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 majors Lane has articulated to the UO and to OSU.
Rationale: Major articulation agreements with our two primary transfer institutions contribute to Lane students continuing their pursuit of Bachelor degrees.

1.3 Percent of Program Review reports that address feedback from advisory boards and other external sources.
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 continuing education classes.

Rationale: Cancellation rate is a key, nationally recognized benchmark for continuing education program success. Cancellation rate indicates whether programmatic offerings are aligned with community needs and demands.

Measure Notes:

Ideally, we want to capture only Lane-programmed classes put out for open enrollment in both the numerator and denominator. We would exclude all "pass through" classes to include Ed to Go, U Got Class, internal Lane professional development, S3 courses and SAI promotions of other agencies courses.

Lida says that it will be easy to exclude online (Ed to Go and U Got Class) using the Instructional Method in Banner and/or the Sequence Code (Z). Lida is not aware of a Banner construct that would allow us to filter out the other "pass through" classes. **Craig, do you have any ideas?** Lida and I recommend that we set an acceptable threshhold of 10-15%.

1.5 Economic impact of Small Business Development Center.
Rationale: Economic impact (capital formation, jobs created, jobs retained, and new business starts) reflects the effectiveness of SBDC programs and services in supporting local businesses.

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.

1.6 Listenership of KLCC

Rationale: Listenership of KLCC public radio is a measure of our broadest-reaching non-academic service that supports the intellectual and cultural needs of our community.

Measure: KLCC rank in local (Eugene/Springfield market). This data comes from Nielsen and is measured twice annually, in the spring and fall. We can publish our rank, just not other station's names and rankings. John and I suggest we set an acceptable threshold of 3rd. 2nd or better would be an "A".

1.7 Progress toward carbon neutrality.

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

1.8 Participation rate for college-sponsored arts and cultural events.

Rationale: Arts and cultural programming are an integral part of our relationship with our community, and participation rates indicate community interest and engagement.

Core Theme 2: Accessible and Equitable Learning Opportunities

Lane's policies, procedures, programs, and services facilitate open, fair, and just educational experiences.

Objective 1: Lane minimizes barriers and maximizes opportunities for diverse student populations.

To gauge the extent to which the college minimizes barriers and maximizes opportunities for its students, we consider comparative data in terms of how students of various demographic groups participate in, are admitted to, and succeed in LCC programs. We also assess various modalities and options created for diverse student needs.

*Please note, indicators 2.1, 2.2, and 2.4, are considered preliminary baseline measures. These are not expected to be long term indicators, rather they allow for a baseline survey to determine either future "achievement gap" measures, and/or inform more specific measures.

Indicators of Achievement:

2.1 Assess Lane Community College demographics in relation to the demographics of Lane County

Rationale: An examination of the demographics of LCC programs as compared to Lane County demographics will produce baseline measures with regards to accessibility.

2.2 Assess baseline student enrollment in academic and student support (provides academic support outside of classroom) programs based on student demographics.

Rationale: An examination of program enrollment will highlight the possible existence of barriers for diverse student populations, and potential intervention points.

2.3. Percent of students enrolled in ABSE, ESL, or Dev Ed (RD87) who transition successfully to post-secondary education, disaggregated by race/ethnicity, Pell Grant support, age, gender, veteran's and disability status.

Rationale: This indicator assesses how well students from diverse backgrounds are progressing towards higher educational goals, and identifies potential intervention points.

2.4 Student and program success rate measured by disaggregation of Core Theme Indicators 4.4 (degrees) and 4.5 (transfer). Data is disaggregated by: race/ethnicity, Pell Grant support, ELL, previous ABS/ESL/Dev Ed enrollment, veterans, age, gender and disability status.

Rationale: Success by students in these populations indicates Lane provides equitable learning opportunities.

2.5 Percentage of disciplines that have distance learning options that allow students to progress meaningfully towards earning certificates, degrees, or transfer credentials.

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, and relevance, rigor, innovation, and transparency

Objective 1: Lane employs high-impact practices.

To determine how successfully services and programs create a quality educational environment, the college considers three key areas of student engagement: student awareness of 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 accessing advising and academic planning to create clear roadmaps to learning and success.

Objective 2: Lane faculty and staff regularly engage in professional development to promote currency and innovation focused on improving teaching, learning, and the educational environment.

In order to gauge the extent to which the college supports and contributes to the ongoing improvement of Lane's educational environment, we measure how many employees participate in professional development opportunities.

3.3a Percentage of employees who participate in professional development activities related to current thinking about teaching in their fields.

3.3b Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.

Objective 3: Lane designs intentional curricula to support discipline-level, *program-level and college-level outcomes.

Designing curricula with intentionality involves connecting each curriculum to student learning objectives and outcomes at three levels (discipline, the program, and the college) and maintaining currency. We look at curricula mapped to Lane's Core Learning Outcomes because theses outcomes create this connection between levels. We also gauge how well curricula reflect the best practices in the field.

3.4 Percentage of academic/educational programs that is/are mapped to Core Learning Outcomes.

3.5 Percentage of academic/educational programs that is/are systematically reviewed and revised to reflect current disciplinary and industry standards and workforce needs through either the program review process or external accreditation.

3.6 Percentage of academic/educational programs that is/are assessed against Core Learning Outcomes.

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

3.7 Progress toward Learning Plan goal attainment

3.8 Governance council plans are implemented, assessed, and outcomes are used to inform effectiveness in teaching and learning.

*using the definition and delineation of programs used by APROC

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 first time in college 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. Completion of gateway mathematics is predictive of degree completion.

4.2 Percentage of 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 students who complete degrees or certificates within 3 years.

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

4.5 Percentage of award-seeking students who transfer to 4-year institutions within 3 years.

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.