Core Theme 1: Responsive Community Engagement
As an engaged member of our community, Lane's programs, services, and activities serve the community's needs.

Objective 1: Lane offers comprehensive programs that support individual and community needs.

We look to key community stakeholders—workforce, transfer institutions, advisory boards, and continuing education participants—to gauge whether our programmatic offerings are meeting their needs, and providing students the skills and opportunities necessary to succeed. Our indicators also allow us to determine whether we are being responsive as needs change.

Indicators of Achievement:

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

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

1.2 Percentage of majors Lane has articulated to the UO and to OSU.

> Rationale: Major articulation agreements with our two primary transfer institutions contribute to Lane students continuing their pursuit of Bachelor degrees.

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

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

1.4 Cancellation rate for continuing education classes. RATE OF INDIVIDUAL CANCELING, OR COURSE? CLARIFY

> 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. WAY TOO VAGUE; HOW IS THIS OPERATIONALIZED AND MEASURED? IF 'CAPITAL FORMATION, ...' THEN PUT THAT HERE, NOT IN THE 'RATIONALE' SECTION BELOW

> 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. HOW IS THIS OPERATIONALIZED / MEASURED? SIMPLY SAYING "Progress" IS WAY TOO VAGUE.

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

1.8 Participation rate for college-sponsored arts and cultural events. HOW IS THIS MEASURED? VERY VAGUE, AND USE OF TERM "RATE" HIGHLY PROBLEMATIC *[Apparently this has been dropped in the current version]*

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

Core Theme 2: Accessible and Equitable Learning Opportunities
Lane's policies, procedures, programs, and services facilitate open, fair, and just educational experiences.

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

To gauge the extent to which the college minimizes barriers and maximizes opportunities for its students, we consider comparative data in terms of how students of various demographic groups participate in, are admitted to, and succeed in LCC programs. We also assess various modalities and options created for diverse student needs. FINAL SENTENCE IS FAR TOO VAGUE; REQUIRES MUCH GREATER CLARITY / SPECIFICITY

*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 Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics. [1: WHY THE *"PERCENTAGE OF PROGRAMS THAT REFLECT COLLEGE DEMOGRAPHICS?* THAT'S A VERY LIMITED MEASURE; 2: HOW IS THIS OPERATIONALIZED? WHAT DOES "reflects" MEAN? (WHAT LEVEL OF VARIANCE IS NECESSARY TO INDICATE NON-REFLECTION?); 3: WHICH "demographics?; 4: MARRYING A VERY SPECIFIC MEASURE (PERCENTAGE OF PROGRAMS) WITH VERY VAGUE CONCEPTS ('reflects', student demographics') IS A VERY CHALLENGING MIX]

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

2.2 Assessment of Lane demographics in relation to the demographics of Lane County ALSO VAGUE, THOUGH BECAUSE "ASSESSMENT" IS GENERAL THEN THIS ISN'T AS PROBLEMATIC

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

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. NICE LEVEL OF CLARITY AND DETAIL IN THE "DEPENDENT VARIABLE" BUT SAME PROBLEM WITH THE CONCEPTS OF "SUCCESS RATE"

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

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

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

2.5 Percentage of courses within disciplines that have distance learning offerings. [HIGHLY PROBLEMATIC: IMPLIES THAT ONLY PROGRAMS WITH DL ARE "OPEN, FAIR, AND JUST": SO, FLIGHT TECH IS CLOSED, UNFAIR, AND UNJUST? ALSO IMPLIES THAT WE NEED TO EXPAND DISTANCE LEARNING IN ORDER TO ACHIEVE OUR DIVERSITY GOALS, BOTH EXAGGERATING THE IMPACT THAT DL HAS ON DIVERSITY, AND IGNORES ANY CONCERNS ABOUT 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 [HUH? HIGH LEVEL OF JARGON; NEEDS MUCH GREATER LEVEL OF CLARITY AND SPECIFITY] student perception of the effect of these practices [WHAT PRACTICES?] on their educational experience, and student ownership of their own learning as a result of these practices [NICE CONCEPT BUY HOW WOULD ANY OF THIS BE OPERATIONALIZED AND MEASURED? RELIABLY AND VALIDLY?].

Indicators of Achievement:

3.1 Students report high levels of awareness of, and satisfaction with, evidence-based practices on campus. [WAY TOO VAGUE]

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

INDICATORS IGNORE FACULTY'S ROLE IN A COLLEGE ENTIRELY

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~~ **FACULTY AND PROFESSIONAL STAFF** 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. [WE DO? HOW? WHAT ARE EBP'S IN SOCIOLOGY, OR PHYSICS, OR ..?]

    *using the definition and delineation of programs used by APROC

3.5 Percentage of educational programs 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 programs 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.

> WAY TOO VAGUE, INSPECIFIC, AND NARROW; IGNORES ALL OF THE WORK THAT FACULTY DO THAT IS *NOT* PART OF THE NEW ACCOUNTABILITY JARGON, OR PART OF THE LEARNING PLAN; IF IT'S IN THE PLAN, SPELL SOME OF IT OUT HERE;
>
> **PROPOSED ADDITIONS**
>
> **ELL students served by ESL program (without waitlists!)**
>
> **Programs and services offered in bilingual format; bilingual counseling, etc**
>
> **Sufficient staffing in MCC**

Core Theme 4: Individual Student Achievement
Lane's students advance on their academic paths and reach their educational goals.

Objective 1: Students progress toward their educational objectives.

To determine the extent to which students are advancing, we use established measures of student progress and examine three traditional academic paths.

Indicators of Achievement:

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

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

4.2 Percentage of students who progress to their second year.

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

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

> Rationale: Employment is a direct indicator of attainment.