Year One Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Lane Community College

September 14, 2015

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INSTITUTIONAL OVERVIEW

During this past year, we celebrated the 50th anniversary of Lane Community College's founding as a comprehensive community college. For 50 years, Lane has fulfilled its promise to the community by embracing a vision, mission, core values, and more recently, core themes that focus squarely on community needs. In its planning, decision-making, resource allocation, and focus on learning, the college demonstrates its commitment to providing access to higher education and supporting student success, particularly for under-represented and nontraditional students. Student success is defined as the journey through which students develop, progress toward, and achieve their goals.

This past year was also the college's year seven self-study and peer evaluation visit. In addition to receiving eight commendations, the college also received recommendations, two of which we were asked to address in this report. The college began work on Recommendations 1 and 3 in January 2015, and it has made significant progress toward remedying the concerns highlighted by the Commission in those recommendations and how they relate specifically to Standards 3.A, 1.B.2 and 5.B. To better assess whether we are fulfilling our mission, college leadership undertook an inclusive process to rethink our core themes so that they would better reflect the college's character and aspirations. The campus community, Institutional Effectiveness Committee, and the Accreditation Team structured and contributed to this process. This work ultimately supports our focus on student success.

All students who come to Lane, whether their goal be transfer, career technical education, foundational skills development, or life-long learning, have a broad range of options for their education and supports, as the college provides comprehensive programming to meet both the community's and students' needs.

Transfer. Students who come to Lane with the goal of transfer in the arts and sciences are guided by a growing number of Transfer Guides. These guides help them in their pursuit of a transfer degree through Lane's School of Arts and Sciences. Lane has a strong association with its neighbor, the University of Oregon, as well as with Oregon State University and the Oregon Health Sciences University. Every year students are either dually enrolled or transfer to a four-year institution. Transfer is not only for students in the arts and sciences. Lane students pursuing a career technical degree through the college's School of Professional and Technical Careers also have increasing opportunities to extend their associate degree by continuing to a four-year college or university to earn a bachelor's degree.

Career & Technical Education. Lane has continued the tradition of career and technical education begun in 1938 by its precursor, the Eugene Vocational School. Since that time, the college has greatly expanded services and programs to meet the community's changing needs. Today, Lane offers applied degrees and certificates in a wide range of [technical program](#) areas.

Foundational skills, and life-long learning. Lane students access many developmental courses to improve their foundational skills in reading, writing, and math in preparation for pursuing a college-level educational goal. Lane's offerings include [Academic Learning Skills](#), [Adult Basic and Secondary Education](#), and [English as a Second Language](#). The college also has a vast number of classes through [Continuing Education](#) which are offered each term and are designed for lifelong learning, such as creative arts, health and wellness, small business development, as well as workforce development for non-credit health occupations, such as licensed massage therapy or certified nursing assistant.

Geography and operation. Lane's service district represents approximately 359,000 residents, slightly less than 10 percent of Oregon's population. The district encompasses approximately 5,000 square-miles, which includes most of Lane County from the Pacific Ocean to the Cascade Mountains, as well as

individual school districts in Benton, Linn, and Douglas counties. Lane's 314-acre main campus is located in southeast Eugene, and the college offers classes and services at a number of other locations including the Downtown Center in Eugene, centers in Cottage Grove, Florence, and the Eugene Airport, as well as outreach sites around the community. Lane employs more than 1,000 employees who served more than 33,000 students during fall term 2014. The college had a total FTE of 12,312 in 2014-15, 86% of which was credit. The gender division among credit students is about even, though more than 60 percent of noncredit students are women. Over 75 percent of Lane credit students identify as Caucasian, with Hispanic being the next most common identity category for nearly 11 percent of credit students.

Lane has a governing board comprised of seven locally-elected voting members. The Board of Education governs by policy and entrusts the operational aspects of running the college to the administration. Board policy states that Lane is "governed by a system that is a learning-centered system and fulfills the vision, mission, core values and strategic directions of the college," which ensures that Lane focuses its work on student success. Additionally, the college governance system "shall recognize that the best decisions regarding policy and planning at the institutional level are made through the inclusion of many and diverse voices (Board Policy BP325, College Governance System). That policy also recognizes "the role and authority of the president of the college as being directly accountable and responsible to the Board of Education for the education leadership and effective management of the college's human, facilities and land and fiscal resources."

Finances. By most measures, state financial support for higher education is substandard in Oregon. The State Higher Education Executive Officers (SHEEO) Association reported for fiscal year 2013-14 that Oregon ranks 47th in educational funding per FTE. Oregon community colleges receive funding through three primary sources: state allocation of funds through a biannual state budget; student tuition and fees; county-based property tax. During the recent economic recession, the state significantly reduced funding for community colleges. To compensate for the loss in revenue, tuition and fees were increased and now comprise more than 40 percent of Lane's general fund revenues. As a result, the college budget is much more sensitive to enrollment increases and declines. As the economy has improved, the college is experiencing substantial declines in enrollment which then affects revenue. Following an enrollment increase of approximately 40 percent during the recession, we have returned to pre-recession levels. Total student FTE declined more than 20% during the two-year period, 2012-13 through 2013-14, and enrollment decreases continued in the double-digits during each term of 2014-15. The new economic reality required the college to seek new revenue, cut operating costs, and prioritize services to meet lower demand without reducing quality or student access. Through these challenging times, Lane continues to find innovative ways to support student success.

The college provides benefits to the community, both in terms of economic growth, and investment. For example, the accumulated credits achieved by former Lane students over the past 30 years translate to $328.5 million in added regional income each year due to the higher earnings of students and increased output of businesses (Economic Impact Study 2012). Furthermore, the college's relationship with the community helps Lane provide the right services and programs to students to support their journeys as they develop, progress toward, and achieve their goals. Lane's work reflects the identity of the college forged over the past half-century.

PREFACE

Brief Update on Institutional Changes Since Last Report

Lane Community College has proactively embraced the peer review recommendations from the 2014 comprehensive self study. The result is a number of significant institutional changes in the spirit of creating a more evidence-driven organizational environment that is better positioned to be responsive to the dynamic educational environment. In particular, Lane has undertaken an inclusive and robust institutional effectiveness and planning program. At the same time, Lane has responded to a number of environmental developments including changing leadership in several areas and the reduction of enrollment and programs.

Institutional Effectiveness: Since the Fall 2014 report, the college has devised and implemented an institutional effectiveness model, which ensures alignment of institutional planning and effectiveness efforts. The model is designed to focus particularly on student learning and success. The framework incorporates past and on-going planning, assessment, and institutional effectiveness efforts of the Accreditation Team, Achieving the Dream Teams, the Assessment Team, the Department Planning Workgroup, Program Review, and the Strategic Enrollment Management Committee. This institutional effectiveness model employs interrelated contributions made by faculty, staff, and management across all areas of the college, ensuring full incorporation of the college's broad core themes and mission. Evidence will be reviewed from each effort and result in a comprehensive report that will help us determine if we are fulfilling our mission.

The Institutional Effectiveness Committee is the over-arching body that coordinates and analyzes college-wide assessment efforts, and so assesses effectiveness of the institution's many services and activities, evaluates degree of mission fulfillment, and disseminates information to the campus and community. This model is described in detail in response to Recommendation 3, below.

Changes in Institutional Leadership: Lane has seen changes in administrative and managerial positions since the Fall 2014 report, including the Executive Dean of the School of Arts and Sciences which has been filled on an interim basis; a competitive search process will begin fall term 2015.

Enrollment and Program Closures: The college has experienced a significant drop in enrollment, beyond even what was predicted for the 2014-15 academic year. During 2013-14 enrollment dropped 12%, and in 2014-15 total FTE declined 15%. During budget development, the college budgeted for another 7% decrease in enrollment for the 2015-16 academic year. The drop in enrollment has significantly affected the college's operational budget, as 40% of general fund operating resources are now tied directly to tuition and fees. In addressing the budget shortfall, the college applied budget development principles, criteria, and data elements as specified in the long-range financial plan. Academic, student affairs, and college services programs were assessed using these criteria and data elements. Ultimately, the labor-market and budget analysis showed that two programs—Electronics and Auto Collision and Refinishing—did not have sufficient numbers of students, completers, or jobs in the community upon completion in order to operate cost effectively or serve community needs. These programs will be discontinued in 2015-16, after currently enrolled students finish their program. Currently enrolled students will be allowed to finish their program during a two-year teach out plan. In addition to the program closures, hundreds of thousands of dollars were cut from part-time budgets in the transfer areas resulting in the loss of many long-time part-time faculty across campus and in particular in the School of Arts and Sciences.

Responses to Previously Requested Recommendations

Response to Recommendation 1—Completion of planning processes to support and document mission fulfillment (Standard 3.A)

The college has designed a new institutional planning structure which addresses the NWCCU recommendation to ensure planning processes are purposeful, systematic, integrated, and comprehensive and supports and documents mission fulfillment (Standard 3.A). The structure uses 1) an institutional effectiveness model, 2) new core themes, 3) a robust program review process, 4) annual department updates and review to ensure the college's planning for the future is working toward greater integration across departments, and is done on a regular basis, and 5) the institution's comprehensive plan. Most importantly, this improved system helps ensure the college (at all levels) plans in such a way that we meet the objectives of our core themes, and hence, fulfill our mission.

The Institutional Effectiveness Committee as it relates to planning processes (3.A.1 and 3.A.3)

The [Institutional Effectiveness Committee](#) is described in full detail in the following response to Recommendation 3 (below), but it also plays an important role in the robust planning structure the college has developed to address Standard 3.A. For example, this spring the IEC created new core themes, objectives, and indicators that will impact core theme planning into the future.

Purposeful. One aspect of the institutional effectiveness model established in January 2015 is to integrate and align existing institutional planning and effectiveness efforts in order to support mission fulfillment. The Institutional Effectiveness Committee (IEC) is a key component of the model, and will support systematic and comprehensive planning on campus. Established this January, the IEC is the body that gathers and analyzes data that will be included in a comprehensive report which will then be used for planning for the future.

Systematic. The IEC has been meeting since January 2015 and will continue to have regular meetings where it gathers, analyzes, and prepares reports on measurable data currently collected from a range of initiatives and committees on campus (e.g., [Achieving the Dream](#), the [Accreditation Team,](#) the [Assessment Team](#), [Program Review](#), and [Strategic Enrollment Management](#)). The IEC will regularly review outcomes from these groups and assist in providing ways to make data transparent to the campus community in order to inform decision-making (see Figure 2).

Integrated. Because the IEC is looking at measurable effectiveness at the institutional level, they are able to see the higher-level work of the college, how the many pieces fit together, and where improvements are needed. With this 50,000-foot view, the IEC will prepare reports that will be used by the governance system and the Executive Team for improving the college's achievement of core theme objectives and project implementation efforts. The IEC's overarching work will lead to more effective planning for the college as decision-making bodies will now have a comprehensive understanding of where the college is meeting its core themes' objectives and where work still needs to be done. The IEC's work will also allow the college to make timely decisions to address problems or maintain current projects that are showing success.

<u>New Core Themes</u>

The college recognized that in order to complete purposeful and comprehensive planning that supports mission fulfillment, it needed to devise new core themes and their related objective and indicators to better describe, align, and reflect its mission statement. (The new core themes and their development are discussed in detail in the Response to Recommendation 3, as well as in the section of this report addressing Standard 1.B., and they can be found on the Lane website [here](#).) The IEC, program review, and other strategic initiatives will now use the new core themes to guide their work. By creating such clear, well-defined themes, the college supports planning that is consistent across the campus, as decision-making bodies use the core themes as a guiding structure for planning for the future.

<u>Comprehensive Program Review</u>

The third structure that supports improved planning is a systematic and detailed program review process. This academic year, the college concluded a year-long collaborative process of evaluation, research, development, and pilot reviews, headed by the [Department Planning Workgroup](#). In May 2015, the group concluded its work when it introduced a new, comprehensive program review structure to the college. This structure includes the faculty-led Academic Program Review Oversight Committee (APROC) which is comprised of faculty, classified employees, and managers. This committee oversees the academic program review process and offers implementation expertise and support. When a program completes its review, its report is read and evaluated by APROC, which will then compile and submit an annual report on all program reviews to the Institutional Effectiveness Committee. Student Affairs and College Services will do the same work for their respective program reviews. Fifteen programs are scheduled to participate in the process for the 2015-16 academic year. The participants will conduct a collaborative assessment of this new program review structure in Fall 2016. The college has set out a five-year cycle and schedule to ensure all academic programs, student affairs, and college services departments regularly complete a program review.

The college's program review design aligns division and department-level plans directly to core themes and strategic planning. This alignment is created through the inclusion and use of an institutional effectiveness data package which includes: core theme and strategic direction goals, objectives and indicators; five-year financial plans and projections for the college; division-level data regarding enrollment, student learning, student achievement, capacity, finances, and related documents.

The graphic on the following page reflects how the college's multiple strategies and themes come together to ensure successful planning and institutional effectiveness.

Core Themes and Objectives

- 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.

- Students progress toward their educational objectives.
- Students complete their educational goals.

Responsive Community Engagement

Individual Student Achievement

Mission

Accessible and Equitable Learning

Quality Educational Environment

- Lane minimizes barriers and maximizes opportunities for diverse student populations.

- Lane employs high-impact practices.
- Lane faculty and staff regularly engage in professional development.
- Lane's curricula are designed with intention to support discipline-level, program-level, and college-level outcomes.

Strategic Directions:

— A Liberal Education Approach for Student Learning
— Optimal Student Preparation, Progression and Completion
— A Sustainable Learning and Working Environment
— Online Learning and Educational Resources
— A Diverse and Inclusive Learning and Working Environment
— A Safe Learning and Working Environment

Institutional Effectiveness Planning & Assessment ⬌ Strategic Enrollment Management Plan ⬌ Technology Plan ⬌ Long-Range Financial Plan ⬌ Strategic Projects & Initiatives ⬌ Program Review
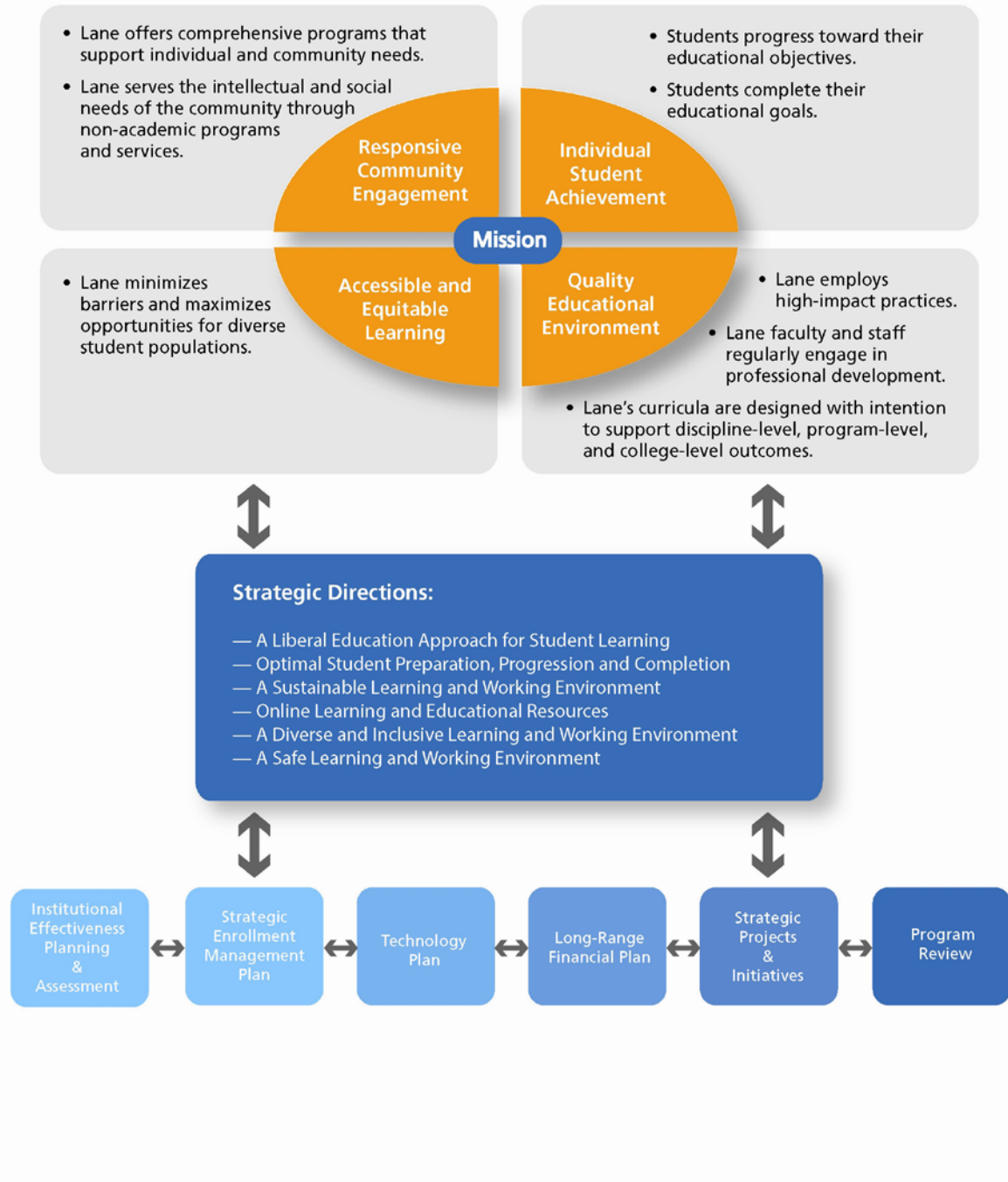
Figure 1. Core Theme Planning Alignment

Annual Department Reports (3.A.2)

In the fall, divisions and departments review annual data element worksheets as a way to evaluate their progress toward meeting core theme and strategic objectives (see Figure 2). They report progress and outcomes to their executive deans who share the information with the appropriate vice president. These annual department updates ensure college planning is integrated across campus and is done on a regular basis.

Lane's Strategic Plan (3.A.4)

College Council, the major college planning and policy body, oversees the development and updating of the college's comprehensive, strategic plan. In the 2015-16 academic year, the college will review and update the comprehensive plan to support new core theme objectives and indicators using the following guiding principles established by the Board of Education:

1. The plan will provide a meaningful framework for focusing and aligning the work for the college over the ensuing five years.
2. The plan will be organized around core themes (essential elements of our mission) and then strategies 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. Data will be transparent and accessible for all faculty, staff, and students.
5. All planning efforts at the college will be purposefully and systematically integrated with strategic plan goals and implementation plans.

The work will commence with campus-wide core theme forums in October 2015 and continue into the winter with planning workshops and broad-based input. The college will also integrate external considerations gathered from broad community conversations. In June 2016, a new five-year strategic plan will be presented to the Board of Education for approval. A more detailed discussion of the governance system's role in college planning will be included in the Ad Hoc Report's response to Recommendation #2 in 2016.

Strategic planning processes also include our emergency preparedness and contingency planning as described in depth in the seven-year report. (3.A.5)

Lane Community College Annual Planning, Resource Allocation, and Evaluation Processes

Below is a timeline of activities that lays out the planning process for an academic year, and includes the newly developed structures as discussed. This broad outreach increases understanding across the college about Lane's Mission and the extent to which we are accomplishing it.

Timeframe	Activity
September-October	The Academic Program Review Oversight Committee, College Services and Student Affairs initiate the annual program review cycle.
October	The Budget and Finance Subcommittee of College Council begins its work developing criteria for budget allocations and receiving and reviewing budget recommendations.
October-November	Divisions and departments review annual data element worksheets, evaluate progress toward core theme and strategic objectives, and report outcomes to their executive deans/ vice presidents.

October-November	Project teams (Achieving the Dream Team, Accreditation Team, Assessment Team, Strategic Enrollment Management) and college committees (e.g., sustainability and emergency planning) report annual progress and share findings with IEC. Governance councils submit reports to College Council.
November-December	The IEC evaluates gathered data and reports findings and recommendations regarding annual progress toward core theme objectives and strategic direction goals to the executive team, College Council, and the campus community. When appropriate, the president will share the information with the board.
January-February	The Vice President for College Services hosts a campus budget forum to present budget forecasts and discuss financial issues and opportunities.
February-March	The Budget and Finance Subcommittee of College Council hosts a campus budget forum to present budget recommendations.
March-April	Divisions, departments, and project teams submit budget proposals and recommendations to vice presidents.
May	Completed program reviews and recommendations are submitted to the Academic Review Oversight Committee, Student Affairs, and College Services.
May-June	The Budget Committee and Board of Education approve and adopt the college budget.
June	The IEC, Executive Team, and Board of Education hold retreats to assess the effectiveness of their efforts over the prior year, update plans, and identify priorities for the coming year.

Figure 2. Planning Process Timeline

Response to Recommendation 3—Development of an institutional effectiveness model (Standards 1.B.2 and 5.B.)

In order to clearly state, document, evaluate, and communicate mission fulfillment, the college has developed an institutional effectiveness model that forms the basis for regular and effective assessment of the adequacy of college resources, capacity, and effectiveness of our operations. The model is also centered on the *new* core themes.

Lane's institutional effectiveness model supports the college's continual adaptation to assessment findings, ensuring that decision-making bodies at the college adjust policies and practices as needed to address areas of improvement as they come to light, and thereby ensures organizational adaptation and sustainability.
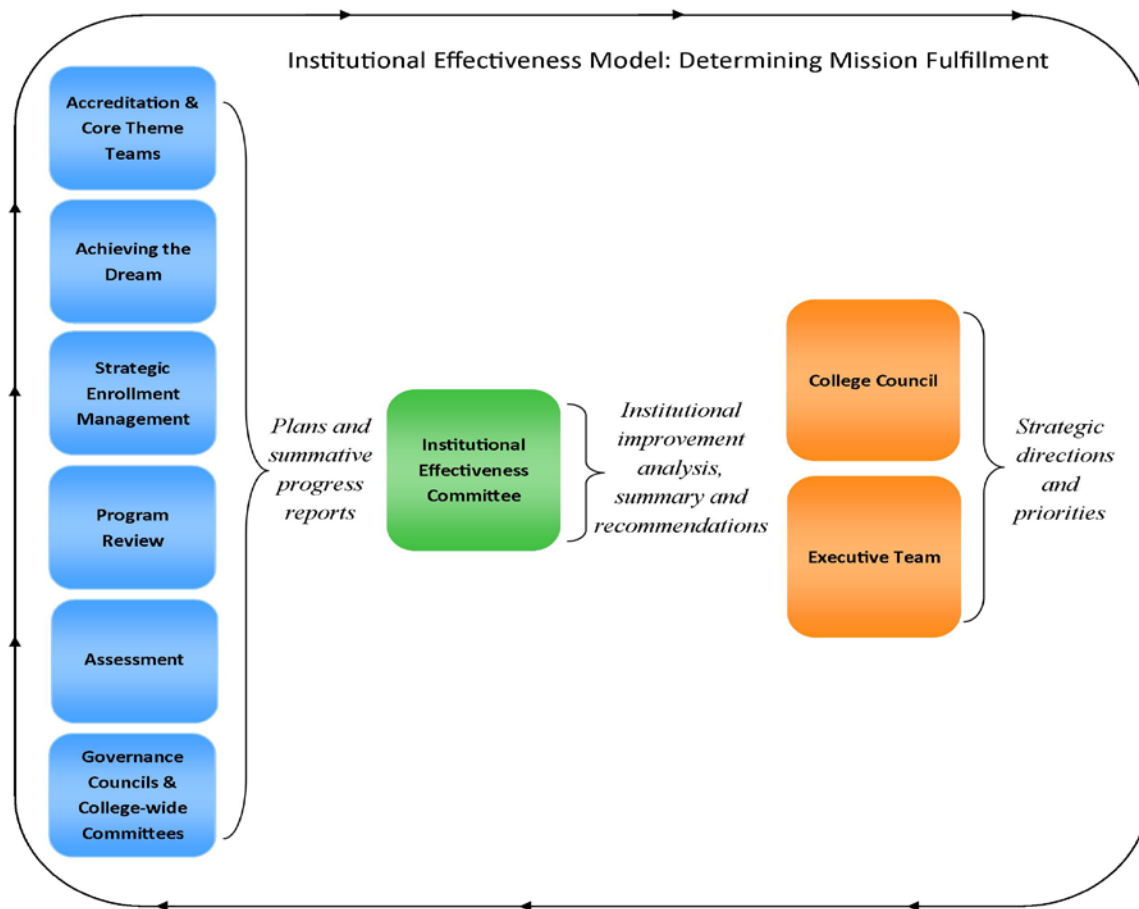
Figure 3. Institutional Effectiveness Model

Lane's institutional effectiveness model consists of six essential and interrelated elements: 1) core themes, 2) an institutional effectiveness committee, 3) regular monitoring of data, 4) annual assessments, 5) implementation of needed changes, and 6) clear communication.

New Core Themes

After our Year 7 Self-Study, the college recognized that our core themes did not fully reflect the work of the college nor did they allow us to adequately assess if we were fulfilling our mission. To remedy this, the newly formed Institutional Effectiveness Committee (IEC described below) and the vice presidents began gathering input from campus stakeholders in early February, with the goal to develop new core themes that would better capture the essential elements of our mission. The IEC collected input and thoughts from the campus community through forums, facilitated meetings, a blog, surveys, and break-out sessions at Spring Conference. With the abundant feedback, the IEC worked to develop four new core themes that collectively encompass the college's mission. Full core themes are found in the section of the report addressing Standard 1B.

Our new core themes will guide all data gathering, analysis, assessment, and related changes to future directions, mission, objectives, indicators of achievement, and services (5.B.3. and 1. B.2). They will break down the silos created by our previous themes, moving us toward a more comprehensive approach for planning, assessing, and improving mission fulfillment (1.B.2).

The new core themes also guide our planning processes and our assessment of institutional effectiveness. Regardless of the committee or department producing the data (e.g., Achieving the Dream, Strategic Enrollment Management), the data will be aligned with and integrated into the larger,

on-going analysis of mission fulfillment through the core themes and their related objectives and indicators of achievement.

The Institutional Effectiveness Committee

Though Lane conducts activities that regularly assess the college's ongoing efforts to accomplish its mission (as demonstrated in the Year 7 Self-Study), a comprehensive, systematic process was needed to fully assess mission fulfillment in a consistent way. To that end, the Vice President of Academic & Student Affairs and the Vice President of Operations created the Institutional Effectiveness Committee (IEC) as a mechanism to increase alignment between the college planning process and core themes, and to support a culture of planning, assessment, and improvement on campus. The committee is comprised of faculty, managers, staff, and members of the executive administration, many of who serve on related committees (e.g. the Academic Program Review Oversight Committee, the Achieving the Dream Teams, the Accreditation Team, the Assessment Team, Faculty Council, and the Strategic Enrollment Management Committee).

As articulated in the committee's charter, the IEC's responsibilities include the following:
- Establish institutional effectiveness committee work, timelines, and projects
- Prepare and disseminate needed reports related to college effectiveness at all levels of the college's planning process
- Design and implement effective technology solutions for displaying and disseminating information in collaboration with Information Technology
- Serve as a consultant to councils, committees, and departments regarding accreditation, assessment, program review, and budgets development and resource allocation development (5.B.1).
- Assist in the development and identification of core themes, objectives, and indicators
- Monitor progress

Reviewing, Analyzing, and Monitoring Data from Internal and External Sources (5.B.3)

The IEC gathers data from existing operations, activities, and initiatives across campus. These data relate to college resources and capacity and to the quality of college services and programs, and they address core theme indicators. The IEC evaluates evidence to determine the extent to which our core themes are being supported, and to what extent the college is fulfilling its mission (5.B.1). The IEC then reports the results of its evaluation and makes recommendations for improvement to College Council and the Executive Team. Each board of education agenda includes accountability reports. The President will present information and recommendations to the board of education as necessary.

The governance council system and Executive Team also play an important role in monitoring internal and external environments. The governance system supports the college's work of identifying emerging patterns, trends, and expectations at the college. The Executive Team holds global conversations, which are campus-wide discussions about important external trends impacting the college. Examples of 2015 global conversations are "Who is the Twenty-first Century Student?" and "Care and the Community College." The board also holds community conversations around Lane County in preparation for the strategic planning process that is reviewed and revised every five years (5.B.3).

Assessment

Two additional key components of the institutional effectiveness model are the ongoing assessment of the core theme objectives and an analysis of the effectiveness of college operations. As discussed above, the IEC will gather internal data from a wide variety of campus programs, initiatives, and operations. The

IEC, the Executive Team, and the Board of Education work together to evaluate the data and what it tells us about the effectiveness of the college's planning, its current practices, how it allocates resources in relation to programs and services, and how it is applying institutional capacity in order to meet its goals. (5.B.2). After the data gathering, review, and evaluation of mission fulfillment described above, the IEC will make recommendations to the vice presidents regarding core theme indicators that are not meeting thresholds or college goals that are not being met.

Making Necessary Changes Based on Assessments

Using data and recommendations from the IEC, the Executive Team and vice presidents set plans into motion for resource allocation (recommendations for improvement will go through the budget process and eventually the board), and develop any strategic initiatives necessary to address the discovered shortcomings. Each executive dean and the Vice President of College Services will work with departments, programs, and services (through their regular, annual review process) to help guide necessary improvements.

Communicating Findings and Related Governance Decisions to the Campus and Larger Community

The college will provide a comprehensive annual report to the board. The IEC, Executive Team, and Board of Education will also communicate their findings to the appropriate constituencies, including the campus community, college governance system, and other stakeholders. Results will be published broadly, and reports will be publicly available on the Institutional Effectiveness website.

MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirements 2, Authority: The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The Oregon Legislature grants authority to Lane Community College and its governing board to operate and award degrees with three Oregon Revised Statutes, ORS 341.290 (Exhibit CE.4), ORS 341.425 (Exhibit CE.5), and ORS 341.465 (Exhibit CE.6). Governance at the state level is in transition. In the past, the Lane board was 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. Effective July 1, 2014, the Higher Education Coordinating Commission (HECC) has taken on these responsibilities. Lane County citizens voted in 1964 to establish Lane as a comprehensive community college. NWCCU first accredited Lane in 1968.

Eligibility Requirement 3, Mission and Core Themes: The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The last revision of the mission of Lane Community College, which was completed and approved in March 2010, incorporated "student success" into the statement. The college fulfills its comprehensive mission through being responsive and engaging with the community, constantly working to improve access to education and reducing barriers to learning, providing high-quality educational environments in all program areas, and supporting students to achieve their personal, educational goals. These essential elements of Lane's comprehensive mission are mirrored in Lane's core themes: Responsive Community Engagement, Accessible and Equitable Learning Opportunities, Quality Educational Environment, and Individual Student Achievement.

The principle programs at Lane lead to recognized degrees or certificates. In 2013-14, more than 20,000 students took credit classes and more than 13,000 participated in noncredit offerings, attesting to a local perception that everyone in the county goes to Lane at some point in life. In 2013-14 the college offered classes with a total student FTE of 12,312. The adopted general fund budget revenue for fiscal year 2014-15 was $94.76 million, an 8 percent decrease from the 2013-14 budget. Lane 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 90 percent of budget requirements. The remaining 10 percent is devoted to debt service, fund transfers, and contingencies.

Standard 1.A: Mission

1.A.1: The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

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

Interpretation of Mission Fulfillment

Lane Community College's mission statement reflects its commitment to improving the quality of life for the varied communities it serves. Central to this mission is our goal of promoting learning and student success through ensuring all our offerings comprehensively meet the immediate and emerging educational needs of our students, and are accessible, of high quality, and learning-centered. To support and elaborate its mission statement, Lane has identified seven core values that serve as guiding standards and ideals for all the work that we do. Each core value is listed below along with the language developed in 2010 to support them:

Learning
- Working together to create a learning-centered environment
- Recognizing and respecting the unique needs and potential of each learner
- Fostering a culture of achievement in a caring community

Diversity
- Welcoming, valuing and promoting diversity among staff, students and our community

- Cultivating a respectful, inclusive and accessible working and learning environment
- Working effectively in different cultural contexts to serve the educational and linguistic needs of diverse communities
- Developing capacity to understand issues of difference, power and privilege

Innovation
- Supporting creativity, experimentation, and institutional transformation
- Responding to environmental, technological and demographic changes
- Anticipating and responding to internal and external challenges in a timely manner
- Acting courageously, deliberately and systematically in relation to change

Collaboration and Partnership
- Promoting meaningful participation in governance
- Encouraging and expanding partnerships with organizations and groups in our community

Integrity
- Fostering an environment of respect, fairness, honesty, and openness
- Promoting responsible stewardship of resources and public trust

Accessibility
- Strategically growing learning opportunities
- Minimizing financial, geographical, environmental, social, linguistic and cultural barriers to learning

Sustainability
- Integrating practices that support and improve the health of systems that sustain life
- Providing an interdisciplinary learning environment that builds an understanding of sustainable ecological, social, and economic systems, fosters a concern for environmental justice, and establishes the competence to act on such knowledge
- Equipping and encouraging all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities

The Lane Board of Education approved the current mission statement in September 2010 after a process of community conversations. In 2014-15 the board once again held community conversations and affirmed our current mission statement. Lane's mission statement and core values are published widely: on the college website; on posters throughout campus including many offices, classrooms and meeting rooms; in the college catalog; in the Facts Brochure; and in the *Community Education Class Schedule*; which is distributed to every household in the county.

1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The college's mission can be broken down into four, key, assessable elements: our responsiveness to the community's needs through regular engagement; our facilitation of open and equitable educational opportunities; our high quality educational environments; and our focus on supporting students to achieve their personal goals.

Mission fulfillment at Lane is evaluated through core theme objectives and indicators. This year, the college will be mapping the strategic directions directly to core themes to ensure these focused initiatives are supporting our core themes (see Figure 1).

Progress toward mission fulfillment is reviewed annually. This rigorous, multi-level process of analysis and review is shared broadly with the campus community through an annual report on mission fulfillment, an institutional scorecard, and engagement and discussion with stakeholder groups and planning bodies.

For each core theme indicator, quantitative criteria will be established that best reflect accomplishment or outcomes for that particular indicator (e.g. year-over-year trend, benchmark/comparator, cumulative survey result, target level) and also specify required achievement levels. An institutional scorecard 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= achievement; 4=exemplary achievement.

The threshold for Lane's mission fulfillment is defined as attainment of "achieved" for at least 80% of core theme indicators. This threshold has changed from the seven year report in light of several new indicators where we are still developing ways to collect verifiable data. The college will continue to assess this threshold to determine if it needs adjustment as we work with the new core themes and related indicators. Figure 4 below illustrates a sample institutional scorecard, which quantitatively and graphically illustrates Lane's progress toward mission fulfillment.

Figure 4. Sample Institutional Scorecard: Mission Fulfillment

Standard 1.B. Core Themes

Note: The Lane Board of Education approved the new core themes on July 8, 2015. The core themes will continue to be refined by a subcommittee comprised of members of the Accreditation Team and the Institutional Effectiveness Committee (IEC). The objectives, indicators, and rationales have not been ratified by the IEC, and additional work will be undertaken in the fall to further refine them.

1.B.1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

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 needs change.

Indicators of Achievement

1.1   Employer feedback on student skill and preparedness for the workplace.

   Rationale: Feedback indicates whether the college supports individual students' skills development and whether the college supports community workforce needs.

1.2   Percentage of transfer-program curricula that articulates in a one-to-one correspondence to UO and OSU.

   Rationale: Active collaboration with our two primary transfer institutions indicates program relevancy to the needs of four-year institutions, which in turn supports the individual needs of transfer students.

1.3   For programs that have advisory boards, percent of Program Review reports that incorporate feedback from their advisory boards.

   Rationale: Department/ Program response to community stakeholder feedback, and adapting programs as necessary, indicate community engagement and serving community needs.

1.4   Cancellation rate for all Continuing Education classes.

   Rationale: Cancellation rate is a key benchmark for program success according to the Learning Resources Network (LERN), through developing and offering courses and programs needed in the community.

Objective 2: Lane serves the intellectual and social needs of the community through non-academic programs and services.

To measure the extent to which we are serving community needs outside the classroom, we evaluate three of our widest-reaching activities.

1.5   Listenership of KLCC.

       Rationale: Listenership of KLCC public radio station is a measure of our broadest reaching non-academic service that supports the community's needs.

1.6   Progress toward carbon neutrality.

       Rationale: Progress toward carbon neutrality is a key indicator of the college's many efforts on behalf of environmental stewardship.

1.7   Participation at Peace Center and performing arts events.

       Rationale: These services represent two of many non-academic offerings the college provides, and attendance numbers indicate community interest.

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 quantitative data and student perception. The following indicators represent traditional measures of access and equity, as well as how students evaluate their individual access to opportunities.

Indicators of Achievement

2.1   Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics.

       Rationale: An examination of program enrollment will highlight the possible existence of barriers for diverse student populations.

2.2   Course and program success rates disaggregated by: race/ethnicity, Pell Grant support, and disability status.

       Rationale: Success by students in these populations indicates Lane's equity.

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

       Rationale: The percent of students who pass program-level courses after remedial coursework shows accessibility of college-level academic programs for a diverse population of students.

2.4   Benchmark scores from CCSSE for support for learners.

       Rationale: Perceived academic support is an indicator of accessibility.

2.5   Students report that participating in co-curricular groups and activities contributes to an accessible and equitable environment for learning.

Rationale: Perceived benefit from participation in co-curriculars is an indicator of access and equity.

2.6   Percentage of disciplines that have online offerings.

       Rationale: Providing multiple teaching modalities in a broad range of disciplines reduces barriers to accessing educational opportunities.

CORE THEME #3: QUALITY EDUCATIONAL ENVIRONMENT

Lane's quality educational environment embraces academic and instructional integrity, relevancy, 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 high-impact 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

3.1   Students report high levels of awareness of, and satisfaction with, high-impact practices on campus.

3.2   Percentage of degree-seeking students using advising and academic planning to create clear roadmaps to learning and success.

       Rationale: Awareness of, and engagement with, high-impact practices (3.1 & 3.2) are recognized indicators of a quality educational environment.

Objective 2: Lane faculty and staff regularly engage in professional development.

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

3.3   Percentage of employees who participate in professional development activities.

       Rationale: Faculty and staff engagement in activities of professional development is a key indicator of an environment that supports academic and instructional integrity.

Objective 3: Lane's curricula are designed with intention to support discipline-level, program-level, and college-level outcomes.

Designing curricula with intentionality involves connecting each curriculum with 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 because these outcomes create this connection between levels. We also gauge how well curricula reflect the best practices in the field.

Indicators of Achievement

3.4   Percentage of curricula that is mapped to Core Learning Outcomes.

Rationale: Mapping curricula to Core Learning Outcomes is a means for assessing alignment between multiple levels of learning outcomes.

3.5   Percentage of curricula that is systematically reviewed and revised to reflect current disciplinary and industry standards.

       Rationale: Systematic redesign of curricula indicates content relevancy.

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 and examine three traditional academic paths.

Indicators of Achievement

4.1   Percentage of students completing their gateway math requirement in two years.

       Rationale: Students who complete one or more of their foundational courses in math are more likely to persist and progress. Each completion of gateway mathematics is predictive of degree completion.

4.2   Percentage of degree/certificate-seeking students who progress to their second year.

       Rationale: Year-to-year persistence is predictive of degree completion.

4.3.   Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education.

       Rationale: As required data elements for Lane's Title II Workforce Investment Opportunity Act federal grant, this indicator assesses how well students are progressing towards their educational goals.

Objective 2: Students complete their educational goals.

In order to assess student completion of educational goals, the college considers established measures in each of Lane's four general paths to student success: academic transfer, career technical and workforce development, foundational skills development, and lifelong learning.

Indicators of Achievement

4.4   Percentage of degree/ certificate-seeking students who complete degrees or certificates within 3 years.

       Rationale: Earning a degree or certificate is a direct measure of attainment.

4.5   Transfer rates to 4-year institutions.

       Rationale: Transfer rates are a direct indicator of attainment.

4.6   State-certification pass rates for allied health professions.

       Rationale: Pass rates are a direct indicator of attainment.

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

Rationale: As required data elements for Lane's Title II Workforce Investment Act federal grant, indicator 1.4 assesses how well ESL and ABSE departments assist students in transitioning to college and career.

1.B.2: The institution established objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

For the college's new core themes, adopted in July 2015, the Institutional Effectiveness Committee and core theme teams are developing indicators of achievement that:

- Clearly align with core theme objectives
- Represent meaningful and useful measure of progress
- Are quantifiable and include specific criteria for assessment
- Include measures of quality as possible and appropriate

The college's new 2016-2021 strategic plan, being developed by College Council in collaboration with the Institutional Effectiveness Committee, will present strategic directions that articulate key institutional priorities for fulfillment of core theme objectives and therefore Lane's mission. Strategic direction goals span a period of five years and represent a long-term aggregation of core theme objectives and indicators.

Core theme indicators and strategic direction goals will be evaluated annually through a process of reflection, review, and assessment at three levels: department (faculty, staff and managers within a specific organizational department or unit), core theme teams (standing, broadly-represented work groups), and institution (the Institutional Effectiveness Committee). The culmination of this review is the annual core themes and strategic directions report, which is presented to and discussed with the Board of Education, governance councils, divisions, and cross-functional teams.

CONCLUSION

Lane Community College enters this seven-year cycle with momentum garnered over the last several years as the college prepared for its comprehensive self study in 2014. Specifically, the college is committed to growing its culture of evidence and inquiry through building systems of assessment and innovation that not only serve NWCCU standards but also efficiently carry out Lane's mission and vision. We are proud to have been recognized by the Commission for our openness and integrity in the self-study process, our excellent student services to marginalized students, and our nationally recognized innovation and leadership in areas such as sustainability. We are also committed to ongoing improvement, so we have spent the last nine months implementing substantial systemic changes that address the recommendations. Part of this process was the creation of our new core themes. Because they are still new to the college, the core themes will continue to be reviewed and modified as we see how they serve in the coming year. One explicitly desired outcome of rethinking core themes is working toward a better climate of information sharing, including clear, accurate, and comprehensive measurements for mission fulfillment.

Planning. The college created core themes that better reflect and encompass our full mission statement and help the college align its planning work directly to clear objectives. By using the core themes as the

lens through which the college looks to the future, we ensure systematic and consistent planning that allows us to set priorities in institutional resource allocation guided by these well-defined core themes.

Effectiveness. Similar to planning efforts, the college's institutional effectiveness model is shaped by our redefined core themes. The Institutional Effectiveness Committee led the work on creating the new core themes, and will continue to use them as a map as they assess data from the various committees and workgroups on campus as a way to ensure consistent assessment and planning that aligns directly with mission fulfillment.

Other Recommendations. The development of new core themes is also important in addressing the Commission's other recommendations, particularly Recommendation 5 (program and service review). The core themes provide the framework for each department to connect their own work to the planning and institutional effectiveness processes, which are also grounded in the core themes.

In addition to the work on core themes, the college has made solid headway on addressing gaps in assessing student learning at the course, program, and college levels; implementation of the cultural competency policy; and making complaint mechanisms clear to students.

Although the short turn-around between the fall 2014 evaluation and the Year One Self-Evaluation Report has been a challenge, the college has put in significant effort toward the content and the spirit of the recommendations in the short time frame, with quality results. We look forward to our ongoing work with NWCCU's high standards that guide us toward fulfilling our important social mission.

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