Lane Community College

ACHIEVING DREAMS

Mid-Cycle Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Lane Community College

September 15, 2017

Table of Contents

List of Tables

List of Figures

Introduction

In the three years since the 2014 Year Seven Self-Study, Lane Community College has worked diligently to develop and implement its institutional effectiveness model. The college has further refined its planning structure to ensure that planning processes are purposeful, systematic, integrated, and comprehensive and that they document mission fulfillment (Standard 3.A). This work included the development and alignment of new core themes and a new strategic plan with five new strategic directions. In order to develop core themes and strategic directions that represent and support everyone's work, Lane solicited participation and input from across the campus, developing drafts of the core themes and strategic directions, sending those drafts back out for further input, and then revising based on that input. This process resulted in a well-integrated and understood relationship between the core themes and the strategic plan that guides the college's process of continuous planning, assessment, and improvement.

Central to this process is the college's focus on assessment of student learning at the institutional, program, and course levels. Part One and Part Two of this report demonstrate the college's advances in assessment, including the development of its Institutional Assessment Plan. Part Three provides an account of the college's plans to provide evidence of mission fulfillment and sustainability in Year Seven, including a list of planned institutional activities.

Responses to Recommendations 4, 5, and 6 from NWCCU appear in the Addendum, which includes the work aimed at scaling up systematic assessment across the college. It also details the implementation of comprehensive program and service review processes closely tied to assessment, informed by data, and connected to planning and the institutional effectiveness model. Finally, it describes the implementation of the board policy related to diversity and inclusion, including the development of an equity lens to frame professional development around equity and social justice for the next five years.

Part One: Aligning Mission, Mission Fulfillment, and Sustainability

Lane Community College's new Institutional Assessment Plan supports the college's vision, mission, values, core themes, Strategic Plan, and Learning Plan, and it is integrated into the college's institutional effectiveness model and institutional effectiveness timeline.

In this model, core themes and their associated indicators represent mission fulfillment at the college level. Strategic directions are established every five years as part of a comprehensive institutional planning process that identifies priority actions to support and improve achievement of Lane's core theme objectives. Other institutional plans in the model—including those for diversity, program review implementation, resource allocation, and annual department work (see Figure 2 Lane's Integrated Planning System)—support the college's strategic directions and its core themes and provide a feedback loop about objectives' relevance to mission fulfillment. Importantly, in addition to being integrated into the

institutional effectiveness model, the Institutional Assessment Plan includes assessment of the college's general education learning outcomes, Lane's Core Learning Outcomes (CLOs), which serve as a proxy for mission fulfillment.

Whether at the course-, program-, or institution-level, implementation is guided by the continuous improvement cycle Lane adopted: Prepare/Plan/Collect, Analyze/Share, Improve, and Reflect (see Figure 1).

Core Themes and Strategic Planning

In 2015-16 to better conduct purposeful, comprehensive planning that supports mission fulfillment, the college developed new core themes and associated Core Theme Teams: Responsive Community Engagement, Accessible and Equitable Learning Opportunities, Individual Student Achievement, and Quality Educational Environment. The themes and their objectives and original indicators are included in the 2015 Year One Report. Mission fulfillment is defined as achieving these four core themes, which are carried out in alignment with college core values. Theme fulfillment is demonstrated through the realization of core theme objectives, which are measured through a set of indicators and attendant thresholds. Lane's strategic directions work with its planning and institutional effectiveness structures and processes to support fulfilling the core themes.

Figure 1 Lane's Continuous Quality Improvement Cycle

When the college developed its 2016-2021 Strategic Plan, it developed strategic directions that reflect priority actions to support achieving core theme objectives. As illustrated in Figure 2, strategic directions both inform and are informed by core themes and other institutional planning efforts.
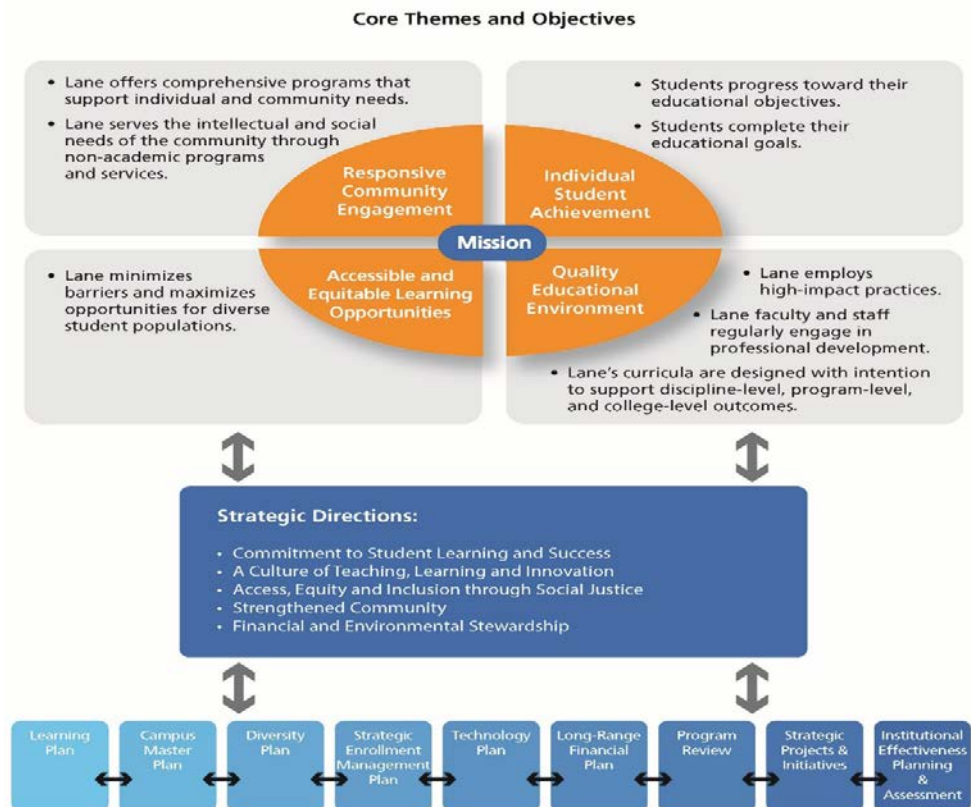

Figure 2 Lane's Integrated Planning System

The Institutional Effectiveness Plan includes the indicators specifically addressed within the first year strategic directions implementation plans. Between the 2015 Year One Report and the Mid-Cycle Evaluation, two Core Theme leaders were appointed for each Core Theme Team working under the guidelines outlined in Table 1.

Table 1 Core Theme Teams' Scope of Work

Core Theme Teams: Purpose and Scope of Work

- Core Theme Teams establish core theme indicators and minimum thresholds for success that provide meaningful, verifiable evidence to determine fulfillment of a core theme objective. The teams determine what evidence is collected to analyze an indicator and ensure that evidence is regularly collected. Upon review of evidence, teams may recommend core them indicator changes with a rationale to the Institutional Effectiveness Committee (IEC), thus ensuring the information is meaningful to inform mission fulfillment and planning.

- Core Theme Teams are comprised of key faculty, managers, and classified staff who have relevant impact, interest, and expertise in assessing and improving the college's core theme indicators and strategic direction measures.

- Teams meet at least once a term to 1) review Core Theme and Strategic Direction indicators and measures, 2) discuss and analyze data and summative reports from college initiatives and programs, 3) review and discuss established threshold and benchmark data, and make recommendations, if needed, for improvement or adjustment, and 4) provide feedback to the Institutional Effectiveness Committee and initiative/program leads on the effectiveness and progress of college efforts toward mission fulfillment.

- Core Theme Teams submit a narrative report to the IEC with the objectives, indicators, and minimum thresholds for success, as well as the rational**e** for the selected indicators. Teams will also report on their analysis of achievement and recommendations for improvement of the indicators.

- Teams develop and implement communication and outreach plans to engage all college stakeholders to further understanding of core themes and strategic directions and to foster a culture of shared ownership, authority, and accountability.

Evaluating the Core Themes, Objectives, and Indicators

In 2016-17, the Core Theme Team leads reviewed the core themes, objectives, and indicators. They determined that one indicator needed to be omitted and several needed to be revised. Further review and revision of Core Theme 2 in fall 2017 will address the omission of faculty and staff from the stated indicators and will mirror the equity lens approach the college has adopted, which is fully described in the Response to Recommendation 6 in the Addendum.

The current core themes, objectives, and indicators reflect the changes on the next page:

1. **Core Theme 1:** Responsive Community Engagement: Indicator 1.8, "Participation rate for college-sponsored arts and cultural events," has been omitted because, despite multiple efforts, there has been no progress in defining college-sponsored arts and cultural events.
2. **Core Theme 2:** Accessible and Equitable Learning Opportunities: The order of indicator 2.1 and 2.2 was reversed to move more logically from the demographics of Lane County to the demographics of the college's demographics. Indicator 2.2 is now 2.1 and vice versa.

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

   2.2 Assessment of Lane demographics in relation to the demographics of Lane County

3. **Core Theme 2:** Accessible and Equitable Learning Opportunities: The language for indicator 2.5, "Percentage of courses within disciplines that have distance learning offerings" has been revised to read, "Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education." The reason for the revision was that the term "discipline" does not directly map to "program" or "program of study." The word "discipline," therefore, does not reflect if and how a student can work towards a specific program of study. In addition, determining if a discipline and/or program offers any distance learning options does not offer an indication as to whether or not a student can work towards "meaningful" progression in any specific area. The revision aligns the indicator with the NWCCU standard, which reflects meaningful (i.e., at least 50%) progression towards specific programs rather than disciplines.
4. **Core Theme 3**: Quality Educational Environment: In both indicators 3.5, "Percentage of educational programs that are mapped to Core Learning Outcomes Indicator," and 3.7, "Percentage of educational programs that are assessed against Core Learning Outcomes," the word "programs" was changed to "courses" because Lane's new Course Mapping System shows mapped courses but not mapped programs and therefore does not generate this program data.
5. **Core Theme 4:** There were no changes to the indicators for this core theme.

When the college implements its Institutional Assessment Plan in fall 2017, it will use data gathered during 2016-2017 to determine the extent to which the new core themes, objectives, and indicators are effective for determining mission fulfillment. The [Institutional Effectiveness Committee](#) will review the core themes, objectives, and indicators in fall of 2017 and continue revising them as necessary.

Core Learning Outcomes

Like other institutions, Lane also has identified general education objectives for student learning at the institutional level. These objectives are the college's [Core Learning Outcomes](#) (CLOs): Think Critically, Engage Diverse Values with Civic and Ethical Awareness, Create Ideas and Solutions, Communicate Effectively, and Apply Learning. CLOs distill essential knowledge and transferable skills that faculty and their students strive to develop through a liberal education. Dimensions of CLOs provide outcomes-based language and enumerate the skills necessary to live, work, and think productively in an increasingly complex, global society. Lane

is committed to ongoing, systematic assessment of these CLOs to fulfill its mission and to "transform lives through learning." There are three institutional report mechanisms by which CLOs are integrated into the institutional effectiveness model: the Assessment Team's Core Learning Outcomes Coordinator's annual synthesis, annual department analysis and planning, and program review.

Assessing the Achievement and Prevalence of CLO Dimensions in the Curriculum

The Core Learning Outcomes (CLO) Coordinator produces an annual report summarizing the results of funded assessment projects and providing observations and trends. Links to each year's report are on the Assessment Team's website. The CLO Synthesis Report for 2016-17 includes a breakdown of the frequency with which specific dimensions of the CLOs were directly engaged in assessment projects by courses/programs this year. Found on pages 8-10 of that report, this data reveals that, for example, students are most frequently demonstrating dimensions such as 2.5, "Collaborate with others to achieve shared goals," and less frequently demonstrating dimensions such as 5.4, "Integrate and reflect on experiences and learning from multiple and diverse contexts" (see Figures 3 and 4). In the coming year, the Assessment Team and CLO Coordinator can use this data to communicate with faculty so that they might reflect on how they are addressing and assessing these dimensions in their courses.
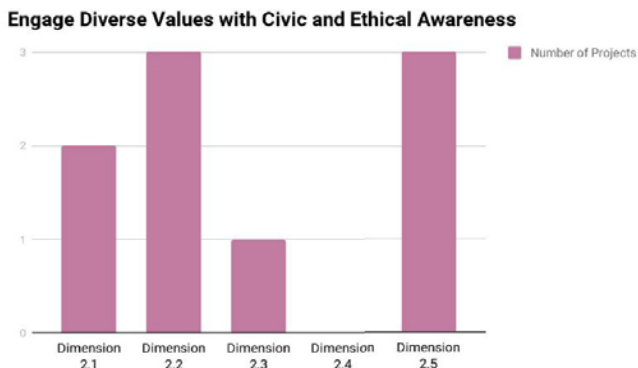
Figure 3 Projects Assessing CLO 2 Dimensions
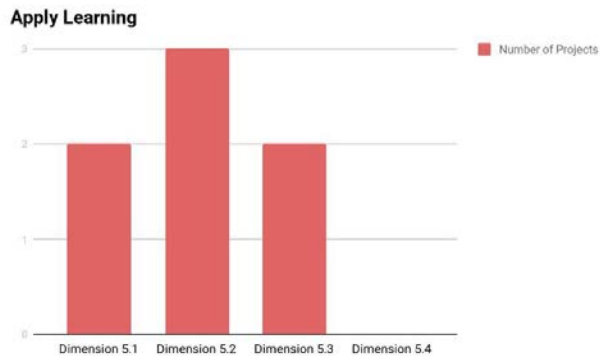
Figure 4 Projects Assessing CLO 5 Dimensions

Annual Department Planning

To ensure that planning processes are meaningful, systematic, evidence-based and appropriately interconnected, the college developed an annual department planning system that connects department work to program-level review and the strategic goals of the college. In 2015-17 the college transitioned to a comprehensive program review process that links annual department planning to five-year program review cycles. This work is being approached with an agile development or continuous process improvement mindset. For more detail on Annual Planning, see the Department Planning Fact Sheet.

In their annual plans, programs that have completed Academic Program Review work from their Implementation Plans to develop annual planning goals. All departments address

assessment data in two areas of their annual reports. College-wide indicators include core themes objectives and indicators and strategic directions objectives and indicators. (For more detailed discussion of the Curriculum Mapping System, see the Response to Recommendation 4: Assessment in the Addendum.)

Academic Program Review

The faculty-led Academic Program Review Oversight Committee (APROC) oversees the review process. To organize the inquiry process, program faculty create three high-level questions about the quality of the learning environment, student achievement and success, or other student learning issues. The Administrative Management Team (AMT) provides up to two questions with an eye on institutional learning goals, and APROC may also pose one question. The *Academic Program Review Handbook* provides guidance for developing productive inquiry questions, and assessment practices are included in the list. If a program does not include an assessment-related question, the AMT provides an assessment question geared to the level of assessment a program is currently engaging. This customized approach ensures that assessment is a standard part of program review and prompts programs to continually improve and build assessment capacity. The APROC chair sits on the Institutional Effectiveness Committee and gives a presentation to the Board of Education each June. For more detailed discussion, see the Response to Recommendation 5: Program Review in the Addendum.

Once the department planning and program review reports have moved through the institutional effectiveness process, data is then driven back to departments through responses to the reports, where they can be taken up in departmental work.

Part Two: Assessing Student Learning – Two Representative Examples

Assessment of student learning at Lane is essential for determining the extent to which the college achieves its mission to provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success. The assessment cycle is a multi-stage, recursive process that includes CLO data collection, analysis, and utilization, as well as communication with appropriate constituents, to help determine the degree to which programs contribute to core theme objectives. Programs at Lane are at different stages of development in their capacity to produce systematic, meaningful assessment that informs improvements.

The examples of Speech and Communication Studies (SCS) and Physical Therapist Assistant (PTA) below demonstrate the alignment between core themes, objectives, indicators, and CLOs at the course and program level. Additionally, they reflect the impact that faculty-led, institutional support has had on bringing assessment work up to an exemplar level. Both SCS and PTA received support from the Assessment Team for scaffolded assessment projects and for assessment fellowships. PTA also undertook one of the first self-studies in the college's new Academic Program Review process initiated two years ago. Full details on the Assessment

Team's scaffolded assessment projects, Assessment Fellows Program, and the new program review process are addressed in the Responses to Recommendations 4 and 5 in the [Addendum](#).

Example 1: Speech and Communication Studies Department

The Speech and Communication Studies (SCS) Department provides courses designed to foster students' appreciation of the centrality and complexity of communication, build confidence in their ability to communicate effectively, and promote their sense of responsibility for communicating capably. The ultimate goal of the program is to develop sensitive, adaptable communicators in sending and responding to messages. Part of the Language, Literature, and Communication Division, the department's three full-time faculty and 11 part-time faculty offer eleven classes, seven of which are performance- and skill-based classes and four of which focus on communication theory.

Assessment Methodology

In 2014-15, SCS began systematically revising its learning outcomes and assessing student proficiency in relevant CLO dimensions. It created an assessment, analysis, and improvement process to use across high-enrollment classes and then selected one class per academic year to initiate the process. This process has resulted in intentional assessment methods that align with learning outcomes, thus supporting Core Theme 3: Quality Educational Environment. It also supports Core Theme 4: Individual Student Achievement by demonstrating to the institution student achievement of course-level learning outcomes and progression toward achieving Lane's CLOs.

For each course, SCS follows a three-year evaluation and assessment process (see Table 2). In any given year, the SCS Department works on three separate courses, each of which is in one phase of the process: exploring and revising, developing and assessing signature assignments, or developing the shared Moodle LMS course shell.

Speech and Communication Studies Evaluation and Assessment Process		
Year 1 Plan/Prepare/Collect	**Year 2** Analyze/Share and Reflect	**Year 3** Improve
Rewrite Student Learning Outcomes	Give Signature Assignment	Create Course Shell
Choose Common Textbook		
Survey Students	Evaluate Signature Assignment	
Survey Faculty	Fall In-Service Faculty Discussion and Planning	In-Service Discussion and Planning
Create Signature Assignment		Make Changes/Improvements as Needed
Create Course Syllabus Template		
Fall In-service Faculty Discussion		

Table 2 SCS Three-Year Assessment Process

In 2014-15, the department initiated Year 1 activities of its process with COMM 111: Fundamentals of Public Speaking. Based on its analysis of survey data during Fall In-service, the department closed the loop by creating a COMM 111 Syllabus Template that includes a CLO statement and filming policy and conducting an assessment of the signature speech assignments for Winter Term.

In 2015-16, the department continued its work, including artifact collection and evaluation of previously created signature assignments for COMM 111. It also launched its three-year process for COMM 100. The artifact collection involved videos of students performing the signature assignment. Twenty videos were selected, which, while not enough to be statistically viable, created a foundation and allowed for pilot norming of the process.

The results of the 2015-16 work included increasing cohesion and consistency across all sections of a course, creating opportunities for norming, and expanding participation in assessment practice from full- and part-time faculty. Faculty also ran diagnostics on their courses. They then made revisions to ensure that all faculty taught to the student learning outcomes, which consisted of focusing on the teaching of visual aids and standardizing the number of speeches required. Faculty also requested a way to receive individual faculty data for comparison purposes in an informal norming process.

The 2016-17 academic year was a turning point for SCS assessment development. Faculty were finally looking at concrete data because the signature assignments showed measurable results. After several years of working on assessment, including participating in scaffolded projects supported by the Assessment Team, the department had courses at all three stages.

- COMM 218 began Year 1 of the program's assessment cycle and developed the COMM 218 Signature Assignment and COMM 218 Signature Assignment Rubric.
- COMM 100 entered Year 2. Surveys revealed that both students and faculty felt that most of their course time is spent on public speaking and that that there should be more balance with communication theory since COMM 100 is a survey course. Faculty are also now considering a second signature assignment for COMM 100 that would focus on communication theory alongside the existing assignment on public speaking. They are also considering making the public speaking section more informal and less structured.
- COMM 111 entered Year 3 of the program's assessment cycle. The department review of the course revealed the need for a single, stable location for course information, so faculty created a Moodle shell to accommodate the new hybrid version of the class.

The SCS program currently offers 13 unique courses each year, each of which will undergo its three-year process. This system will ensure sustainable, comprehensive, continuous quality improvement to support course- and program-level mission fulfillment.

Example 2: Physical Therapist Assistant Program

The PTA program is a blended-learning program with didactic, laboratory, and clinical internships designed to graduate "entry-level" Physical Therapist Assistants (PTAs). Students in the main and expansion courses attend online lecture courses together; laboratory teaching, practice and skills assessments are hosted at the respective campuses in a dedicated laboratory

space. Each lab space is equipped with internet protocol (IP) video to allow for real-time collaboration and simultaneous campus presentations during scheduled course enhancement activities (e.g., review sessions, guest panels). Laboratory faculty-to-student ratios have been 1:12 to assure appropriate supervision, safety, practice, and feedback of simulated skills. The program will pilot a 1:15 ratio and assess effects on student learning and the learning environment. The program is served by two full-time faculty (Program Coordinator and Academic Coordinator of Clinical Education) and six part-time faculty. All faculty who teach lecture and clinical courses have taught continuously in the program since 2009, and all have engaged professional development in effective teaching and learning, including distance learning and technology-enhanced learning. All faculty are licensed Physical Therapists or PTAs with prior experience in clinical and academic teaching and active clinical practice.

The PTA Program has an intentional curriculum with course-, program-, and institution-level outcomes and technical-skills assessment, allowing it to demonstrate student learning growth over time.

Assessment Methodology

The following methodology applies to assessment in all PTA courses. The PTA program's assessment process demonstrates achievement of objectives in Core Theme 3: Quality Educational Environment and Core Theme 4: Individual Student Achievement; the program is designed for students to receive discipline-specific, growth-mindset feedback, and it demonstrates student achievement of course-level learning outcomes and dimensions of the college's CLOs.

In the PTA Program, program-level learning outcomes are mapped to courses and course-level learning outcomes are mapped to the CLOs. The course-to-outcomes mapping table allows the program to demonstrate that students are meeting CLOs. The program's current assessment practices developed out of work begun in 2013. The program organized its course-level content into units. Faculty reviewed each unit to determine how to evaluate achievement of course-level outcomes through specific assignments, as demonstrated by the instructional design template for PTA 103.

Also in 2013, faculty agreed that, to demonstrate clinical readiness, students should be able to demonstrate a "developing" to "proficient" understanding on all program-level outcomes. This decision led to the following framework for learning assessment. Successful students demonstrate "beginning" CLO attainment in PTA 101L in term 1, and progress to at least "developing" CLO attainment in terms 2 and 3 in preparation for supervised patient care during clinical internships, as exemplified by PTA 103. Grading criteria were then written based on this framework, and rubrics were designed to explicitly communicate to the student each assignment's purpose and what progression toward course learning outcomes and CLOs the student demonstrates at the completion of the assignment. The framework was then mapped out in the program-level rubric faculty developed for the CLO Apply Learning to articulate student development over time in pre-clinical laboratory courses.

This methodology has also been applied to the co-requisite sequence PTA 103 and PTA 103L to map core learning outcomes, program outcomes, and course-level outcomes to assessments in

term 2. The assessments make the intentional curriculum visible to the students by having an explicit, discipline-specific purpose and explicit maps to course outcomes and CLOs so that students know what they are doing, the extent to which they need to do it, and why they do it. The levels in each rubric reflect the discipline expertise of the faculty who determined that when a student meets certain levels in a particular content area, they are at a certain place in the program and the faculty can say whether students are making developmental progress toward clinical readiness with more certainty than before.

2016-17 Assessment

The PTA program's [2016-17 Assessment Report](#) details the program's ability to assess student learning through attainment of course outcomes and CLO dimensions that resulted from the work undertaken between 2013 and 2017. From the 2016-17 assessments, the program learned that PTA students are advancing their learning from "beginning" to "developing" for all of the college's CLOs in the winter-term clinical courses. This assertion is supported by the student learning outcomes (course and CLO) [assessed](#) in three PTA 103 assignments, three PTA 103L take-home lab activities, and two PTA 103L lab practical assessments. Students who "meet expectations" on course-level assignments in the winter term are demonstrating at least "developing" in the associated CLO dimensions.

Applying What We Learned

Student learning outcomes in PTA 104L laboratory simulation from 2016-2017 indicate the sampled students are largely at or above a score of "2", or "developing". [The data](#) are confounded, however, by looking at two samples from differing years and different exam conditions (2016 was Week 6, 2017 was Week 11). In the future, a cohort sample should be examined under the same conditions for each year. The decreased performance at the end of the term in students' abilities to "create ideas and solutions and communicate effectively" for a case that increased in complexity compared to the midterm may be an indicator that more scaffolding during PTA 104L instruction during the second half of the term is warranted.

SCS and PTA: Emerging Methods

Both SCS and PTA spent several years engaging in scaffolded assessment projects supported by the Assessment Team. They also received coaching from the CLO Coordinator and participated in the Assessment Fellows program. This institutional support resulted in their ability to authentically assess student learning at the course-, program-, and institution- levels. Their processes can now serve as models for other departments and programs that are at beginning or developing stages with their assessment work.

Other programs have begun similar course-level assessment projects that support a widening engagement with systematic assessment. For example, each of the eight programs completing program review in 2016-17 progressed to the next step in their assessment of student learning. For more details on recent assessment progress, see Response to Recommendation 4 in the [Addendum](#).

Part Three: Moving Forward to the Year Seven Self-Study

As this report's documents show, Lane has been intentionally improving capacity to demonstrate mission fulfillment through assessment of core theme objectives and indicators. Rich conversations have led to concrete actions and new or improved processes and systems. Key groups have gained understanding and built the necessary expertise to communicate to stakeholders how the pieces fit together toward achieving mission fulfillment. In the past three years, a critical mass of faculty, staff, and managers have begun to fully engage with this work across curricular and co-curricular activities in college services, diversity, equity, and inclusion, student enrollment and academic progress, assessment, program review, and institutional effectiveness. The Action Plan in Table 3 outlines nine steps for building upon this work with actions, aims, and responsible parties; the college will be guided by this plan in anticipation of the 2021 Year Seven Report to NWCCU. The plan is ambitious and comprehensive, but because it builds on recent accomplishments in each area, we believe it is achievable. Commitment of responsible parties signals the recognition of these steps' importance to mission fulfillment.

Table 3 Moving Forward to Year Seven: What We Need to Do

Step	Actions Planned	Aims	Responsible Parties
Core Theme Engagement Fully develop Core Theme Teams to support broader, across-campus engagement with core themes, objectives, and indicators.	-Expand Core Theme Teams. -Each Core Theme Team will develop and implement a plan to engage employees across campus in activities during the FY 2017-18. academic year to increase broad understanding of indicators and determine if objectives were accomplished. -Data will be provided for each core theme indicators to team members and teams will determine if core theme indicators were met. -Core themes will be promoted and highlighted in all college wide events such as college in-service and fall conference and published broadly. -Core theme teams will determine if core themes objectives are valid and provide sufficient evidence to determine accomplishment of the core theme objective.	-Broader engagement of faculty, classified and administrators in core theme assessment. -Core Theme Teams determine achievement of indicators and determined outcomes are meaningful and valid and assist the institution in determining mission fulfillment.	Vice Presidents of ASA and College Operations, IRAP

	-Core Theme Teams will make recommendations for changes to objectives and indicators to the IEC committee.		
Connecting to Learning College Values Connect assessment to Lane's historical strengths as a Learning College by focusing on the importance of assessment to improve student learning. Reframe the institutional message around assessment from a requirement for accreditation to an activity that is central to teaching and learning.	-Faculty will share successful outcomes of assessment of student learning and the benefits for improving teaching and learning at fall in-service, spring conference, and other campus events and activities. -Resource allocation tied to successful planning and assessment will be implemented.	-Results of assessment and program review are meaningful and useful to faculty. -Result of assessment and program review improve teaching and learning.	Vice Presidents of ASA and College Operations, IRAP
Integrated Assessment Planning Departments will develop an assessment plan that integrates with annual department planning and program review.	-Deans, and faculty will develop an assessment plan and it will be included in the annual department planning structure. -Departments will report annually on progress of plan elements.	-For all departments to have integrated plans that inform continuous improvement of student learning and support core theme indicators.	Deans and Directors, Faculty
Engaging All Disciplines in Program Review and Assessment Engage all faculty in developing high-quality, sustainable, discipline-specific assessment and program review processes by • supporting programs as they tailor assessment	-Provide on-going faculty professional development. .Continue to provide one-on-one coaching for faculty. -The Center for Teaching and Learning will develop resources on current student learning assessment methods and program review. -Provide on-going training for deans and directors on strategies to support assessment of student	-Assessment outcomes and program review plans result in improved programs and teaching and learning and achievement of core theme indicators. -College-wide assessment occurs on a regular and on-going basis.	Vice Presidents, Assessment Team, Faculty Professional Development

practices to their disciplines, • supporting college-wide program review for continuous improvement, • ensuring all programs and services are included on the five-year program review schedule, & • ensuring assessment enhances collegiality and collaboration.	learning and program review for faculty. -Faculty led committees (APROC and Assessment Team) will continue to work collaboratively with the administration to fully implement program review and assessment of student learning.		
Building Data Literacy Develop data literacy and leverage appropriate technology among faculty, staff, and managers. Provide professional development to support faculty in better assessment design and data interpretation. Support Faculty Professional Development opportunities, cyclical offerings of the Assessment Course taught by the Coordinator of Student Learning Assessment and Curriculum Development, and personalized support sessions with the CLO Coordinator.	-Core theme indicators, strategic direction measures, and standard program data elements are published and shared annually with the campus community. -Program review standard data elements are shared annually with deans and faculty. -Faculty will be encouraged to engage in cross discipline conversations about data trends for unique program review questions. -Data summits will be held annually, and outcomes of program review and assessment of student learning are shared and reviewed. Improvements are made to overall system. -Launch use of Curriculum Mapping System, and continually make needed improvements.	-Assist departments in using data effectively to improve curriculum, teaching and learning, and achievement of institutional core theme objectives. -To use data summits to engage college community in understanding the college's mission fulfillment through data analysis.	Institutional Research, Assessment, and Planning (IRAP)

Connect CLOs Explicitly to General Education Use CLOs as a mechanism for developing an assessment architecture and resources to support general education assessment. Clearly communicate to campus community the relationship among program-level assessments and general education outcomes.	-Course: Revise course learning outcomes to be measureable/observable. -Course: Determine courses (across General Education, ESL, ABSE, Co-op, High School Connections, etc.) to be assessed; develop multi-year plan for assessing student learning. -Course: CLOs: course mapping; create assessments, rubrics; embed CLOs in course materials, online courses, etc. -Program: Develop program assessment goals (academic departments). -Program: Include program learning outcomes in Curriculum Management System (CMS) or develop parallel mapping structure for programs. -Student Affairs: Embed CLOs and assessment of student learning into academic and student affairs. -Institutional: Use CMS to track CLOs, and report on progress. -Institutional: Develop strategic focus areas for general education and developmental education	-Widespread CMS use. -Development of an effective tool for connecting curriculum to core learning outcomes. -Increase annually the number of courses/programs mapping to CLOs. -Increase annually the number of assessments linked to CLOs. -Accommodate program-level learning outcomes mapping with the CMS. -Achieve comprehensive CLO mapping by increasing annually the number of General Education and Developmental Education courses mapped to CLOs and assessed.	Academic departments, program/discipline faculty, managers, Assessment Team, IRAP, Student Affairs Departments
Quality Program-Level Assessment Processes Work with program faculty to develop benchmarks for program-level assessment that may include evaluating program purpose, examining alignment of program design with program outcomes, mapping alignment of program outcomes with disciplinary or external expectations,	-Revise program-level outcomes based upon assessment information. -Design and implement program level systematic assessment at the program level. -Develop program level goals, measure outcomes, and analyze result.	-Increase annually the number of revised program outcomes based on assessment. -Increase annually the number of program-level assessments completed.	Faculty, Deans and Directors

and identifying missing or outdated elements in the program.			
Implement Lane's Diversity Plan including its Equity Lens Cultural Competence Professional Development.	-Develop and implement Lane's Equity Lens. -Assess and revise Lane's Equity Lens. -Cultural Competency Professional Development activities and trainings are scheduled and offered	-Develop and implement Equity lens. -Meet target of 100% of faculty and staff who participate in Cultural Competency and Professional Development activities and training.	Diversity Council
Integrated Planning and Resource Allocation Ensure alignment of program/department level, institutional level planning efforts and integration with holistic budget development and resource allocation systems.	-Fully develop Institutional Effectiveness and Planning website, resources and online systems. -Implement institutional effectiveness reporting system. -Integrate department planning and resource allocation systems. -Develop multi-year strategic investment plans.	-Clearly link resource allocations to strategic plans, goals, and priorities. -Annual institutional effectiveness reports assess effectiveness of planning and resource allocation structures.	Director of Planning, Strategy & Budget

Appendix A: Core Themes, Objectives, and Indicators

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 Percentage 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.

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.

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.

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, for indicators 2.1, 2.2, and 2.4, we consider these preliminary baseline measures. We do not necessarily expect that these will be our 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 Assessment of Lane 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 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.

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

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

2.4. Percentage 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.

2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education.

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 evidence-based 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, evidence-based 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.

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

3.4 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 evidence-based practices in the field.

> *using the definition and delineation of programs used by APROC

3.5 Percentage of educational courses that are mapped to Core Learning Outcomes.

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

3.7 Percentage of educational courses that 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.

3.8 Progress toward Learning Plan goal attainment.

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. Percentage 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 progression into college-level academic programs.

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: Professional certification pass rates are a direct indicator of attainment.

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

Rationale: Employment is a direct indicator of attainment.

Appendix B: Student Affairs Program Review Schedule

Student Affairs Program Review Schedule 2016-2021				
Functional Area	Department/Division	Manager	Academic Year	Status
Academic Advising Programs	TBD	TBD	2017	In progress
Academic Progress Standards	Student Affairs	Mary Parthemer	2016-2017	
Admissions Programs & Services	Admissions/Start Right			
Alcohol & Other Drug Programs	TBD	TBD	2017-2018	
Campus Activities Programs	Student Engagement	Christina Walsh	2018-2019	
Child and Family Education	Child and Family Education	Sue Norton	2015-2016	Implementing Action Plan
Counseling Services	Student Success	TBD		
Disability Resources & Services	Student Affairs/CAR	Terrie Minner	2020-2021	
Financial Aid Programs	Student Affairs	Helen Faith	2020-2021	
International Student Programs & Services	ASA	Jennifer Falzerano	2018-2019	
Learning Assistance Programs (FYE, Peer programs)	To be developed		2018-2019	
LGBT Programs & Services	To be developed			
Multicultural Student Programs & Services	Student Engagement	Christina Walsh	2018-2019	
Orientation Programs	Student success		2020-2021	
Registrar Programs & Services	Student Success	TBD	2018-2019	
Sexual Violence-Related Programs & Services	TBD	TBD	2019-2020	
Student Conduct Programs	Student Standards	Carl Yeh	2017	In progress
Student Leadership Programs	To be developed	Christina Walsh	2018-2019	
TRIO & Other Educational Opportunity Programs	TRIO/Student Affairs	Mary Parthemer	2019-2020	
Veterans & Military Programs & Services	Student Engagement	TBD	TBD	NOTE: VA Certifying Visit April 2017
Women's and Gender Programs & Services	Student Engagement	TBD		

Addendum:
Responses to Recommendations 4, 5, and 6

Response to Recommendation 4

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

Since the Year Seven Self-Evaluation Report submitted in 2014, the college has made significant strides toward a systematic, institution-wide culture of assessment that focuses on a continuous cycle of planning, assessment, and improvement. Initial steps in this work were detailed in the Ad Hoc Report in 2016. They have now been more fully developed to integrate the assessment of student learning into the institution's strategic planning processes, thereby ensuring institutional effectiveness.

Development of an Institutional Assessment Plan

As previously described in Part I of this report, the college has drafted an [Institutional Assessment Plan](#). This plan connects assessment of student learning with institutional planning efforts and resource allocation. The plan includes the new department planning process that replaced the college's unit planning process. Annual department planning involves reporting on student learning assessment through department-specific indicators and through college-wide indicators related to the core themes and strategic directions. Results are shared with the Institutional Effectiveness Committee and the Executive Team.

Revised Board Policy

At the December 19, 2016 Board of Education Meeting, the Board reviewed and revised [Board Policy 015](#) regarding assessment to more explicitly align with the NWCCU standard and more accurately reflect the college's commitment to the assessment of student learning as it's a necessary component of mission fulfillment. The revision gave assessment more visibility. The boldface text reflects the changes to the existing policy:

> Lane Community College believes that to best serve students, and the community, students who complete course work at the College should possess the skills and knowledge as stated in the published descriptions and student learning outcomes of programs and courses. Assessment is a critical activity that guides institutional effectiveness, provides a vehicle for faculty interchange and professional development, demonstrates accountability, enhances public relations, and justifies public confidence.

The College will implement assessment of student learning outcomes in all curricula, courses, and educational activities. Assessment of student learning outcomes will be ongoing **and systematic**, guide all curricular activities, and be used to improve the teaching and learning process. **The college will document, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Lane's Assessment Team
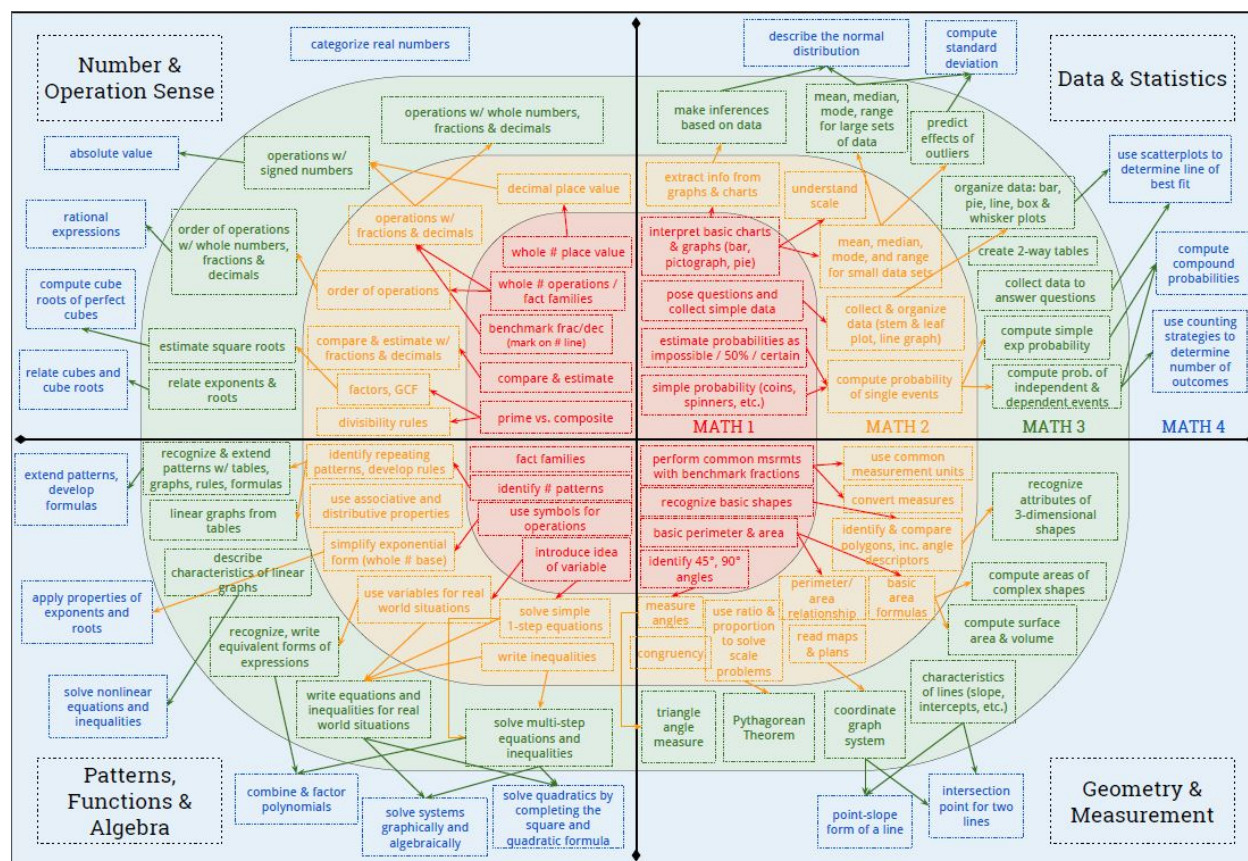
Figure 4 Math Curriculum Mapping Assessment Project, ABSE Dept. 2017

In 2016-17, the Assessment Team (A Team) revised its [charter](#) to better reflect its ongoing work at the college. The revised charter more clearly articulates A Team's role as an advisory group that mediates and facilitates but does not bear sole responsibility for the assessment of student learning on campus. It also contains a more clearly articulated vision, mission, and goals. Additionally, it evinces the charge that assessment work is the responsibility of the entire campus and must, necessarily, involve the governance system. Given the successes of program

review, which resulted in part due to the support by and through governance, the A Team hopes to secure the same endorsement. Program review will be discussed in detail later.

Assessment Outreach on Campus

As a central part of its work, the A Team coordinates, chooses projects for funding and supports a variety of assessment projects each year that engage faculty in the work of systematic assessment. Between 2014-2016, faculty teams completed more than sixty assessment-related projects. These projects ranged from revising course outcomes to mapping course outcomes to the college's Core Learning Outcomes (CLOs) to gathering and evaluating signature assignments. The PTA program's application of a theoretical framework and the SCS program's commitment to stage-based assessment in annual cycles provide examples of the expansion and ambition of assessment at the college.

During spring term 2017, the Assessment Team organized informal opportunities for faculty to meet with team members to learn more about assessment. They hosted four Assessment Team Coffee Talks--discussion-based sessions that allowed faculty to ask questions and learn more about assessment work taking place at the college—and held drop-in chats on Mondays during April for faculty who could not attend the scheduled talks.

These talks and drop-in sessions built on the momentum of the Student Learning Assessment Plan Conversation Kits and webpage created by the Coordinator of Student Learning Assessment and Curriculum Development as part of her work with A Team and with input from the team. The kit describes the college's commitment to student learning, the goals of the campus conversation around assessment, a timeline for assessment work taking place from March-September 2017, and an overview of the principles of assessing student learning.

To determine and design future faculty outreach and support, the team distributed the "Survey on Assessment Knowledge, Experience, and Needs." The anonymous survey gathered information from individuals and departments regarding their understanding of assessment and the assessment work currently being undertaken. Between March 6 and May 31, 2017, seventy-four faculty completed the survey: 43 full-time and 31 part-time faculty from both credit and non-credit courses. Faculty represented the following education areas: Transfer, Career Technical, Developmental, ABSE and Library. The survey results are currently being analyzed by the A Team co-chairs.

The A Team also held kickoffs with the faculty involved in CLO assessment projects as well as assessment fellows' gatherings (the Assessment Fellows Program is described below), fellows' check-ins, and showcases for assessment projects in order to generate buy-in and to raise awareness of the process and value of assessment work.

The team participated in planning and leading sessions at Spring Conference, an in-service event that will be described in detail later in this response.

Assessment Fellows Program

Two years ago, the Assessment Team created an [Assessment Fellows Program](#), modeled in part by the program at Anne Arundel Community College. Fellows help scale up assessment work across the college by leading that work in their particular area. They participate in the following activities:

● Scheduling discipline, department, or program, planning meetings

● Recording and synthesizing division, discipline, department, or program discussions around systematic assessment

● Consulting with the Assessment Team about methods, progress, barriers, etc.

● Collaborating on developing or furthering a division, discipline, department, or program-level CLO assessment project, which will include artifact assessment

● Giving a 10-15 minute presentation of their work to the Assessment Team

Assessment projects follow one of two models:

> **Mapping and Tools Creation Fellow Model**: map multiple course or program outcomes to Lane's CLOs and create assessment tools (e.g. a rubric) to assess the proficiency with the CLOs. Mapping at this level should include all highly enrolled courses offered in a division, discipline, department, or program, as well as mapping of program outcomes. This stage will likely involve developing signature assignments or setting parameters for artifact collection and scoring.

> **Artifact Scoring Fellow Model**: assess a set of artifacts from the fellow's division, discipline, department, or program using the assessment tools that clearly assess CLOs. The assessment tools should be created by their discipline, department or program. This model requires consultation with Institutional Research, Assessment, and Planning (IRAP) to ensure reliability and validity of the assessment project. It may also require collaboration with IT depending on the artifact assessment model they plan to use.

Assessment Fellows receive one course (3-4 credits) reassignment time per academic year.

For 2017-18, the original number of four fellows will be scaled up to six to better support faculty and programs in their assessment work.

Coordinator, Student Learning Assessment and Curriculum Development

On February 1, 2016, the new coordinator began work, filling a position that had been vacant since 2013. The position includes an extensive list of [responsibilities related to assessment](#). The coordinator's work is also integrated with college assessment efforts across campus. She sits on several committees, including the Academic Program Review Oversight Committee, the Assessment Team (where she will become the permanent Chair by position beginning 2017-18), the Curriculum Committee, the Institutional Effectiveness Committee, and the Learning Council.

In spring of 2017, the coordinator created and taught the [college's Assessment Course for faculty](). Twenty people attend this four-session course, which focused on discussion about, and analysis of, the assessment cycle in the context of teaching and learning. The coordinator also participated on the committee that planned the Spring Conference and was involved with sessions on learning outcomes, curriculum/Core Learning Outcomes mapping, and assessment planning. As previously noted, she produced an Assessment Conversation Kit to galvanize the campus community around assessment work as part of her role as incoming Chair of the Assessment Team. Additionally, she worked with executive deans and members of the Curriculum Committee to analyze and improve the curriculum development and approval process. This project focused on better connecting curriculum development and assessment to determine when courses or programs are revised or when new courses and programs are developed that the changes have had the intended impact.

Curriculum Mapping System

Beginning with work initiated in the summer of 2016 by the A Team Chair and the Coordinator of Student Learning Assessment and Curriculum Development, the college has apportioned sufficient technical support to create a digital database, the new Curriculum Mapping System (CMS). The CMS will serve three functions: as a mechanism for faculty to compare their understanding of the alignment of a given course's outcomes to the CLOs and dimensions, as well as the range of assignments given to evaluate student performance of a particular outcome; as an official record of where the CLOs and dimensions show up across our curriculum, which can then function as a heuristic for evaluating future curricular developments/revisions; and as a repository for assessment reports and data generated around artifact scoring.

The last function allows the tracking of assessment efforts being undertaken across campus that are outside of the A Team's project funding process. This tracking is key while the Coordinator of Student Learning Assessment and Curriculum Development continues working on the departmental assessment reporting form deans will complete in conjunction with faculty in their respective disciplines. The CMS will provide a repository for projects made possible through A Team funding as well as those completed without that funding.

Figure 6 Curriculum Mapping System Main Menu

Figure 6 shows the main menu screen of the CMS. Faculty can choose to review existing course outcomes to make sure that the ones in Banner college catalog (and the CMS) align with what is being addressed in a given class and then revise outcomes if they are incorrect or incomplete. Following outcome revision, faculty have the option to select within all five CLOs and all 27 dimensions and indicate how course-level outcomes translate to CLO language. The next step is for faculty to indicate which assignments (from an established list) are used to evaluate student performance against a given outcome. Finally, faculty can note if a group has undertaken artifact assessment against any of the assignments selected and upload a copy of their assessment report/data generated.

The mapping tool offers two branches for this faculty work. The first is a developmental branch: multiple faculty teaching the same course can map course outcomes to the CLOs and their corresponding dimensions and then compare maps before determining an official map for the course. The second branch is reserved for faculty leads/coordinators or official departmental/program designees who will enter the official, agreed-upon understanding of the alignment between course-level outcomes and CLOs/dimensions. The designee is also responsible for making certain that the correct course-level outcomes are in the college catalog. This mapping will ultimately become part of the annual catalog approval/review process.

The CMS makes official outcomes visible to users and provides a mechanism for keeping outcomes current and accessible to students and other stakeholders. The CMS brings curriculum tracking into the information age, allowing digital updates of curricula to occur in a central location. Currently, many course outlines live only in paper copy in binders within a department/discipline office, and they haven't all been recently updated in Banner. Another benefit of this system lies in the codification offered through an annual process of updating course outcomes. Such codification results in more consistent, coherent creation of outcomes language, as well as shared understandings of course goals because a visible and regular process invites greater coherency. A third benefit resides in the comprehensive curricular maps that will eventually manifest once a sufficient number of courses have been mapped. This meta-map will allow the college to determine where in the curriculum the CLOs and their dimensions are manifest and which are lacking/underrepresented. It will also reveal what kinds of assignments are most commonly given to evaluate student proficiency.

Spring Conference

At Lane's annual Spring Conference, the college gathered for a [day-long program](#) of assessment-focused talks and workshops. The conference theme was "Where Do We Go from Here? The Role of Continuous Quality Improvement in Transforming Lives through Learning." The all-staff session in the morning featured keynote speaker, Carol Schaafsma, the retired Vice President of Linn-Benton Community College. She discussed the ways in which assessment of student learning occurs throughout the learning environment, not just in the classroom. Several concurrent sessions took place throughout the day, including one on co-curricular assessment and the A Team's four workshops for faculty and academic deans:

- Plotting Your Course on the General Education Map: Mapping Course Outcomes to Lane's Core Learning Outcomes
- Taking Stock: Developing a Plan for Student Learning Assessment in Your Corner of the Campus
- What's in a Learning Outcome? Setting Clear and Manageable Course Expectations
- The Curriculum Mapping System (CMS)

As outlined in our "Outreach" section of the Institutional Assessment Plan, Lane plans to include assessment professional development at in-service as well as customized opportunities at the program level throughout the year.

Learning Plan

The Learning Council is developing the college's five-year Learning Plan, which will be completed in 2017-18. The purpose of the plan is to establish and sustain excellence in student learning, provide a means for assessing progress, and update actions at the college level. It highlights continuous improvement, incorporating current educational needs, pedagogical and subject-matter advances, and opportunities for improvement of the learning environment. The Learning Plan includes assessment mechanisms for continuous process improvement. The plan explicitly calls for promotion of "systematic continuous improvement that incorporates current educational needs, pedagogical, organizational, and subject matter advances," and invites

"collaborative endeavors where faculty, staff, and managers across the college systematically investigate program and service effectiveness." The inclusion of such language indicates that faculty, the faculty association, and the governance system recognize the key role that assessment of student learning plays in the integrity of a learning college.

Annual Departmental Planning Reports

In spring of 2017, the college with guidance from the Assessment Team created a web form for the assessment portion of annual departmental planning reports. This form includes information about how much scaffolding work departments have completed, which direct and indirect data has been collected and analyzed, and the actions planned based on those analyses.

Academic Program Review (APR)

Programs engaged in review create three, high-level questions to answer; the Administrative Management Team (AMT) provides two questions. If a program does not include assessment in its questions, the AMT will provide an assessment question to ensure that assessment is a standard part of program review. The former and current chair of the Assessment Team sit on the Academic Program Review Oversight Committee and provide coaching for programs as they develop their assessments. The *Academic Program Review Handbook* guides faculty, staff, and administrators through all stages of the APR process, and a comprehensive website provides updates and resources for each stage of the 5-year APR cycle. For more information on Academic Program Review, see Response to Recommendation 5 in the Addendum.

Student Affairs Redesign

In 2016-17, Student Affairs undertook a complete redesign that focuses on optimizing the major stages of the student experience: Starting Right, Engagement and Momentum, and Success and Completion. The redesign aims to more effectively serve students and more accurately assess student learning outside of the classroom.

In 2016-17, the Academic Progress Standards Workgroup began a Program Review process. The Program Review Committee for that group is using a version of the general Council for the Advancement of Standards in Higher Education (CAS Standards). They are using draft rubrics to assess the following components of the Academic Progress Standards system:

- CAS Standard 1 - Mission
- CAS Standard 2 - Program
- CAS Standard 3 - Organization and Leadership
- CAS Standard 5 - Ethics
- CAS Standard 7 - Diversity, Equity and Access
- CAS Standard 10 - Technology

- CAS Standard 12 - Assessment

Student affairs now engages in a three-year assessment cycle and incorporates the assessment of student learning into the annual planning process, including reporting on the previous year's activities and sharing plans for the coming year.

The framework for developing its assessment plan across the college's co-curricular offerings involves the following:

- Identify co-curricular activities for assessment of CLO dimensions.
- Assess CLO achievement in identified co-curricular activities.
- Document use and achievement of CLO dimensions in co-curricular activities.
- Using artifacts determined in previous year, analyze data collected of student achievement of CLO dimensions in student affairs areas/activities.
- Use the Student Affairs Program Review Process to embed assessment of co-curricular learning in all Student Affairs areas.

Response to Recommendation 5

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

In the past five years, the college has developed its program and service review processes so they are comprehensive, informed by data, and connect to planning and institutional effectiveness processes. Each program- and service-review area (College Services, Academic Affairs, and Student Affairs) has designed relevant processes that allow for long-term strategic planning and in-depth consideration of department-specific and cross-departmental issues and opportunities. Results of reviews inform institutional planning and improvements, and, taken together, allow for evaluation of the college's achievement of core theme objectives and strategic directions.

Lane's College Services Team embarked on formal program review activities beginning in 2012-2013 with Specialized Support Services, Custodial Services, and Facilities Management & Planning. Over the course of that year, each of these programs engaged their teams in a comprehensive review process to help develop multi-year strategic plans based upon the shared vision and understanding of program staff and leadership. A five-year schedule was developed to assure that all College Services programs would engage in the first round of program review before the end of 2018. To date, eight of the ten College Services programs have completed their first program review.

In 2016, the College Services Leadership Team identified three of its members to serve as Program Review Coaches, helping departments to initiate and traverse the complex process by providing support and coaching as needed throughout the year-long review process and also during subsequent implementation and reporting. A comprehensive website includes a variety of tools to support the College Services program review process: the schedule for both anticipated completion and the process itself; outline and guide; completed program review documents; and timeline for completion.

College Services' program review experience provided process expertise and momentum to expand to Academic Program Review (APR). Beginning in 2014, a work group developed guiding principles for APR that would fully engage faculty in a system of meaningful, discipline-specific self-study leading to evidence-based improvements at the program level that would connect to institutional planning and resource allocation. Two programs—Drafting and Early Childhood Education—volunteered to act as test cases for the college to map out the necessary infrastructure to support widespread engagement.

In 2015-16, the Academic Program Review Oversight Committee (APROC) was established, members and a faculty chair were appointed by Faculty Council, and the committee began work on operationalizing the Guiding Principles into processes that were clearly communicated and understood by program faculty. (See APROC Agenda and Meeting Minutes 2015-17.) Like any large college process, APR has many moving parts. To begin bringing APR to scale from two to 67 programs, in 2015-16 APROC worked diligently to address the following:
- Guiding programs' and administrators' inquiry question development for meaningful program review
- The role of Information Technology in supporting APR
- Defining what constitutes a program for the purposes of APR
- Developing a communication plan
- Establishing standard data packages and training PRCs in their use
- Building capacity for Institutional Research to respond to program inquiries
- Identifying coaches to support PRC leads new to APR
- Establishing a recruitment and scheduling process for programs to enter the cycle
- Establishing a budget
- Establishing guidelines for External Peer Reviewers

As anticipated in this first full year of APR, building process expertise and infrastructure in parallel with programs entering the first year of the review cycle impacted seamless completion of self-studies. In that year, nine Program Review Committee (PRC) leads participated fully in meetings with coaches and with APROC, worked with IRAP on data collection and analysis, and provided progress report on time, but not all submitted their reports within the optimal one-year window. Of the nine programs that worked on self-studies in 2015-16 (including two pilot programs from 2014-15), five completed their self-studies and are currently developing or implementing action plans. One program was cut from the budget entirely; one was restructured and changed staffing and now will complete in Fall 2017 after regrouping. Two

programs will complete their self-studies October 1, 2017 and begin the Implementation Phase in Fall 2017.

The oversight committee received consistent feedback that more support, structure, and communication would improve the timely completion and quality of APR. So the following year, APROC made several substantial changes and improvements which together had a significant impact on program review. The APROC chair developed a handbook with templates and timelines to lead each program through a manageable workflow as they studied their programs. The handbook included guidance in the program review cycle of developing inquiry questions, collecting and analyzing evidence, creating a plan, preparing for external peer review, reporting out to the college community, and beginning implementation. [See APROC Website.]

In addition to publishing a handbook, APROC and the college added several other key infrastructure pieces and resource commitments to support bringing APR to scale in a timely and sustainable fashion:

- A Memorandum of Agreement reached with the LCC Education Association that defined roles and authority for APR and provided for reassigned time/compensation for program review committee lead work.
- Development of regular communication and reporting mechanisms for PRCs: Fall Orientation, Dean's Orientation, Winter Check-In, Spring Round-Up, Reports to Lane Board and Institutional Effectiveness Committee, and Fall Poster Sessions at In-service
- A Database for Academic Program Review (DAPR) which codifies workflow steps, tracks program completion of APR, and archives completed reports and data for analysis and sharing. This system will be available for on-campus access and review during the site visit.
- A job description for, and hiring of, a project coordinator for project management and process support.
- A job description and increased reassignment time for the APROC Chair (now at .56 FTE)
- A Charter and Goals for APROC
- A website to communicate and guide faculty and administrators in each phase of APR
- A working definition of "academic program" for the purposes of APR and a published list of programs for APR [See Figure 6 Academic Programs by Division]
- A graphic identity for APR that concretely conveys the continuous improvement cycle and organizes stages in the process. This graphic serves as a guide on the website main menu, in the handbook, and in college communications. [See thumb drive accompanying this report.]

With the handbook, website, and other infrastructure improvements in place, PRC leads' confidence in the process improved with significant results: in 2016-17, seven out of eight programs completed self-studies and external peer reviews within the optimal window with only one program delaying because of a national grant opportunity taking priority.

Thus, 2016-17 was a watershed year for APR: the college reached a critical point in APR development and now has enough infrastructure to support comprehensive APR of all

programs by 2020-21. The Memorandum of Agreement reached with the faculty association acknowledges the workload commitment involved in the self-study phase, and its ratification by faculty in spring 2017 was an important step for institutionalizing APR. Dedicated project coordination staff now support the operational and technical details required for smooth functioning.

For its own continuous process improvement, APROC embeds three assessment mechanisms in its process: the oversight committee asks each PRC lead to include in its report any barriers they encountered and to suggest possible improvements; the committee meets with the Vice President for Academic and Student Affairs and Institutional Research, Assessment, and Planning for an annual process evaluation; and APROC holds an annual process review retreat to plan for improvements in the coming year based on the previous year's feedback.

The college has identified 67 academic programs to undertake Academic Program Review from 2015-2021 (see Figure 7 Academic Programs and APR Master Program Planner.) Through APROC and IRAP, the college has capacity to support 14-18 Program Review Self-studies each year. Twelve programs are scheduled for self-study in 2017-18, nearing the annual capacity target of 14 each year. (Some programs come onto the Year 1 of the APR cycle in Winter Term.)
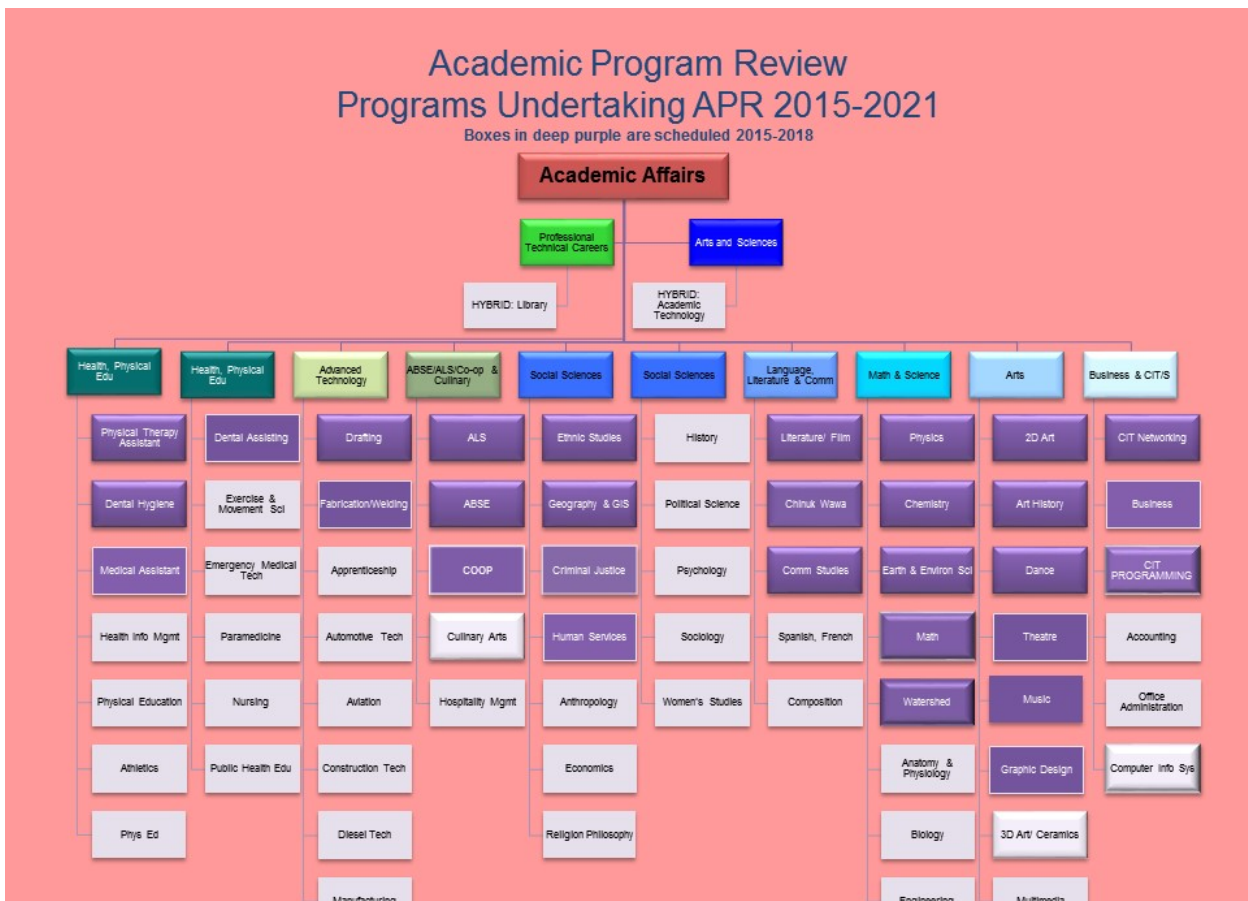

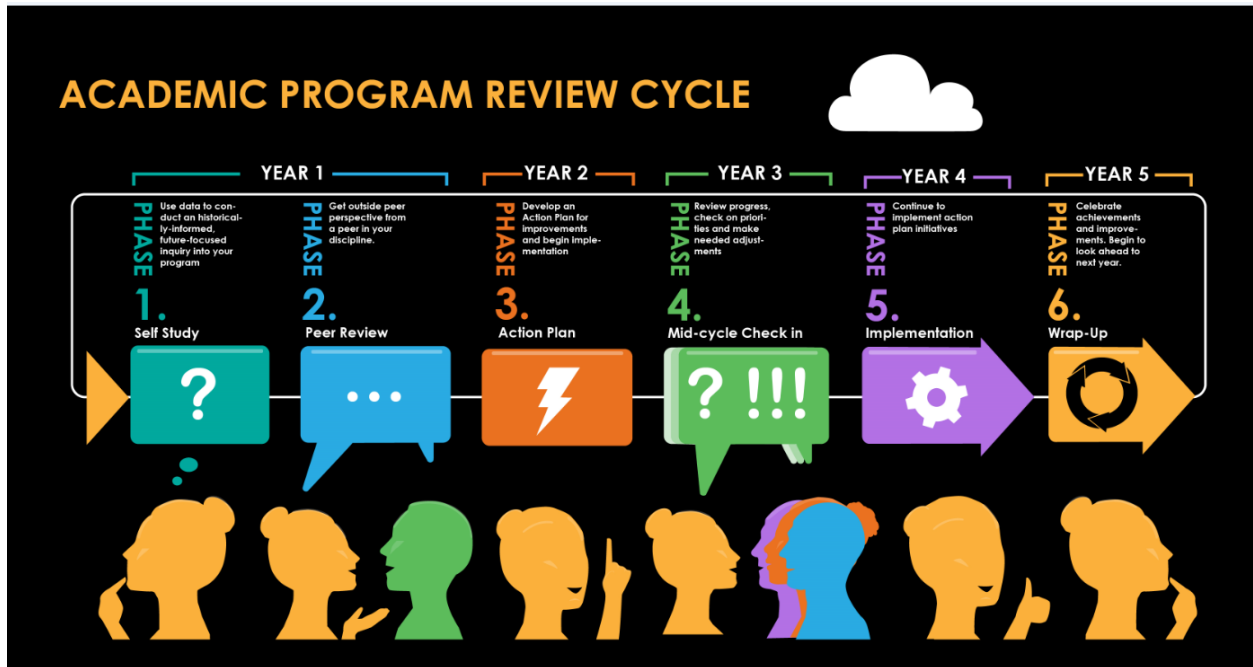*Figure 7 Academic Programs for APR Cycle*

Figure 8 Academic Program Review Website Main Menu

The college has ensured that program review at Lane is meaningful, results in improvements to programs in order to enhance student learning, and informs the allocation of resources to support that improvement. Program review is incorporated into the Institutional Effectiveness Model such that annual reports to the Institutional Effectiveness Committee will be analyzed and recommendations made to the Executive Team and College Council (see Figure 9 Components of Lane's Institutional Effectiveness Model). In addition to providing Core Theme Data (e.g., for Core theme indicator 1.3 and 3.6), preliminary reports from 2016-17 Program Review Self-Studies are also revealing important global feedback on institutional effectiveness. Some examples include

- the need for improvements in formal and informal advising and communication to respond to enrollment declines;
- the need for more granular data on high-touch vs. online advising; and
- an improved relationship among programs and IRAP, improved faculty data literacies, and greater clarity in IRAP on predictable queries as well as staffing limits.

Institutional Effectiveness Model: Determining Mission Fulfillment

Accreditation & Core Theme Teams

Achieving the Dream

Strategic Enrollment Management

Program Review

Assessment

Governance Councils & College-wide Committees

Plans and summative progress reports

Institutional Effectiveness Committee

Institutional improvement analysis, summary and recommendations

College Council
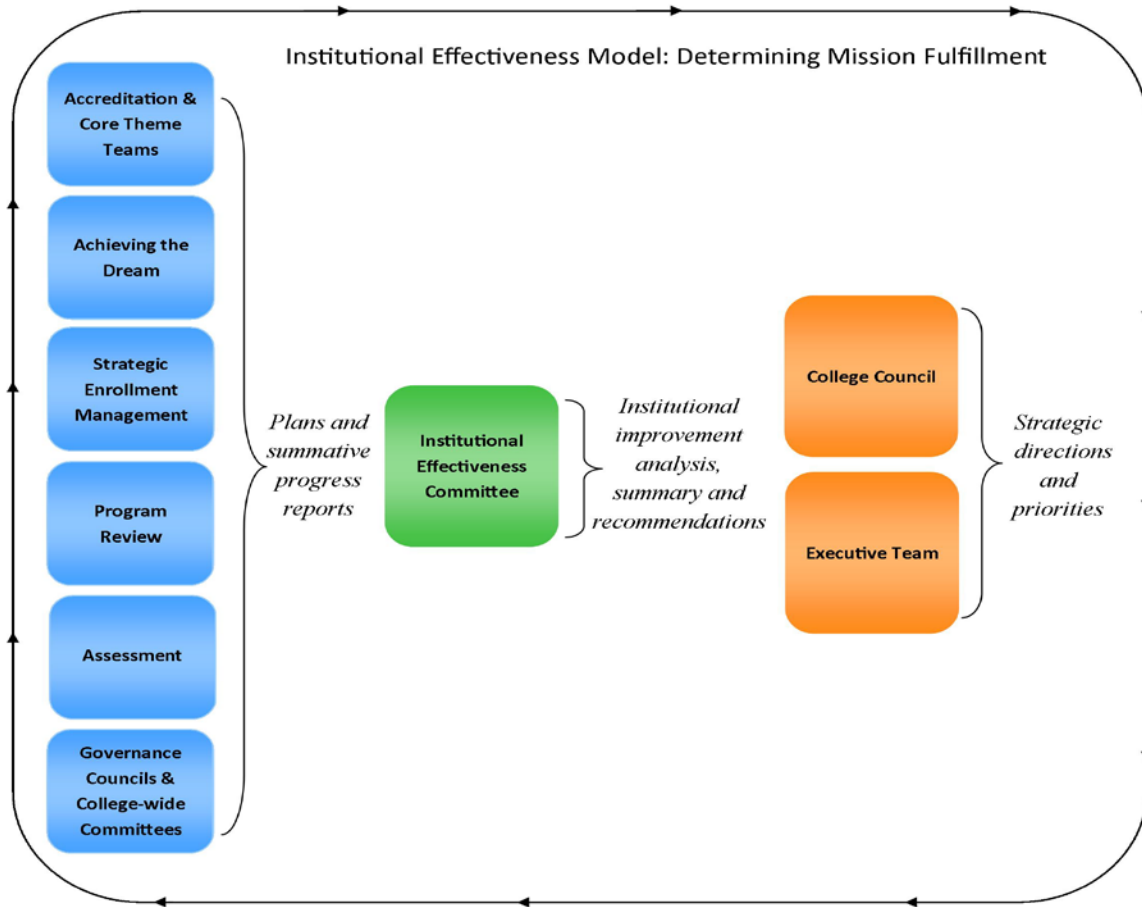
Executive Team

Strategic directions and priorities

Figure 9 Components of Lane's Institutional Effectiveness Model

The college has integrated annual department planning and program review into the budget development and resource allocation cycle as illustrated in Figure 10.

Figure 10 Planning and Resource Allocation Model

Response to Recommendation 6

Recommendation 6: In order to reflect nondiscrimination in practice and to realize accomplishment of its core themes, core values, and strategic directions, the evaluation committee recommends that the college fully implement the board of education policy related to diversity and inclusion (Eligibility Requirement 5 and Standard 2.A.18).

Introduction

Lane Community College continues to implement the following Board policy on cultural competency:

Policy Number: BP520.

Policy Title: CULTURAL COMPETENCY.

Lane's core values of respect for diversity, and for a safe, respectful and inclusive working and learning environment, require cultural competence/diversity awareness among its employees.

An inclusive culture is one that cultivates respect, equity and positive recognition of cultural differences among all members of the community. It requires that the social and institutional responses to cultural differences encourage and promote positive learning and working experiences.

To build individual and collective capacity for diversity awareness/cultural competence, the president is directed to ensure the implementation of a program of professional development that requires all employees to participate in appropriate education and training. The president shall assure the development of an evaluation and tracking system to assess the effectiveness of the program and submit a monitoring report to the board on an annual basis.

ADOPTED: February 5, 2014

Work on implementing the above policy includes the continued expansion of professional development opportunities for faculty, management, and staff. This expansion is coordinated by the Cultural Competency Professional Development Committee, which was formed in response to the board's policy and operates under the auspices of the Diversity Council. Work also includes reviewing the Diversity Council's previous five-year plan; creating a new five-year plan; and developing an equity lens tailored specifically to Lane and involving all stakeholders.

Cultural Competency Professional Development Strategic Planning

The Cultural Competency Professional Development (CCPD) initiative at Lane Community College is specifically designed to address the evolving needs and changing demographics of the college's student, staff, and community populations. The college's strategic direction focusing on "Access, Equity, and Inclusion through Social Justice" prioritizes creating philosophical and structural underpinnings that will lead to a cultural paradigm shift in the ways that learning, working, and engagement happen on campus. The CCPD mission is grounded in three foci: (1)

the pedagogy of teaching and learning, which is a fundamental element of the college's core mission; (2) the service mindset, that allows faculty, classified, management and administrative staff to engage with learners in ways that advance and achieve the students' goals for academic achievement and career success; and (3) the professional growth and development of staff skills to better serve our student demographic.

The CCPD Committee was formed to oversee and coordinate the work necessary to ensure that the goals of the CCPD initiative are met. The committee is supported by the Diversity Governance Council, but is autonomous. There is some overlap in the membership between the CCPD committee and the Diversity Governance Council, which ensures a consistent sharing of information between the two groups. The CCPD committee meets regularly and is comprised of a variety of stakeholders on campus which currently includes classified staff, managers, and faculty, all of whom have committed to helping guide this work. Going forward the CCPD Committee will continue to expand the circle of participation among administrators, deans, faculty and staff, students, and the community.

One of the initial conversations that the CCPD Committee had to engage in was deciding how to create the implementation structure for the required program of professional develop. The committee started with two central questions: 1) How can we delineate levels of cultural competency professional development? 2) How can we develop a varied and meaningful set of professional development opportunities for all staff members?

To address the first question, the committee proposed the idea of having multiple levels of CCPD competency. Under this proposal, there would be three levels of professional development available to staff: 1) Basic (18 hours of professional development, completed over a three-year period); 2) Intermediate (an additional 18 hours of professional development, a total of 36 hours); and 3) Advanced (another 18 hours of professional development for a total of 54 hours). Completing the Basic level would fulfill a staff member's responsibility per the Board policy. The Intermediate and Advanced levels would allow staff wishing to have deeper knowledge in these areas the opportunity for paid professional develop to gain additional proficiency.

To respond to the second question, the committee needed to build a structure in order to provide Lane staff with high-level professional development opportunities to grow their individual and collective knowledge, skills, and abilities. After discussion, the committee proposed that the professional development opportunities would include a variety of workshops, seminars, and conferences with future online delivery options. The varied offerings would allow staff multiple opportunities and platforms to engage in this professional development.

Being mindful of the need for all staff to be able to see themselves reflected in this work, the committee identified ten dimensions that would serve as the focal point for training areas. These dimensions help us frame an intersectional focus that is representative of the composition of the campus community. These ten areas are

1. Race, Ethnicity, Nationality, Culture, and Language
2. Age, Ability, Accessibility, and Mental Health
3. Sexual Orientation, Heterosexism, and Sexism
4. Gender Spectrum
5. Religion and Interfaith
6. Social Class
7. Veterans
8. Social Justice, Power, and Privilege
9. Prison Industrial Complex/"School to Prison Pipeline"
10. Intersectionality

Based on these dimensions, a set of professional development opportunities was delivered at the 2016 Spring Conference. This conference was framed by issues of access, equity, and inclusion. The professional development workshop opportunities offered throughout the day were well attended by staff from all areas of the campus. The comprehensive staff participation in this conference seemed to create the turning point at which staff members previously not engaged in this work began to see the relevance of cultural competency professional development to their roles on campus.

Based on feedback from participants in Spring Conference CCPD workshops, as well as the hope that the committee's proposal will be implemented by the college, the CCPD committee suggested the following:

1. CCPD workshop opportunities would be offered to staff on a year-round schedule not constrained by the academic calendar.
2. Trainings would focus on all ten of the dimensions on a recurring annual cycle.
3. Classified staff participation in these opportunities would be tailored to the work-scheduling needs of each department.
4. Facilitators for the workshops would include both college staff and community groups and members with expertise in these areas.

Table 4 on the next page provides a draft version Employee Diversity Development Plan, and Table 5 on pages 43 provides the 2017-20 calendar of proposed CCPD workshop offerings. A system of tracking and documenting employee participation and completion of workshops, seminars, conferences, and online offerings will be developed. The program review data tracking system DAPR may be adaptable for this purpose once agreements between Human Resources and college stakeholders has been reached. A collaborative process for developing this tracking system will begin in Fall 2017.

The work of the CCPD Committee captured above coincided with the Diversity Council's review of its previous five-year plan and decision to adopt an equity lens model at the College.

Table 4 CCPD Plan

Diversity Office/Cultural Competency Professional Development Team **Employee Diversity Development Plan**		
DRAFT **Note on Lane's Approach:** As part of a holistic approach to diversity-oriented professional development, Lane employees may choose one or more activities with which to engage. Each employee will be responsible for the creation and development of a personal diversity professional-development plan which will be a part of the annual employee evaluation process. The employee's personal diversity professional development plan continues through their employment relationship with the college.		
Activities	**Responsible Parties**	**Artifacts and Indicators**
Workshops	Chief Diversity Officer/CCPD Team & Human Resources	Minimum (12) Hours Documented Attendance and Engagement
New Employee Onboarding	Chief Diversity Officer/CCPD Team & Human Resources	Professional Portfolios Employee Evaluations Colleague (Peer-to-Peer) Assessments Professional Developmental Goal Assessments

Equity Lens Activities	Chief Diversity Officer/Diversity Council & Human Resources	Professional Portfolios
		  a. E-Portfolios
		  b. Physical Portfolios
		Employee Evaluations
		Colleague (Peer-to-Peer) Assessments
		Professional Developmental Goal Assessments

Conferences and Retreats	Chief Diversity Officer/CCPD Team & Human Resources	Professional Portfolios
		  a. E-Portfolios
		  b. Physical Portfolios
		Employee Evaluations
		Colleague (Peer-to-Peer) Assessments
		Professional Developmental Goal Assessments

Webinars	Chief Diversity Officer/CCPD Team & Human Resources	Professional Portfolios
		  a. E-Portfolios
		  b. Physical Portfolios
		Employee Evaluations
		Colleague (Peer-to-Peer) Assessments

		Professional Developmental Goal Assessments

Sabbaticals	Chief Diversity Officer/CCPD Team & Human Resources	Sabbatical Reports
		Professional Portfolios
		    a. E-Portfolios
		    b. Physical Portfolios
		Employee Evaluations
		Colleague (Peer-to-Peer) Assessments
		Professional Developmental Goal Assessments

Membership Organizations
• **Affinity Groups**
• **Communities of Interest**
	Chief Diversity Officer/CCPD Team & Human Resources	Professional Portfolios
		    a. E-Portfolios
		    b. Physical Portfolios
		Employee Evaluations
		Colleague (Peer-to-Peer) Assessments
		Professional Developmental Goal Assessments

Communities of Interest
• **Access, Equity and Inclusion-Study Groups**
	Chief Diversity Officer/CCPD Team & Human Resources	Professional Portfolios
		    a. E-Portfolios
		    b. Physical Portfolios
		Employee Evaluations
		Colleague (Peer-to-Peer) Assessments
		Professional Developmental Goal Assessments

Local Community-based Activities and Memberships	Chief Diversity Officer/CCPD Team & Human Resources	Professional Portfolios
		    a. E-Portfolios
		    b. Physical Portfolios
		Employee Evaluations
		Colleague (Peer-to-Peer) Assessments
		Professional Developmental Goal Assessments

Safe College (On-Line Trainings) • **Diversity Awareness: Staff to Staff** • **Conflict Resolution: Staff to Staff** • **Discrimination, Harassment, Work-Place Bullying** • **Other Trainings**	Chief Diversity Officer/CCPD Team & Human Resources	On-line assessments

Table 5 CCPD Three Year Workshop Delivery Calendar

Cultural Competency Professional Development 2017-2020: Draft Three-Year Workshop Delivery Calendar			
Year 1: 2017-2018			
Month	**Subject Area (1)**	**Subject Area (2)**	**Subject Area (3)**
August	Race, Ethnicity, Nationality, Culture & Language	Intersectionality	Age, Ability, Accessibility & Mental Health
September	Veterans Equity Lens	Sexual Orientation, Heterosexism and Sexism	Sexual Assault and Prevention
October	Social Justice: Power and Privilege	Prison Industrial Complex: School to Prison Pipeline	Social Class
November	Gender Spectrum	Religion and Interfaith	Race, Ethnicity, Nationality, Culture & Language
January	Implicit Bias	Intersectionality	Age, Ability, Accessibility & Mental Health
February	Veterans	Sexual Orientation, Heterosexism and Sexism	Social Justice: Power and Privilege
April	Prison Industrial Complex: School to Prison Pipeline	Social Class	Gender Spectrum
May	Religion and Interfaith	Race, Ethnicity, Nationality, Culture & Language	Intersectionality
Year 2: 2018-2019			
Month	**Subject Area (1)**	**Subject Area (2)**	**Subject Area (3)**
September	Veterans	Sexual Orientation, Heterosexism and Sexism	Intersectionality
October	Social Justice: Power and Privilege	Prison Industrial Complex: School to Prison Pipeline	Social Class
November	Gender Spectrum	Religion and Interfaith	Race, Ethnicity, Nationality, Culture & Language
January	Implicit Bias	Intersectionality	Age, Ability, Accessibility & Mental Health
February	Veterans	Sexual Orientation, Heterosexism and Sexism	Social Justice: Power and Privilege

Month	Subject Area (1)	Subject Area (2)	Subject Area (3)
April	Prison Industrial Complex: School to Prison Pipeline	Social Class	Religion and Interfaith
May	Gender Spectrum	Race, Ethnicity, Nationality, Culture & Language	Intersectionality
Year 3: 2019-2020			
Month	**Subject Area (1)**	**Subject Area (2)**	**Subject Area (3)**
September	Veterans	Sexual Orientation, Heterosexism and Sexism	Intersectionality
October	Social Justice: Power and Privilege	Prison Industrial Complex: School to Prison Pipeline	Social Class
November	Gender Spectrum	Religion and Interfaith	Race, Ethnicity, Nationality, Culture & Language
January	Implicit Bias	Intersectionality	Age, Ability, Accessibility & Mental Health
February	Veterans	Sexual Orientation, Heterosexism and Sexism	Social Justice: Power and Privilege
April	Prison Industrial Complex: School to Prison Pipeline	Social Class	Religion and Interfaith
May	Gender Spectrum	Race, Ethnicity, Nationality, Culture & Language	Intersectionality

Assessment of Previous Five-Year Plan

Council subcommittees reviewed each of the five sections of the previous plan and contacted the stakeholders associated with the action items in those sections to determine how much progress had been made. The Council determined that the 75 action items were not clearly attached to any stakeholders and, in some areas, there was insufficient funding, no funding, or funding that people did not know existed, to accomplish the items. As a result, the Council determined that the structure of the previous plan was not the most effective way to move work forward and agreed to narrow the scope and shift the focus of the work. Therefore, the Council decided to take 2016-17 as an interim year to shift its focus and create a new structure and framework for its new five-year plan.

Simultaneously, the Diversity Council agreed that there would be value in moving away from the language of "diversity," recognizing that it has become a catch-all phrase that functions as a box on a checklist rather than signaling a meaningful, systemic integration of a variety of

viewpoints and perspectives in students and staff that will help the college recruit, support, and retain a diverse student body and staff.

As the Council grappled with the change in language, Council leadership was aware that city and state institutions were shifting toward framing their work through equity lenses. In many of these lenses, the language of access, equity, and inclusion moves the conversation beyond the language of diversity. Diversity Council reviewed a variety of these lenses including Multnomah County's, and decided that developing Lane's own equity lens might be a more effective way to move the work forward. Recognizing that we need outside expertise to help us with this work, the Council asked Phil Nash, who is a leading voice for equity work in the U.S., if he would collaborate with the college to create an equity lens tailored to meet Lane's needs. Nash committed to working with Diversity Council and the college throughout the process of developing and implementing an equity lens.

After Nash's commitment, conversations began on the new structure of the five-year plan and the equity lens, resulting in the decision to organize the plan around the development of Lane's equity lens. A subcommittee was formed to decide what should be in the new five-year plan. The subcommittee met for the first time in winter 2017 and determined that the plan must involve stakeholders and be assessed formatively in periodic check-ins each term with Phil Nash as well as have a built-in summative assessment during year five to help the Council prepare to craft the next five-year plan.

The college brought in Phil Nash for a two-day workshop in February 2017. The first day was divided into two parts. The morning focused on a train-the-trainer session for Diversity Council members. The afternoon and second day sessions included more stakeholders and early adopters not serving on the Diversity Council but who had shown previous interest in and commitment to the work of equity on campus. Nash provided context for the equity lens work happening across the nation and helped participants clarify how the College wanted to situate itself within this larger work.

Recognizing that the equity lenses already in existence tended to have a singular focus that would not be conducive to the work at Lane, Diversity Council chose to develop an equity lens that uses the framework of intersectionality in order to get the most buy-in from the campus and to ultimately create a campus that is inclusive of everyone. It also understood the need to involve all stakeholders on campus.

The following section sets forth the work to date and the future plans and timeline for developing and implementing the equity lens; see Table 6 for additional information.

Framing Components for Lane's Equity Lens

Definition

What is the equity lens used for? This should be a short sound byte, easy to understand and remember.

The equity lens is used to reassess systems and decision-making to achieve access, equity, and inclusion on a college-wide level.

Vision Statement

The vision statement names our aspiration in greater detail.

Through a framework of social justice, the Equity Lens helps us to acknowledge the existence and causes of systemic inequity at Lane. It provides opportunities for intentional healing, reconciliation, and empowerment. Honest, transparent, and consistent use of this lens enables the campus to create a culture of accountability and empower all members of our community.

Framework for Action

Our work will help us develop a set of principles that sustain the institution in a way that ensures access, equity, and inclusion at all levels.

To accomplish this goal, our work will focus on:

- Impacts of actions and decision-making
- Illuminating and alleviating disparities experienced by underserved and underrepresented groups
- Expanding opportunities
- Transforming the community through healing and nurturing
- Recognizing and bridging gaps of understanding and communication
- Facilitating inclusive collaboration
- Empowering all members of the college community to participate in this work
- Encouraging personal and professional growth for all members of the community
- Ensuring accountability in the consistent implementation of the lens
- Building inquiry and assessment into all college systems at every level
- Expanding beyond traditional diversity-work-stakeholders to include other voices and other communities
- Increasing recruitment and retention of staff and students who are supportive of Equity Lens work
- Developing a set of principles that sustain the institution in a way that ensures access, equity, and inclusion at all levels

Guiding Questions

We will use questions to ensure our focus is appropriate, and to evaluate individual issues in the equity lens framework.

- Are the tone, word choice, layout, and graphics of our "public face" in alignment with our movement toward access, equity, and inclusion?
- Are the tone, word choice, layout, and graphics of our "internal" face in alignment with our movement toward access, equity, and inclusion?
- Have we created a safe environment to participate in Equity Lens work?
- Are we aware of the ways in which our equity lens is impacted by our individual, institutional, and systemic biases?

- Does the work resulting from our equity lens foster improvement at all of the following levels: individual, institutional and systemic?
- Do we have structures in place to ensure that the work resulting from the equity lens is collaborative and transparent across the institution?
- What assessment mechanisms have we built into the equity lens that will allow for continual improvement of both the lens and the work resulting from it as we move forward?
- What are the specific ways that Lane's Equity Lens is expected to reduce disparities and enhance access, equity, and inclusion?
- Can we realistically meet the goals of access, equity, and inclusion framed by the equity lens?
- Have we clearly articulated Lane's Equity Lens and expectations to all stakeholders? How are we going to get buy-in across campus?
- Have we ensured that Lane's Equity Lens can help us heal and transform our structures, environments, and selves?

Stakeholder Lists

Who is affected by this work? Who is benefited or burdened? Who has a perspective or narrative to contribute?

Students

- Student affinity groups: Gender Sexuality Alliance, Black Student Union, Asian Pacific Islander Student Union, Native American Student Association, Movimiento Esudiantil Chicano/a de Aztlan, Muslim Student Association, Lane Women's Program, Chinuk Wawa Club, International Students Clubs
- Groups/Departments that advocate for traditionally marginalized groups: International Program, Center for Accessible Resources (CAR), TRiO, Rainy Day Food Pantry, Multicultural Center, Women's Center, ESL, Women in Transition, ABSE/GED, ALS, veterans, specialized support services
- Groups/Departments that provide general student services: ASLCC, Counseling & Advising, Enrollment Services, Student Life and Leadership, Career Center, Health Clinic, Tutor Central, Math Resource Center, Student Recruitment Office, ECCO, Financial Aid

Employees

- Unions/employee groups: Association leadership, Federation leadership, Management Steering Committee reps
- Groups/Departments that advocate for traditionally marginalized groups: Cultural Competency Professional Development, American Association of Women in Community Colleges, Specialized Support Services
- Groups/Departments that provide general employee services: HR, Child & Family Center, Administration/ET representatives, Health Clinic, Academic Technology Center
- Individuals who have expressed an interest in Equity Lens or Diversity Council work.

Governance

- Councils: College Council, Diversity Council, Learning Council, Finance Council, Facilities Council, Student Affairs Council, Tech Council
- Past members of D-Team and Diversity Council

Community/External

- Equity Community Consortium, Community Alliance of Lane County (CALC), NAACP, Eugene Springfield Asian Council, Oregon Indian Education Association, Centro Latino Americano, League of United Latin American Citizens of Lane County (LULAC), Migrant Education, K012 welcome house, and other groups in K-12 working with groups, ECCO, Downtown Campus, languages, vocational rehab, workforce, Goodwill, DHS.

Table 6 Five-Year Plan

Diversity Council Cultural Competency Professional Development Five-Year Plan for Lane's Equity Lens 2017-2022			
Year	**Initiative**	**Responsible Parties**	**Success indicators**
2016-17 **(Year Zero)**	1. Form Sub-Committees and begin initial planning for development of Lane's Equity Lens 2. Workshop with Phil Nash to lay groundwork for development of Lane's Equity Lens 3. Draft framing documents for Lane's Equity Lens through Diversity Council	Executive Leadership Team Diversity Council Members CCPD Members Other college stakeholders/advocates IT Staff	1. Plan draft produced 2. Workshop evaluations 3. Framing documents produced
2017-18 **(Year 1)**	1. Develop a Conversation Kit to rollout Equity Lens work in 2017/18 2. Rollout Equity Lens work to campus 3. Administer holistic assessment survey of the current campus climate; 4. Invite Phil Nash to campus to help with assessment; 5. Hold forums and gatherings online for input around the Conversation Kit 6. Develop the "Access" components of Lane's Equity Lens	Executive Leadership Team Diversity Council Members CCPD Members Other college stakeholders/advocates All Lane Employees	1. Conversation Kit published 2. Framing documents for equity lens rolled out at Fall in-service 3. Campus participates in Equity Lens activities and events 4. Campus climate survey results collected 5. Phil Nash returns to campus to help collect campus climate data through interviews, forums, and focus groups 6. Campus community responses to Conversation Kit collected 7. "Access" components completed/adjusted as per design 8. Responsible parties for implementation of "Access" components are identified, plan for activities and materials are complete

	7. Lay the groundwork to implement the "Access" components of Lane's Equity Lens 8. Revise the Diversity website to align with the shift in our work		9. Core Theme indicator 3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility. 10. Diversity Website is current, advertises events offered, aligns with current plans and work (language and focus)
2018-19 **(Year 2)**	1. Implement the "Access" components of Lane's Equity Lens 2. Develop the "Equity" components of Lane's Equity Lens 3. Assess the rollout of the "Access" components 4. Make revisions to "Access" components as necessary, based on Spring term assessment 5. Lay the groundwork to implement the "Equity" components of Lane's Equity Lens	Executive Leadership Team Diversity Council Members CCPD Members Other college stakeholders/advocates IT/IRAP as needed for surveys etc. All Lane Employees	1. Campus receives and participates in "Access" components of Equity Lens activities and events and receives documents, materials. Participation is recorded via tracking mechanism. 2. "Equity" components completed/adjusted as per design 3. Evaluations of the "Access" components are collected and analyzed 4. Changes/improvements made to "Access" components 5. Responsible parties for implementation of "Equity" components are identified, plan for activities and materials are complete 6. Core Theme indicator 3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.
2019-20 **(Year 3)**	1. Implement the "Equity" components of Lane's Equity Lens 2. Develop the "Inclusion" components of Lane's Equity Lens 3. Assess the rollout of the "Equity" components 4. Make revisions to the "Equity" components of Lane's Equity Lens	Executive Leadership Team Diversity Council Members CCPD Members Other college stakeholders/advocates All Lane Employees	1. Campus community participates in "Equity" components of Equity Lens activities and events and receives documents, materials. Participation is recorded via tracking mechanism. 2. "Inclusion" components completed/adjusted as per design 3. Evaluations of the "Equity" components are collected and analyzed

	5. Lay the groundwork for implementing the "Inclusion" components of Lane's Equity Lens		4. Changes/improvements made to "Equity" components 5. Responsible parties for implementation of "Inclusion" components are identified, plan for activities and materials are complete 6. Core Theme indicator 3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.
2020-21 **(Year 4)**	1. Implement the "Inclusion" components of Lane's Equity Lens 2. Assess the rollout of the "Inclusion" components 3. Make revisions to the "Inclusion" components of Lane's Equity Lens 4. Lay the groundwork for holistic assessment of the Equity Lens	Executive Leadership Team Diversity Council Members CCPD Members Other college stakeholders/advocates All Lane Employees	1. Campus receives and participates in "Inclusion" components of Equity Lens activities and events and receives documents, materials. Participation is recorded via tracking mechanism. 2. Evaluations of the "Inclusion" components are collected and analyzed 3. Changes/improvements made to "Inclusion" components 4. Responsible parties for implementation of holistic assessment of the Equity Lens are identified, plan for assessment complete. 5. Instrument for holistic assessment of Equity Lens is developed and shared with stakeholders. 6. Core Theme indicator 3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.
2021-22 **(Year 5)**	1. Administer holistically assessment of Lane's Equity Lens (hopefully include another visit by Phil Nash) 2. Make holistic revisions to Lane's Equity Lens	Executive Leadership Team Diversity Council Members CCPD Members	1. Holistic assessment of Equity Lens is administered. Data collected and analyzed. 2. Equity Lens revisions complete. 3. Final 2021-22 version of Equity Lens published/shared. 4. Diversity Council 5-Year Plan, including Equity Lens, is drafted,

	3. Finalize Lane's Equity Lens **4.** Devise the next 5-year plan for Diversity Council, which will include continual improvement/updating of Lane's Equity Lens 5. Lay the groundwork for the work included in the next 5-year plan	Other college stakeholders/advocates	feedback is provided through Governance system, Plan is finalized and adopted. 5. Core Theme indicator 3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.

To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu.

Lane Community College is an Affirmative Action / Equal Opportunity / Veteran / Disabled Employer embracing diversity. We encourage a safe and hospitable environment for women, minority, veteran and disabled candidates.