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.

*Indicators of Achievement:

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.
Rational: 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.

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*Although the Core Themes and Objectives have been approved and finalized by IEC at this time, Indicators are still in development stage and will be fine-tuned as discussion and review of the Core Themes continues in the months ahead. For more information about how you can participate in the conversation about indicators and provide feedback in the process, please check https://www.lanecc.edu/institutionaleffectiveness/core-themes for current information.