of the college's mission.

Conclusion

Lane's Year One Self-Evaluation Report articulates its core themes, guided by Lane's comprehensive mission. Lane plans a method for analysis of the extent to which Lane achieves each of its core theme objectives and a framework for synthesis and self-evaluation of overall mission fulfillment.

Lane has been developing its culture of evidence and outcomes assessment for more than a decade, now, and its recent participation in statewide and national initiatives to improve student learning and success create the infrastructure for the data analysis and synthesis developed here for NWCCU reporting.

Lane's core themes explicitly name the major areas of the college's responsibility and also delineate the character and quality of Lane's offerings through subheadings or "glosses" that define each theme. Lane's core themes thus individually manifest and collectively encompass its mission. By identifying major objectives for each core theme and the outcomes Lane expects to see as evidence of their achievement, Lane has developed a rigorous framework for self-evaluation. The indicators are varied and cumulatively provide an illuminating snapshot of mission fulfillment as newly set forth by the Commission. This snapshot incorporates indirect and direct indicators of outcome achievement for objectives. Lane uses quantitative data such as enrollment figures and completion rates as well as qualitative data such as survey and opinion data; course-level, sequence-level and program-level assessment data will continue to be used for analysis of the quality of students' learning.

The Commission's self-evaluation process provides one of several interlocking self-assessments that the college will be engaging with in upcoming years. While the core themes and objectives outlined in this Year One Report will most likely remain throughout Lane's self-evaluation process, it is likely that Lane's outcomes and indicators will continue to evolve as data systems and capacities are developed. As described in the Preface of this report, the college has undertaken multiple ongoing initiatives that will help us to know Lane's students and to foster their learning and success.

List of Appendices

Appendix 1: Enrollment Changes 2003-04 to 2009-10

Appendix 2: Student Success Strategy Map QPC

Appendix 3: Minutes of Lane Board Meeting Approving Core Themes