

POLICIES, REGULATIONS & FINANCIAL REVIEW

Prepared for the Northwest Commission on Colleges
and Universities by Lane Community College



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LANE'S MISSION FULFILLMENT PROCESS

Lane Community College is a comprehensive, two-year, public college founded in 1964. Lane serves a 4,600 square-mile area from the Cascade Mountains to the Pacific Ocean. The district has a population of approximately 356,200. Over the course of the past two academic years, more than 35,500 people took one or more classes at Lane (unduplicated headcount). Congruent with its mission, Lane offers a broad range of educational programs leading to four associate degrees: associate of arts/Oregon transfer, associate of science, associate of general studies, and associate of applied science. All Lane educational program are based on recognized fields of study and are approved by the Oregon Department of Community College and Workforce Development as sufficient in content and length. **The mission of Lane Community College is to provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success**, which aligns with the State of Oregon's purpose for community colleges: "The community college is an educational institution which is intended to fill the institutional gap in education by offering broad, comprehensive programs in academic as well as professional technical subjects" (Oregon Revised Statute (ORS) 341.009).

In order to determine Lane Community College's effectiveness in fulfilling its mission and serving its purpose to the Lane County community, the College uses an integrated planning and institutional effectiveness process that relies on a set of Institutional Indicators to guide continuous improvement efforts.

Institutional Effectiveness Process

Lane's integrated planning and institutional effectiveness process, shown in Figure 1 and described on the [Institutional Effectiveness](#) pages of the Lane website¹, illustrates the College's approach to regular assessment and effective institutional improvement to support student learning and close achievement gaps. Strategic Directions and Priorities guide planning, institutional assessment and decision making and provide a connection between program review, department plans, and institutional plans. Institutional effectiveness is overseen by the Institutional Effectiveness Committee (IEC), Provost and Vice President of Academic and Student Affairs and Executive Director of Institutional Effectiveness. The IEC

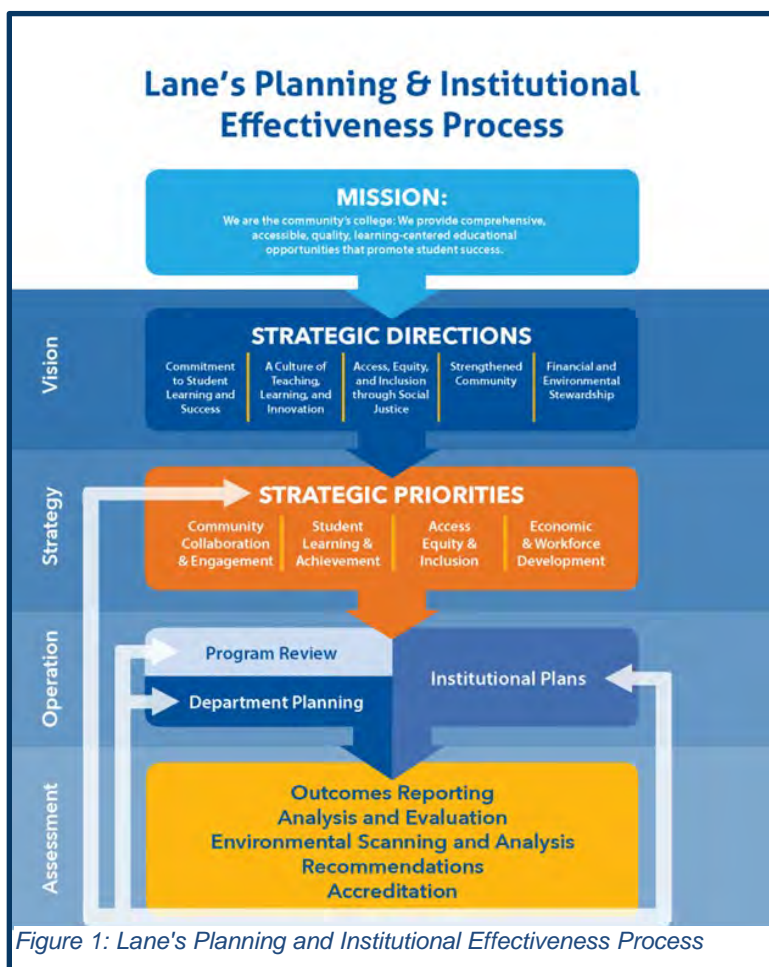


Figure 1: Lane's Planning and Institutional Effectiveness Process

¹ Please note: some links lead to a Lane website archive generated in June 2020 to ensure link and information stability. Wherever appropriate, links to the current website have been used.

is an interdisciplinary group that broadly represents key College constituencies. The IEC is responsible for determining mission fulfillment and evaluates the effectiveness of the institutional improvement processes.

The annual Mission Fulfillment and Institutional Effectiveness Report (MFIE) provides an assessment of the effectiveness of the College in achieving its mission. Mission fulfillment has been defined as achieving Core Themes, which are carried out in alignment with College Values. Core Theme fulfillment is demonstrated through the realization of Core Theme objectives, which are measured through a set of indicators and attendant thresholds. The MFIE Report is developed using information from councils and College planning groups, feedback from accreditors, a self-assessment using the [IEC rubric](#), and evaluation of Core Themes data. The recommendations outlined in the report are shared with the Administration who is responsible for implementing improvements to achieve mission fulfillment.

2019 Assessment of Mission Fulfillment and Institutional Effectiveness

Lane Community College's most recent evaluation of mission fulfillment is detailed in the [2019 Mission Fulfillment and Institutional Effectiveness Report](#) (MFIE). The report provides a quantitative determination of mission fulfillment, plans for improvement related to each indicator, and overall findings and recommendations. More detail is in the [2016–2021 Strategic Plan Mid-Cycle Report](#), including specific plans to improve the realization of objectives. In Fall 2020, the IEC will evaluate institutional effectiveness and create a 2021 MFIE Report.

In January 2020, the Northwest Commission for Colleges and Universities provided institutions with the option to use or not use “Core Themes, Objectives and Indicators.” Lane Community College opted to shift from using Core Themes to using a revised set of [Institutional Indicators](#) to determine mission fulfillment. For more information, see the detailed [Core Themes, Objectives and Indicators with Rationale for Changes](#). As a result of accreditation changes, the IEC did not prepare a MFIE Report for 2020, and focused instead on developing more meaningful, reliable, and rigorous College-level indicators of mission fulfillment that address ongoing concerns about the construction of the Core Themes.

The Institutional Effectiveness Committee produced the new institutional indicators. These indicators are used to evaluate mission fulfillment and help the College improve student outcomes by providing data that is accessible for campus wide use to inform decisions about the best approach to closing student achievement gaps. During summer 2020, an IEC subcommittee collaborated with the IEC and Institutional Research to finalize the methodology, data point(s), factors to disaggregate, establish benchmarks to evaluate success of each institutional indicator, and develop a proposal for peer-to-peer comparisons. The Institutional Indicators were distributed in Fall 2020, and the IEC began to educate the campus community about and how they can be used to identify and close equity gaps.

STANDARD TWO: GOVERNANCE, RESOURCES, AND CAPACITY²

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

² Please note: To accommodate the transition to the NWCCU 2020 Standards, this report was compiled during the 2019-2020 academic year, and peer review of this report will take place in spring of 2021. The information in this report is accurate circa August 2020; any institutional changes made after August 2020 will be reported in Lane's 2021 Year 7 Accreditation Report.



GOVERNANCE

Standard 2.A.1: The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The Lane Community College Board has an effective governance structure determined and directed by a set of clearly defined policies. [BP 357, Global Governance Commitment](#) affirms that the Lane Board of Education will “work to ensure that Lane Community College achieves the appropriate results, at an appropriate cost, to advance the College vision, mission, core values, and Strategic Directions. The board shall comply with Oregon Revised Statutes.” [BP 313, Board Member Code of Conduct](#), mandates that the Board “maintain high standards of ethical conduct for its members” including prevention of “conflicts of interest and the perception of conflicts of interest.” Additional information on board appointments and oversight can be found in Eligibility Requirement 9. Board policies also clearly outline the Board’s role and responsibilities in the internal College governance structure in [BP 325, College Governance System](#):

By Oregon statute, authority to govern Lane Community College is vested in the Board of Education. The Board, in turn, delegates authority for the general supervision and control of the College to the President. The President, to achieve the College ends, delegates authority to College administration and the College governance system, while retaining final authority over both. The governance system recognizes the role and authority of the President of the College as being directly accountable and responsible to the Board of Education for the education leadership and effective management of the College’s human, facilities and land and fiscal resources.

The policy also mandates that “the authority, responsibility, accountability, and relationship among and between the Board, managers, faculty, staff, and students are clearly described and communicated.” The Board of Education pages on the Lane website provide the [annual schedule for Board meetings](#) and work sessions and the [Board Policy Review Schedule](#). Board Policy Review was paused in Spring 2020 due to exigencies presented by the Covid-19 pandemic and the passage of Bond Measure 20-306. The Board will consider how to proceed with policy review in Fall 2020.

Six College Councils support the President and the Board with certain aspects of planning, administrative policy, and evaluation. Five “area” councils have responsibility for broad College functions: The Diversity Council, Facilities Council, Learning Council, Student Affairs Council, and the Technology Council. The College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities. The entire governance structure is responsible to the Board of Education through the President. These relationships are explained in more detail for each Council on a decision matrix that clearly articulates the role of the council in College decision making. The [Governance System Manual](#) provides additional information about the shape, scope, and role of each council. The [Lane Governance](#) website provides public access to up to date membership lists for each council as well as each council’s charter, meeting schedule, work plans, and other relevant documents.

Standard 2.A.2: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

As outlined in the [Hiring Process Procedure](#), decisions made at each step of the hiring process are evaluated by staff in Human Resources for adherence to College policy and to ensure that selection decisions are free from bias. Hiring recommendations are evaluated at the Cabinet and Presidential level before an offer is made. In addition, [BP 356, Global Executive Directions](#) requires the President to ensure that every activity, decision, or organizational circumstance shall be lawful, prudent, and in accord with commonly accepted business and professional ethics, thereby ensuring appropriate levels of responsibility and accountability. [BP 555, Treatment of Staff](#) provides important direction for management at Lane because it assures that the President shall operate with written policies that clarify personnel rules for staff and that there is an environment to freely examine and discuss assumptions and data. A report that evaluates adherence with this policy is prepared for the Board annually [Internal Monitoring Report for BP 555, Treatment of Staff](#).

The [Leadership](#) page on the Lane Community College website provides information about the current [organizational structure](#) and identifies accountable parties for each unit. The [Executive Team](#) is comprised of: the President, the Provost and Executive Vice President; the Vice President of Finance and Administration; the Chief of Staff; the Chief Finance Officer; the Chief Budget Officer; the Chief Information Officer; the Chief Human Resources Officer; the Executive Director of Institutional Effectiveness; and the General Counsel. The members of the team have individual accountability and responsibility for and to their assigned areas, and are collectively accountable and responsible for viewing the College as a whole and making or recommending decisions that align the best interests of their units and the College. Executive Team members are responsible for:

- Collaborating with governance councils to assure that information is timely shared with councils to inform decisions/recommendations
- Forwarding issues to governance councils according to their charters
- Sharing perspective and implications with councils prior to making decisions/recommendations
- Consulting with councils on policy and planning implementation issues
- Initiating major collegewide issues in conjunction with the governance system
- Executing major initiatives of the College
- Implementing plans and policies
- Advising the President on matters relevant to their areas of responsibility
- Assisting the President in formulating final recommendations to the Board of Education
- Implementing operational systems and management
- Providing triage on day-to-day management
- Coordinating implementation of plans, projects and operations

Please see Eligibility Requirement 11 for additional information on administrative staffing.

Standard 2.A.3: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

According to [BP 355, Global Board-President Relationship](#) and [BP 345, Delegation to the President](#), the President is directly accountable and responsible to the Lane Board of Education for the educational leadership and effective management of the College's human, physical and fiscal resources. The President ensures that the Board receives timely and thorough information necessary to make decisions regarding policies affecting the operation of the College. [BP 540, Monitoring the President's Performance](#) provides guidance for the evaluation of the President's fulfillment of their duties. The President's role includes but is not limited to:

- Articulation of the vision, mission, core values, and Strategic Directions for the College within which its educational objectives are developed and implemented.
- Formulation of strategic long- and short-range plans for the College.
- Provision of leadership, direction and guidance to the administration of the College, including holding administration accountable for completed work.
- Responsibility for recommending a balanced budget and strategies that lead to fiscal stability to the Board of Education.
- Representation of and primary spokesperson for the College to various external organizations.
- Development and maintenance of a climate in the College conducive to productive learning and effective teaching.

[Dr. Margaret Hamilton](#) holds a Ph.D. in Nursing Education from Widener University in Pennsylvania, a Master of Science in Nursing from the University of Delaware and a Bachelor of Science from the State University of New York at Plattsburgh. Prior to joining Lane Community College as its seventh President, Dr. Hamilton served as Vice President for Academic Affairs, Institutional Effectiveness and Planning at Camden County College. Please see Eligibility Requirement 10 for additional discussion of the chief executive appointment and functions.

Standard 2.A.4: The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Lane has a single-unit governance structure that makes provision for consideration of stakeholders in matters in which they have a direct and reasonable interest. This provision is made by assigning members specific representational roles and by basing their participation on appointment by a stakeholder group. The Lane Community College Employees Federation (LCCEF), Lane Community College Education Association (LCCEA), Associated Students of Lane Community College (ASLCC), Management Steering Committee (MSC), and Faculty Council all have rights to appoint representatives to councils. Moreover, the President appoints Executive Team members to councils. For more information about the role of Lane's six councils as part of the governance structure, please see Standard 2.A.1. Please see Eligibility Requirement 4 for additional information about strategic planning, evaluation, and resource allocation.

The Board is legally vested with final decision-making authority in all matters of College policies, programs, facilities, budget and personnel. The Board is responsible for monitoring the effectiveness of the College, for prescribing policies regarding the effective operation of the College, for reviewing policies, and ensuring that these policies will guide the President of the College. The Board's role and responsibilities in the internal College decision making in [BP 325, College Governance System](#). [BP 030, Educational Programs: Global Directions](#), guides the Board's duties and responsibilities with respect to the educational program while [BP 311, Board](#)

[Duties and Responsibilities: Appraisal and Evaluation of Operation](#), guides the Board's appraisal and evaluative role in College operations. [BP 510, Board Duties and Responsibilities: Personnel](#), describes the Board's role in selection, appointment and evaluation of personnel. The Board's budget authority, duties, and responsibilities are described in [BP 210, Board Duties and Responsibilities: Budget Making](#). The Board delegates to the President of the College responsibility for the educational leadership and effective management of the College's human, physical and fiscal resources; the Board's governing style, relationship with and delegation of authority to the President are defined in [BP 360, Governing Style](#), and [BP 355, Global Board-President Relationship](#). The President is directly accountable to the Board, and the entire governance structure is responsible to the Board of Education through the President.

In accordance with [BP 325, College Governance System](#) and in collaboration with College Council, a comprehensive and inclusive evaluation of Lane's governance system was commissioned in 2018 with the goal of identifying strengths and weaknesses, analyzing feedback, determining best practices, and producing findings that would lead to recommendations for improvement. This review was initially led by a task force and subsequently by the Governance Subcommittee of College Council. The work of the review began in Spring 2018 and continued through May 2019. College Council provided majority and minority recommendations, which were subsequently discussed at a collegewide forum on May 23, 2019. After consideration of the information, recommendations, evidence, and dialogue, preliminary recommendations were submitted for the Lane Board of Education to review in June 2019. Work is currently underway to develop strategies for implementation of recommendations to improve the effectiveness of Lane's governance structures. Recommendations are scheduled to come forward to the College Council and the President in 2021.

ACADEMIC FREEDOM

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Standard 2.B.1: Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Community service and educational opportunity are at the heart of the Lane Community College's mission and vision, and the College recognizes that protecting free expression and providing a learning and working environment free from harassment are essential to mission fulfillment. [BP 555. Treatment of Staff](#) articulates the College's support for and protection of individual freedom of expression. The [Freedom of Inquiry and Expression Policy](#) outlines student and faculty responsibilities for maintaining a classroom environment that supports free expression. The [2019–2024 Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Education Association (LCCEA) confirms that faculty are responsible for protecting academic freedom in the classroom in Article 15.2 "Academic Freedom" (page 37) Article 15.3 "Professional Freedom" (page 37) expands on this to note that faculty have the right "to explore and discuss controversial issues and divergent points of view, including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the College, provided action is consistent with the guidelines of the Labor Relations Principles in the appendix of this Agreement." Article 16.3 "Civic Life" (page 38) broadly confirms the right of all employees to participate in civic discourse and bars institutional censorship on the basis of such civic expression. As part of protecting academic freedom, Lane maintains several policies that guarantee the rights of employees and students to work and study in an environment free from harassment. Please see Standard 2.C.2 for detailed information about policies and procedures related to harassment of students, including the complaint resolution process. Please see Standard 2.D.2 for detailed information about the policies and procedures that protect employees from harassment. Please see Standard 2.F.1 for detailed information about employees' rights, responsibilities, and working conditions, including freedom of expression and protection from harassment.

Standard 2.B.2: Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

In addition to the policies related to academic freedom and freedom of expression referenced in Standard 2.B.1, Lane's commitment to freedom of inquiry and expression is affirmed in a [policy](#) that is referenced in the Students' Rights and Responsibilities and other student-facing materials. In order to fully realize Lane's commitment to ensuring that issues of privilege, oppression, and discrimination are recognized, understood, and addressed, Lane's Diversity Council has collaborated with stakeholders from across the College in the development of an [Equity Lens](#). The Equity Lens is a series of questions and considerations that highlight issues and opportunities for improving access, equity and inclusion. This framework will provide structures, systems and support for:

- Advancing individual and collective growth in cultural fluency, agility and competency across the institution
- Bringing stakeholder groups together to identify and remedy barriers to social justice at Lane Community College
- Improving recruitment and retention of diverse students and staff

- Increasing the range, scope and depth of curriculum available to students focused on issues of diversity, equity and inclusion
- Demonstrating leadership in social justice to the communities we serve

Finally, Lane has a procedure for ensuring [Curriculum Equity](#) that provides guidance for academic deans in ensuring that curriculum “promotes an environment where all learners are encouraged to develop their full potential.” Curriculum Equity statements are required as part of the [Curriculum Proposal Process](#). Please see Eligibility Requirement 16 for additional information about Academic Freedom and maintaining a positive work and learning environment.



POLICIES & PROCEDURES

Standard 2.C.1: The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Lane has a clearly defined [list of criteria](#), published on Lane's Enrollment Services Webpage, that students must meet in for their prior college transcripts to be evaluated. Lane uses a [transfer tool](#) for student planning purposes but relies on the expertise and knowledge of its academic advisors, degree evaluators and program coordinators to determine eligibility of transfer credit. Transcripts are reviewed for transfer only when received as official and after the student has attended two terms of meeting the documented criteria and places priority to students using Veterans Affairs Benefits and graduating students.

Students who have attended a college outside of Lane, can submit transcripts to be considered for evaluation and possible transfer of credit. Coursework must be completed at a regionally accredited institution and requires that grades be issued as a D or better to be considered. Lane will only consider grades of Pass/No Pass if the issuing institution defines the grade as a C- or better. Upper division coursework is evaluated on an individual basis and may require the review of an instructional department to determine transfer eligibility.

Lane will evaluate non-US transcripts when accompanied by an evaluation from an approved service through an agency approved by [NACES](#). A course-by-course evaluation from the service is required.

Students can receive credit for prior experiential learning and [Credit by Assessment](#) (CBA) and [Credit by Exam](#) (CBE) when a prior institution is not regionally accredited. A maximum of 25% of program requirements can be satisfied with CBA/CBE.

Lane also evaluates [Advanced Placement, College Level Entrance Examination Program, International Baccalaureate](#) and Military Service Credit based on American Council on Education recommendations.

Standard 2.C.2: The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

[College Online Policy and Procedure System](#) (COPPS) is the main repository for all policies and procedures, including policies for providing access to accommodations for persons with disabilities and specific procedures for appeals, complaints, and grievances. Please see the COPPS policies for additional information on:

- [Student Complaint Procedure](#)
- [Grade, Academic and Degree Appeals](#)
- [Discrimination and Harassment Complaint Procedure](#)
- [Disabilities: Americans With Disabilities Act Complaint Procedures](#)
- [Affirmative Action Guidelines and Complaint Procedures](#).

The [Student Rights and Responsibilities](#) page on the COPPS website provides a basic overview of expectations for student conduct and sanctions as well as the remedies and supports available to them and supplies a link to the [Student Code of Conduct](#) for more detailed information. The Student Code of Conduct offers detailed guidance for students, including definitions of essential terms (page 8) and links to relevant procedures, policies, and forms throughout. In addition, the

Student Code of Conduct provides a detailed discussion of Lane's policies related to academic dishonesty and plagiarism (page 11) as well as a thorough discussion the conduct process (page 16). Please see Eligibility Requirement 7 for additional discussion of Lane's non-discrimination policies and procedures.

Standard 2.C.3: The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

As articulated in the [Admissions Policy](#), Lane Community College is an open admission institution with the primary goal of assisting students in developing programs of study that meet their individual needs and are consistent with feasible College operation. In accordance with [BP 705, Admissions for Credit Students](#), Lane offers admission to students who are 18 years of age or older or have a high school diploma or GED. Students under 18 years of age are admitted under [guidelines specific to students under the age of 18](#).

The [admissions process](#) begins with identifying a student's appropriate acceptance based on their desired goals at Lane. Students may: earn a degree or certificate, take courses for personal enrichment, enroll in apprenticeship courses, earn college credit while in high school, earn internship credit, earn a GED, or learn English as a second language. Students admitted to Lane's credit program will complete the [four steps to enroll](#):

- Application
- Placement
- Orientation
- Registration

Admission and placement information is located on Lane's website and is published annually in the [Lane Community College Catalog](#). Please see Eligibility Requirement 17 for additional discussion of Admissions policies and procedures.

Limited Entry Admission Programs

Some of Lane's programs have limited entry or require a series of prerequisite courses to be completed prior to acceptance. Most of these programs' have an additional application that is to be completed prior to entry. For each of these programs, students are notified of the admission requirements and are notified on the steps needed to earn entry into the program.

Placement

Placement occurs as the second step to enroll. Writing placement must be determined prior to first term registration and math placement can be determined when a prerequisite is required to enroll in a course. Within the work of Achieving the Dream and Guided Pathways, Lane has adopted a placement model that accepts multiple forms of placement and gives students additional methods outside of standard placement testing. Students self-report scores from GED, High School GPA, Smarter Balanced, SAT, ACT, Advanced Placement, and prior college work. The variables that meet each of the placement criteria were developed by faculty and academic deans within the math and writing departments. Students are encouraged to complete a [placement survey](#) before a proctored test is administered. Based on what a student submits within the survey, placement is determined by what results in the highest level of placement for writing and math. Traditional placement testing is available for students who do not place through the completion of the survey, or who may be able to place higher than what the self-reported

placement methods provide. Measures are recorded in the Banner Student Information System to support prerequisite entry into some credit level courses.

Continuation, Termination, Appeal and Re-admission

Students remain active in their program of study unless the student requests a change to their program or course of study. Students who do not enroll for four consecutive quarters are inactivated after the fourth quarter of non-attendance. Students who wish to return to Lane once inactive are asked to reapply for admission.

In addition to Satisfactory Academic Progress (SAP) standards that Financial Aid students are required to meet, the [Academic Progress Standards \(APS\)](#) are based on a student's academic performance for each term. Students are required to attain a minimum GPA of 2.0 and complete at least 67% of the credits that they enroll in each term. Each term students' progress is evaluated and students who do not meet the terms of APS are placed on a series of progressive interventions called an alert. Each alert has an associated action that needs to be completed by the student. When a student reaches [Alert 4](#), they are placed on dismissal and are excused from the College for two consecutive terms. After the student completes the terms of their dismissal they may petition to return to the College through a Petition to Return. Students returning through the petition process do not need to reapply for admission. The [APS Procedure](#) outlines the process and affirms the College's commitment to providing support for students. See Table 1: Academic Alerts for more information about the alerts and interventions.

Term	GPA	Completion Rate	Academic Standing	Intervention
1 st	Less than 2.0	Less than 67%	Alert 1	Requires completion of Keys to Success Workshop (online)
2 nd	Less than 2.0	Less than 67%	Alert 2	Requires completion of Keys to Success Workshop (in person)
3 rd	Less than 2.0	Less than 67%	Alert 3	Requires enrollment in College Success: Back on Course (1 credit)
4 th	Less than 2.0	Less than 67%	Dismissal	Requires Alert 4 Information Session and Petition to Return

Table 1: Academic Alerts

Standard 2.C.4: The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Lane Community College adopts policies and procedures that balance the College's legal responsibility with the use of student records to promote the growth and protect the welfare of students within the mission of the College. The [Student Records Policy](#) affirms Lane's responsibility to abide by all requisite laws in the handling and storage of student information. Lane's [Release of Student Records Procedure](#) provides detailed information about the secure retention of student records, including mechanisms for ensuring Lane follows and adheres to the Family Educational Rights and Privacy Act (FERPA). Information about FERPA and its application at Lane is accessible on the [Release of Records](#) page of the Lane Community College website and is published in the annual Lane Community College Catalog. Lane's primary system of record is the Banner Student Information System (SIS). The College follows state and federal

requirements on records retention and disposition as documented on the [Records Retention & Disposition Schedule](#) page of the Lane Community College website. The Release of Student Records Procedure clearly defines, under the laws of FERPA, what the College will disclose as a public record and what information is protected from being released. The procedure outlines Personally Identifiable Information and clearly defines its list of Directory Information. The College recognizes the Oregon Public Records law and releases the appropriate information upon request and following the laws of FERPA according to the [Public Records Request Procedure](#).

Students have the right to examine their student records and have options to allow for the disclosure of those records with the appropriate consents in place. Records release requests can be performed using the MyLane portal and through submission of the [Authorization and Consent to Release Academic Records](#) form. The College provides annual FERPA training to faculty, staff and managers through Safe Colleges and offers additional training upon request, provided by the Registrar's Office.

Lane utilizes the Ellucian supported Banner SIS as its primary source of retaining student records. The document imaging system is used to image and retain paper documents that are part of a student's record. The imaging is accessible to staff with access appropriate under FERPA and what is considered to be legitimate educational interest. Additional information about security of digital student records can be found in the discussion of Standard 2.G.7.

INSTITUTIONAL INTEGRITY



Standard 2.D.1: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Lane adheres to high ethical standards for accurate representation to its constituencies and the public. [BP 360, Governing Style](#) directs the Board to “govern with an emphasis on meeting community needs.” [BP 720, Treatment of Learners](#) directs the President to assure the accurate and consistent representation of the College through the Lane Community College Catalog, publications and official statements. [BP 330, Communication and Support to the Board](#) provides accountability and transparency by holding the President responsible for submitting timely, accurate, and understandable data to the Board.

The annual review process for [the Lane Community College Catalog](#) requires each academic and student affairs department to provide timely updates related to program requirements, courses, and prerequisites. The annual Lane Catalog includes information about College services for students, requirements for academic programs and degrees, and recommended term schedules that demonstrate degrees and programs can be completed in a timely fashion. Additional information about the College’s self-representation and adherence to publication requirements, including information about the role of the College Catalog in communicating clear and accurate information about programs and services to students and prospective students, can be found in Standard 2.G.2.

The [Marketing and Public Relations Procedure](#) lays out the process for review and approval of communications, including: “media releases and public service announcements; radio, television, print, and other advertising; graphic images and icons; and brochures, posters and other publications created to be distributed off-campus.” This process includes an evaluation for accuracy and clarity of the message. To ensure standards for ethical and accurate representation of the College are uniformly applied, the procedure stipulates that the Marketing and Public Relations Procedure applies to all College departments and to all activities named above whether the work is produced on or off campus and regardless of who pays for it. It also applies to activities that name Lane or a Lane department as a major partner or participant, regardless of the official sponsor.” Please see the [Marketing and Public Relations Department](#) pages of the Lane website for additional information about resources and services.

Standard 2.D.2: The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner. For additional information on the College’s policies to ensure non-discrimination, please see Eligibility Requirement 7.

Lane Community College maintains policies and procedures that ensure the enforcement of high ethical standards in its management and operations, including the College’s ethical obligations to students. Table 2 provides links to Lane Community College’s policies, procedures, and processes for ensuring ethical treatment of staff and students. For additional information about Lane’s adherence to ethical standards, please see Eligibility Requirement 8. For detailed information about ethical standards for student conduct as well as the handling of complaints and grievances, please see Standard 2.C.2. For additional information on Lane’s implementation of

an Equity Lens, please see the Diversity Plan, Equity Lens, and Cultural Competence Professional Development section of the Addendum: Mid-Cycle Follow-up Items.

Information	College Policies and Procedures	Board Policy ³
Ethical Treatment of Staff		BP 555, Treatment of Staff ; BP 655, Whistleblower Protection
Ethical Treatment of Students	Student Rights and Responsibilities ; Grade, Academic and Degree Appeals Process ;	BP 720, Global Directions – Student Affairs
Harassment and Discrimination	Harassment and Discrimination Complaint Process ; Harassment Based Upon Race or Ethnicity or National Origin Policy ; Bias Incident Policy , Bias Incident Procedure	BP 630, Harassment
Complaints and Reporting Procedures	Employee Grievances Procedure ; Student Complaint Procedure ; Harassment and Discrimination and Complaint Procedure ; Disabilities: Americans with Disabilities Act Complaint Procedure ; Affirmative Action Guidelines and Complaint Procedure	

Table 2: Lane Community College Ethics Policies, Procedures, and Processes

Standard 2.D.3: The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Lane adheres to clearly defined policies that prohibit conflict of interest on the part of Board members, administrators, faculty and staff. [BP 313, Board Member Code of Conduct](#) mandates that the Board “maintain high standards of ethical conduct for its members” including prevention of “conflicts of interest and the perception of conflicts of interest.” [BP 610, Conflict of Interest](#) mandates that all employees and board members remain in compliance with the definition of conflict of interest established in Oregon Revised Statute 244.020. [BP 525, Employment of Family Members](#) excludes employees from involvement in personnel issues that would impact members of the employee’s family in accordance with the guidance provided by Oregon Revised Statutes 244.040 on prohibited uses of official position or office.

³ Internal monitoring reports are provided to the Board of Education annually.



FINANCIAL RESOURCES

Standard 2.E.1: The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Oregon Revised Statute (ORS) 341.709 requires an annual financial audit by independent certified public accountants to be presented by December 31. The Lane Board of Education has selected the accounting firm of Kenneth Kuhns and Company as its auditor. The financial audit is conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards (GAS), issued by the Comptroller General of the United States. The purpose of the financial audit and related Independent auditor's report is to express an opinion on the fairness of the annual financial statements prepared by Lane's management. In addition to meeting the financial audit requirements as set forth in Oregon statutes, the audit is designed to meet the requirements of the Federal Single Audit Amendment of 1996 and related OMB Circular A-133. GAS requires further audit procedures be conducted and reported on the existence and maintenance of internal controls over financial reporting, as well as compliance with the laws, regulations, grants, and contracts applicable to each of the College's major federal programs. The purpose of the reports is to describe the scope of auditor testing of internal control over financial reporting and compliance, and the results of compliance with respect to federal funds included in the audited financial statements.

At the conclusion of the annual audit, the Comprehensive Annual Financial Report (CAFR) is completed under the auspices of the Vice President for Finance and Administration. The independent auditor's report is included in the CAFR. Recent reports—including the [2020 Comprehensive Report](#)—can be found on the College Finance page of Lane's website. [BP 255, Financial Condition and Activities](#) sets forth annual monitoring criteria to be reviewed regarding financial activities, and [BP 360, Governing Style](#) designates the Board to serve as the audit committee of the College and establishes board and President roles and responsibilities in the audit process. The CAFR, including the independent auditor's report, is presented to the Board at the next public meeting after report completion (generally targeted for December). The President, Vice President for Finance and Administration, and Chief Financial Officer present and discuss the financial statements with the Board. The independent auditor is on hand to comment and receive questions from the Board. Board policy monitoring reports based on data from the CAFR are compiled and presented to the Board. Procedures for addressing any findings arising from the audit or management letter recommendations are included in the monitoring reports along with a plan of appropriate resolution.

The Government Finance Officers Association of the United States and Canada (GFOA) awarded the Certificate of Achievement for Excellence in Financial Reporting to Lane Community College for its CAFR for the past fifteen consecutive years. In order to be awarded this certificate, Lane must publish an easily readable and efficiently organized comprehensive annual financial report that must satisfy both Generally Accepted Accounting Principles (GAAP) and applicable legal requirements. For additional information on Lane's auditing procedures, please see Eligibility Requirement 20.

Standard 2.E.2: Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

As a part of the financial planning that leads to budget development, the Board of Education updates the five-year long-range financial plan in support of the Strategic Directions, core values, Core Themes and mission of the College. The Budget Development Subcommittee is composed of management, faculty, classified employees and student representatives of the Collegewide governance council. As described on the [Finance Council](#) pages of the Lane Community College website, the subcommittee provides budget development options based on the [long-range financial plan](#) and the financial projections provided through the planning process. College departments and divisions use the department planning process to help communicate budget needs.

The College maintains two databases for budget development. The first maintains the position list and is utilized for forecast in-year labor expenditures as well as building the labor budget for the subsequent fiscal year. The second budget development database is utilized to monitor in-year expenditures, develop financial reports, and financial projections. In order to accurately project labor costs, which account for approximately 82 percent of the appropriated general fund budget, the College budgets and tracks at the position level. Changes are processed through human resources processes and reconciled monthly to the general ledger. During the budget process, board-approved salary adjustments are applied to the most current position list. Decisions regarding individual vacant, ending, new or changing positions require discussion and disposition of the President's Cabinet in consultation with the appropriate department dean or director.

Throughout the budget development process, the President, Vice President of Finance and Administration and/or College Council convene open meetings for information exchange. The [Budget Development page](#) on the Lane website is updated regularly throughout the budget process in order to keep all stakeholders informed of issues, progress, and opportunities to participate. The website is also a way for the College to provide helpful information and links to related information. Budget Development Subcommittee meetings and College Council meetings are open. Interested parties are encouraged to attend. For additional information on Lane's financial planning processes, please see Eligibility Requirement 4.

Standard 2.E.3: Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The path for budget development has been clearly established at Lane through board policy and the governance process. [BP 215, Budget Officer](#) and [BP 220, Budget Preparation and Adoption](#) designate the budget officer and provide board direction to the President for preparing budget recommendations, and developing and preparing a balanced budget that considers recommendations of various constituencies. [BP 260, Financial Planning and Budget](#) provides the President with guidelines and accountability measures regarding current and multi-year financial planning and budgeting. Board Policies [BP 225](#) through [BP 295](#) provide specific guidance on creating a balanced budget that leads to permanently stable College finances. Board policy directs that the budget be prepared in accordance with the College's strategic plan. Additional information about the College's financial management can be found in Eligibility Requirement 19.

HUMAN RESOURCES



Standard 2.F.1: Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Lane Community College employees are apprised of their conditions of employment, work assignments, as well as rights and responsibilities during a new employee orientation for every new employee hired into a budgeted assignment (.50 FTE or greater). The new employee orientation is conducted by the Human Resource department at the very start of each new employee's assignment with the College, using a detailed [New Employee Orientation Checklist](#) to ensure all relevant topics are addressed. In addition, new employees are provided an orientation packet with detailed information about conditions of employment, work assignments, rights and responsibilities, evaluation procedures and criteria, as well as specific policies and procedures related to employment at the College. Job descriptions are provided to all new employees at the start of employment. The College Online Policy and Procedure System provides public access to [human resource policies and procedures](#) and [teaching and service](#) requirements. Article 18 (page 48) of the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA articulates intellectual property rights related to scholarship and artistic creation, and the [Authorization to Conduct Research Procedure](#) outlines the requirements for requesting and conducting human subjects research and surveys. The [Employment Categories Procedure](#) codifies employee types (classified, faculty, and management) and provides definitions for other essential terms related to employee job duties, rights, and responsibilities.

Full-time faculty all go through the new employee orientation process outlined above and are provided with a personnel action form (PAF) as well as a current copy of the current Collective Bargaining Agreement between the LCC Board of Education and the LCCEA, which outlines conditions of employment for faculty. The PAF form specifies the assignment(s), FTE level, start/end dates and compensation level for each full-time employee. Part-time faculty are provided with a part-time statement of appointment (PTSOA) each academic term that outlines their specific teaching responsibilities on a term-by-term basis, and part-time faculty are also provided a copy of the faculty union contract that outlines their conditions of employment. The PTSOA form specifies the assignment(s), FTE level, start and end dates, and compensation level for each part-time faculty employee. All faculty members are also provided access to [the Faculty Evaluation Handbook](#), which describes Lane's developmental and corrective evaluation processes. The steps, procedures, and criteria concerning evaluation of full-time and part-time faculty, as well as the steps that precede discipline or termination, are also outlined in the Collective Bargaining Agreement between the LCC Board of Education and the LCCEA.

Classified employees and managers are provided copies of their respective position descriptions upon initiation of employment. Personnel action forms for each new classified and management employee in a budgeted .50 – 1.0 FTE assignment document the start/end of employment and assignments, FTE level, accrual of seniority, compensation level, probationary period as well as promotions and all disciplinary or termination actions. Copies of the PAFs are also available for management and classified employees to review and retain for their own employment records. New classified employees receive a copy of the current [Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEF, which outlines conditions of employment, rights, and responsibilities. The [Classified Employee Evaluation Form](#) and [Performance Level Guidelines](#) provide clear information about the process for evaluation and expected standards of performance for classified staff.

New managers are provided a copy of the management working conditions agreement, which outlines the conditions of employment, rights, and responsibilities for managers. Manager's [Performance Level Guidelines](#), Performance Review Instrument, and other material for evaluation of managers are available on the [Human Resource Forms](#) pages of the Lane Community College website.

Standard 2.F.2: The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

The College provides substantial resources and support for professional growth and development for faculty, staff, and administrators. Professional development information can be found on the [Faculty Professional Development](#), [Classified Staff Professional Development](#), and [Management Professional Development](#) committee pages of the Lane Community College website. In respective contracts and working agreements, professional development funds are designated so as to ensure that adequate resources are available each year. Additionally, the College provides tuition waivers for eligible employees, allowing them to further their educational goals by taking classes at Lane. Each employee group receives a designated pool of money that is managed by their respective Professional Development Committee to ensure that the funds are well spent and distributed equitably among members of the employee group. Individual departments also have some discretionary funds that are available for discipline specific professional development opportunities.

In addition, the College dedicates two days each year for professional development of all faculty and staff. Spring Conference and Fall In-Service provide opportunities for all employee groups to engage in professional development on topics ranging from assessment and program review to cultural competency and campus climate. Spring Conference typically features a keynote speaker brought to campus to shed light on a timely issue.

Standard 2.F.3: Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The College has focused staffing efforts on aligning duties to capture efficiencies, replacing key vacancies, and prioritizing positions in an environment of shrinking revenue. Careful planning and monitoring of instructional capacity have allowed the College to maintain a commitment to its mission in all four core theme areas despite enrollment declines; see Table 3 for additional information about staffing levels from 2016-2020.

Lane's Staffing by FTE Academic Year 2016-2020

Employee Classification	AY2016	AY2017	AY2018	AY2019	AY2020	% Change FY16-FY20	% Change FY19-FY20
Classified Staff Total FTE	473.2	455.0	437.8	420.7	388.9	-17.8%	-7.6%
Full-time Classified	308.8	302.3	321.8	305.9	303.5		
Part-time Classified	164.4	152.7	116.0	114.8	85.4		
Faculty Total FTE	418.0	413.8	392.1	399.0	394.4	-5.6%	-1.1%
Full-time Faculty	215.7	217.7	203.9	214.3	209.5		
Part-time Faculty	202.3	196.1	188.2	184.7	184.9		
Student Worker Total FTE	0.6	0.5	0.5	0.5	0.3	-43.3%	-24.4%
Management Total FTE	70.4	68.5	69.6	66.5	67.9	-3.6%	2.0%
Collegewide Total Personnel FTE	962.2	937.8	900.1	886.7	851.5	--11.5%	-4.0%

Table 3: Employee Groups by FTE 2016-2020

Lane Community College administrators and instructional deans partner with faculty union leadership to ensure that each faculty assignment, whether full- or part-time, is filled by a fully qualified and properly credentialed professional educator in accordance with the College's [Instructor Certification Procedure](#) and the [Hiring Process Procedure](#). Per standard best practices, official transcripts are required and professional references are carefully checked before the employment recommendations for full-time faculty vacancies are forwarded to the Office of Academic and Student Affairs and the President's Office for final approval. Consistent with Lane Community College's Core Themes and Strategic Directions, the associate vice president(s) and responsible instructional dean(s) oversee each faculty recruitment process, in collaboration with faculty from the respective discipline(s) or program(s) for which the vacancy is posted. Consistent efforts are made to align faculty recruiting efforts with the Strategic Directions related to enhanced student learning outcomes and student success indicators including program completion.

Over the past several years, organizational changes have been undertaken to increase efficiency and support institutional effectiveness. These changes include reducing the number of academic divisions and a corollary reduction in academic dean positions, creation of division advisory boards and faculty coordinator positions to create greater consistency in practices and faculty roles across the College and restructuring of upper-level management positions. While these changes are designed to increase communication and consistency across departments and divisions, the recency of these changes to both institutional structure and individual labor make it difficult to assess sufficiency of staffing at present. Human Resources is currently in the process of collaborating with managers to update all position descriptions in order to clarify individual roles and responsibilities in alignment with the [Employee Job Descriptions](#) and the [Employee Class](#)

[Descriptions](#) procedures. To maintain currency going forward, managers would review position descriptions during evaluations to ensure descriptions are up to date. Please see the current [Academic and Student Affairs Organization Chart](#) for additional information. Additional discussion of faculty staffing can be found in Eligibility Requirement 12.

Standard 2.F.4: Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

The [Performance Evaluation Procedure](#) outlines the process for evaluation of faculty, staff, and managers. Performance evaluations are the responsibility of the management supervisor. While input can be gathered from other sources, it is the manager's responsibility to provide written documentation of each employee's performance. This responsibility cannot be delegated to a classified or faculty employee serving in a lead capacity.

To be effective, the evaluation must be objective and based on good records that document the employee's actual performance with reference to the assigned job duties and responsibilities. Supervisors are encouraged to provide employees with feedback and opportunities for two-way communications on a year-round basis. At a minimum, supervisors are required to conduct formal evaluations as provided in the [LCCEF Collective Bargaining Agreement](#) (pages 13-14) [LCCEA Collective Bargaining Agreement](#) (pages 29-32) or in the [Management Employees Working Conditions](#) page on the Lane Community College website. Written documentation of evaluation results, signed by both the employee and the management supervisor, must be submitted to Human Resources where it will be added to the employee's official personnel file. Detailed information about the evaluation process, including relevant forms, for classified staff, faculty, and managers can be found on the Human Resources pages of the Lane Community College website.



STUDENT SUPPORT

Standard 2.G.1: Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Student Affairs supports Lane Community College's vision, mission and strategic priorities, through seamless, holistic, integrated and engaging services, providing resources with compassion and excellence through intentional advising, mentoring, and advocacy. Student Affairs supports students as they pursue and complete their academic, personal, and career goals. Student Affairs partners with and provides resources to foster the economic and social advancement for the greater Lane community. To accomplish this goal, Student Affairs applies a framework organized around four key momentum points based on a student's progression toward their educational goals.

1. Start Right—These are practices that primarily improve students' successful entry into a program that leads to achieving their goal
2. First Year Focus—This category is aimed at giving students outstanding curricular and cocurricular experiences in their first year
3. Maintain Momentum—Practices in this category are those directed at successfully contributing to student progression
4. Goal Completion—This category describes practices that assist continuing students to complete their academic goals.

Although the identification of these momentum points pre-dates Lane's development of [Guided Pathways](#), they are well aligned with the implementation of Guided Pathways at Lane. For more information about Guided Pathways, please see [Addendum: Guided Pathways](#). Figure 2 shows which student resources support each momentum point. Following Figure 2 are a few examples of the high impact practices (those practices broadly defined as being the most effective in aiding student completion and progression) the College currently employs to help students achieve their goals.

During the Covid-19 Pandemic, students encountered new needs for support, and Lane responded rapidly with the development and launch of the Student Support Hub. All students enrolled in classes at LCC have access to the Student Support Hub, an online resource built within the college's Learning Management System (LMS). The most recent data available suggests that 87% of all Lane students are required to use the LMS to access content for at least one course, so providing support resources in that space is both accessible and integrated with their other course experiences. In the Support Hub, students can access live support from tutoring in all subject areas, technical support, and research assistance from a faculty librarian. Students also have access to career counseling and can make referrals to the Mental Health Wellness Center. The Student Support Hub is a joint operation between the Academic Technology Center (ATC), Academic and Tutoring Services (ATS) and the Student Help Desk (SHeD). Each of those service areas monitors the Hub, answering questions within a forum and via live chat. The service is available Monday through Friday from 8-5 and evenings until 8pm Tuesday through Thursday.

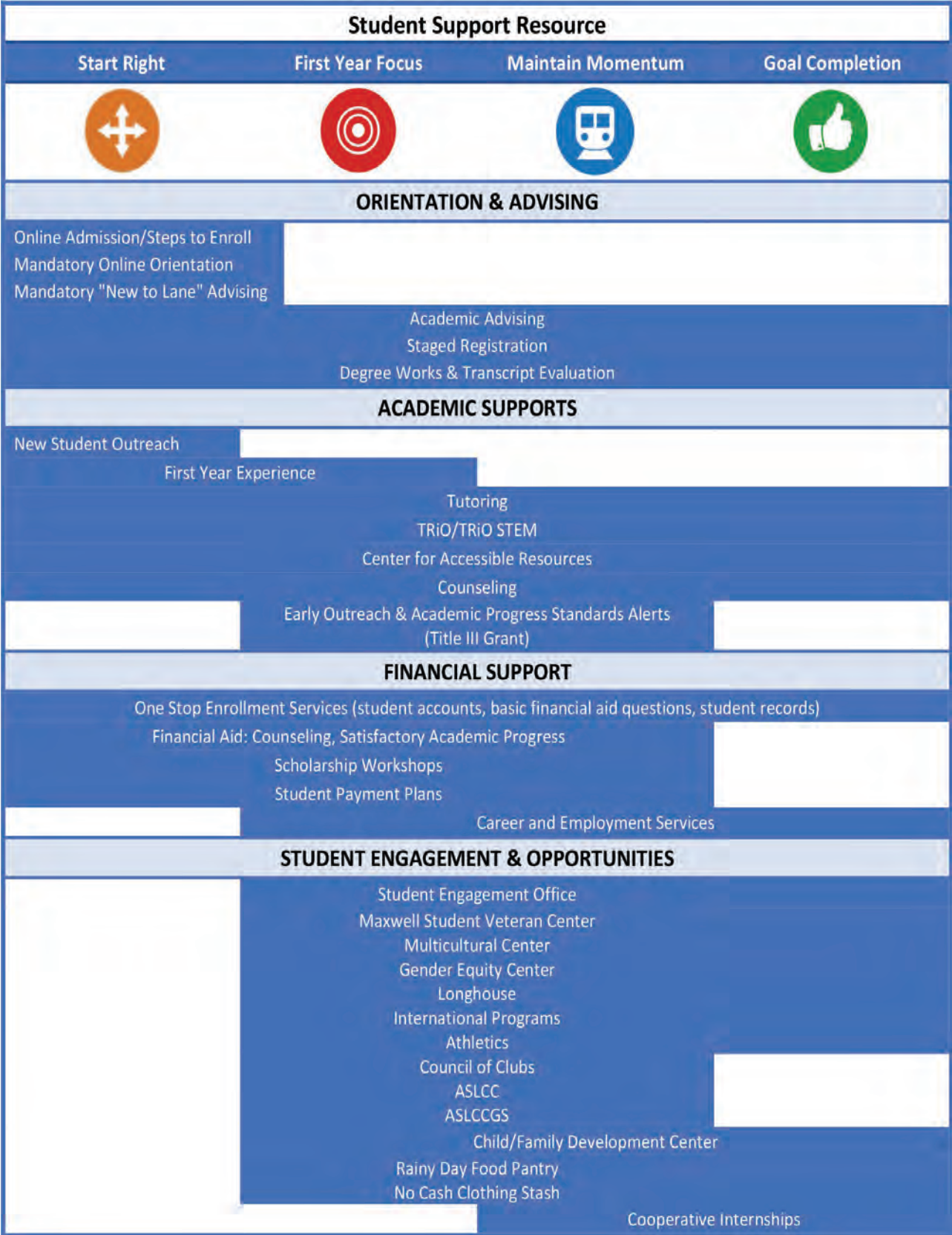


Figure 2: Student Support Resources

Tutoring

In the last four years, Lane has created multiple new academic support services and programs that target closing equity gaps in achievement.

- Working from the knowledge that commuter student populations like Lane's are more likely to use services if they are closely connected with classroom instruction, Lane's Writing Center began offering [course embedded tutoring](#) (CET) for its English as a Second Language (ESL) classes, developmental education writing classes, and first-year writing classes. During the pandemic, CET services expanded to most of Lane's highest-enrollment disciplines on campus to make tutoring more accessible.
- To meet the needs of students in online classes and to increase access to tutoring to students who may not be able to travel to campus, Academic and Tutoring Services began offering online tutoring through the [Western eTutoring Consortium](#), and Lane's Writing Center began offering online writing tutoring.
- Recognizing that Lane's evening support is limited, especially for many students who rely on public transportation, Lane's Writing Center partnered with the Eugene Public Library to provide evening homework support and conversation practice for English language learners, a service that has expanded to include Saturday support. The partnership program is open to the community and has been especially successful at supporting marginally housed individuals and individuals interested in obtaining their GEDs due, in part, to a literacy grant the library obtained.
- During the 2019–2020 academic year, Academic and Tutoring Services, including the Writing Center, and International Programs partnered to further expand evening support by acquiring space at Lane's downtown campus to offer regular tutoring for communication, math, science, social sciences, and writing four evenings a week.

Tutoring Services is in its third year of our Academic Program Review, which has included a merger and reorganization of LCC's seven tutoring resource centers under the new umbrella department known as Academic and Tutoring Services (ATS). Creating a more accessible, inclusive, equitable academic support program was at the heart of this work.

- Lane offers a Master-level College Reading and Learning Association (CRLA) certified program and follow [their guidelines](#) in addition to infusing institutionally-supported priorities and culturally-responsive practices into every aspect of tutoring, from the range of ways tutoring centers and individual tutors connect with students (phone, text, email, discussion, Moodle, chat, Zoom, and now Discord) to the way services are publicized (including providing all key info in the Lane Support Hub in Spanish and providing Spanish versions of flyers) to the way ATS adapts when new needs arise (such as our new Saturday Parent Support Time collaboration with the Eugene Public Library and Petersen Barn Community Center).
- CRLA Level 1 tutor training was revamped in 2019-2020 in response to a note from the external reviewer for Academic Program Review Year 1 Self Study: "[o]nly 70% of tutors attend foundational tutor training; and civic/ethical awareness is taught in the second course, which fewer tutors take." In an effort to be as inclusive possible and align the training revamp with a broader, culturally-responsive initiative, [Trauma Informed Oregon](#), tutors devote half (three of six hours) of their CRLA required in-person/Zoom/synchronous training to trauma-informed care as a guiding conceptual framework. Tutors are also required to go through SafeColleges training for implicit bias and microaggression, as well as Title IX.
- ATS has partnered with LCC's International Programs and Multicultural Programs to acquire and use funds to support hiring students from these programs to increase the diversity of staff and to provide embedded tutoring support for students who may initially

feel more comfortable within these programs' spaces--with the goal of expanding students' comfortable in other campus spaces

- ATS is crafting new mission and vision statements and a new assessment plan with student and staff learning outcomes and institutionally-aligned indicators that include disaggregating the more consistent data collected from a new tracking system to make sure resource allocation targets closing equity gaps in achievement.

Early Outreach and Referral Program

During the 2017–2018 academic year, Lane started its [Early Outreach and Referral \(EOR\) Program](#), an early warning program to identify struggling students. EOR is intended to provide proactive, individualized support to students to help them succeed in their coursework and other aspects of college life. The program receives referrals from reports of students who have earned a "C" grade or below in previous terms and from anyone in the College community who is concerned about a student. EOR staff then reach out to the students and offer on-going academic support, as well as referrals to campus and community resources that can support the student in meeting whatever needs (financial/economic, housing, mental health, etc.) may be impacting the student's academic work. Lane has hired EOR Specialists in business, computer information technology, math, science, social sciences, and writing who met weekly with staff from other areas of campus to discuss pressing student needs and to construct supports for those needs. The program has reached out to over 5,000 students so far and has helped students earn higher grades in classes, be retained in future terms, access needed campus and community resources, earn scholarships, finish classes where students earned incomplete grades, and increase their confidence and sense of self-efficacy and agency, among other achievements.

The EOR program exists specifically to address access, inclusion, and equity gaps at the institution; and our staff go through a range of training and professional development opportunities that are culturally responsive to do so. EOR Specialists are trained in student development theories, Mental Health First Aid (including a version specific to working with veterans), and QPR (Question, Persuade, Refer); many of them completed a class about trauma-informed learning and regularly attend Cultural Competency Professional Development trainings; and they meet weekly with staff from the Center for Accessibility Resources, PassLane, the Gender Equity Center, the Veterans' Resource Center (where we placed a staff for two terms), and other areas of campus to make sure we provide service connections and referrals that are as culturally responsive as possible. Using the success plans that they create with students, EOR Specialists work from a holistic perspective to connect students with resources that are specific to students as individuals with a range of intersecting aspects of their identities. That may mean connecting a Black, trans student who is feeling isolated with resources such as the Black Student Union, Multicultural Center, Gender Equity Center, and/or GSA, as well as connecting the student with a variety of other student/campus life activities. Most of the data the EOR Program is provided is related to student academic performance in classes, as we are not allowed access to disability status (if known) or financial aid status, among other information; many of the people who refer students to us do not know exactly how their students identify. Increased access to information about the students who are referred to Early Outreach either through individual referrals or Institutional Research reports would enable the program to better identify the populations being served and to seek support from the College in closing equity gaps.

TRIO/TRIO STEM

The TRIO programs are federally funded with the goal of helping students stay in school and successfully graduate from Lane Community College and/or transfer to a four-year institution. The services are provided free to eligible students to assist them in meeting the varied challenges of college life. Lane hosts two TRIO Programs: TRIO Student Support Services serves any eligible

non-STEM students and TRIO STEM who work with eligible STEM degree seeking students. Both programs offer the same services to all students. The TRiO Learning Center at Lane Community College helps students succeed through academic advising, tutoring, and skill development workshops. Evidence of student success as measured by the standards set by the Department of Education suggest Lane's TRIO and TRIO STEM programs are remarkably effective in supporting student achievement for students in the programs.

TRIO

(Approved Rate is set by the Department of Education)

- Approved Rate Persistence: 70%
 - Actual Attained Persistence Rate: 78%
- Approved Good Academic Standing: 70%
 - Actual Attained: 94%
- Approved Associate Degree or Certificate 40%
 - Actual Attained Rate: 44%
- Approved Rate for an Associate's Degree or Certificate AND Transfer to 4 Year Institution: 18%
 - Actual Attained Rate: 18% (23% if degrees awarded in September are included)

TRIO STEM

- Approved Rate Persistence: 75%
 - Actual Attained Persistence Rate: 76%
- Approved Good Academic Standing: 78%
 - Actual Attained 93%
- Approved Associate Degree or Certificate 30%
 - Actual Attained Rate: 41%
- Approved Rate for an Associate's Degree or Certificate AND Transfer to 4 Year Institution: 20%
 - Actual Attained Rate: 25%

Financial Aid Counseling

Financial Aid Counseling is an important tool to minimize student debt and lower default risk. All students complete mandatory entrance counseling with Financial Aid staff before accepting their first loans. Entrance counselors provide details about the student's debt obligation, grace period, repayment options, and information about loan servicers. Before graduation, students are required to complete exit counseling which reviews all of the information that has been covered in the previous points of contact and sets them up for successful navigation of the repayment period. The recent redesign of the [Financial Aid](#) pages on the Lane Community College website also supports financial literacy by collecting all consumer information and disclosures on the same easy-to-find webpage. Presenting all the information in one spot helps students and their parents understand the financial risks and benefits of attending Lane Community College.

Mandatory Advising and [New Student Orientation](#)

In order for students to "Start Right," Lane invested in a mandatory advising program that was implemented in 2013-14. New students participate in orientations either in person or online, with opportunities for one-on-one advising in either modality. As part of the pivot toward a Guided Pathways framework, in 2019–2020 Lane Advisors have been piloting in-person orientations organized around career communities that help guide students toward programs that meet their professional and learning goals.

First Year Experience

Lane's [First Year Experience](#) (FYE) guides first-year, degree-seeking students in their transition to and engagement with Lane Community College. Through online and in-person activities, First Year Experience supports students in making sound decisions in career, academic and financial arenas. Success coaches and peer mentors provide a welcoming, accessible environment where students can identify and overcome obstacles which could impede progression and goal attainment. Lane's First Year Experience is available to all students at Lane Community College and meets the FYE requirement for the [Oregon Promise Grant](#).

Standard 2.G.2: The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Lane publishes current and accurate information in multiple systems and makes this information available to students through the [Lane Community College Catalog](#), on the [Lane Community College](#) website, and in the [Board of Education policies database](#), all of which are available to the public. Please see Table 4: Required Published Information for links to specific information. See also Eligibility Requirement 18 for additional discussion of the College's publication practices in adherence with NWCCU requirements.

Information	Catalog	Lane Website	College Policies and Procedures	Board Policy
Institutional mission, vision, and values	About Lane	Mission, Vision and Values		
Admission Requirements and Procedures	Get Started	Getting Started	Admissions	BP705: Admissions
Grading Policy	Policies and Procedures		Definitions Academic and Degree Appeals Changing Pass/No Pass Records	
Academic Programs	Programs A-Z Programs by Department Other Learning Opportunities	Programs		
Courses	Course List	Class Schedule		

Information	Catalog	Lane Website	College Policies and Procedures	Board Policy
Degree and Program Requirements	Programs A-Z Graduation and Transfer Requirements		Graduation Requirements	
Program Learning Outcomes	Listed on each program page			
Course Learning Outcomes	Listed on each course page	Outcomes are viewable by clicking on the "Syllabus Available" link within any course.	Course Syllabus Information Procedure	
Required Course Sequences and Timelines for Completion	Listed within programs of study term-by-term printed planners given to students for some programs			
Faculty and Administration Credentials	Administration Instructional Staff			
Rules and Regulations for Conduct		Students' Rights and Responsibilities and Student Code	Students' Rights and Conduct	
Tuition, Fees, and Costs	Career-Technical Education programs include a list of each type of costs (e.g., Health Info Mgmt. AAS)	College Tuition, Fees, and Payments		BP725: Tuition BP730: Waivers BP715: Activity Fee
Refund Policies and Procedures		Refunds	Refunds: General Refunds: Continuing Education	
Financial Aid Requirements	Tuition, Fees, and Financial Aid	Financial Aid		
Academic Calendar	Academic Calendar	Academic Calendar		

Table 4: Publication Information

Standard 2.G.3: Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

The Lane Community College Catalog and Program pages on the Lane website provide descriptions of educational programs including accurate information about legal eligibility requirements for program entry, licensure, and entry into the profession. Special requirements associated with educational programs, both credit and noncredit, are also listed in the Catalog and on Program pages of the Lane website. For an example see the [Dental Hygiene Program webpage](#) and the [Dental Hygiene Program Guide](#) in the Catalog. In some cases, additional clarification is provided on program specific pages on the Lane Community College website. For example, Lane's Health Professions programs have specific sets of requirements students must meet to be able to participate in clinical education and obtain licensure and employment; details about these requirements are published on the [Health Professions](#) pages of website. Similarly, the requirements associated with the [A.A.S. in Nursing](#) are specified in the Catalog, and additional information about state requirements for licensure and entry into the profession is provided on the [Nursing Program](#) pages. Employment requirements, such as successful performance on a licensure exam and completion of internship hours, are specified for each program in the Catalog and/or on the program's webpages. For example, see the [Massage Therapy Program](#). For more information about the College's publication practices related to course and degree outcomes, please see Eligibility Requirement 5 and Eligibility Requirement 13.

Standard 2.G.4: The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Lane offers a variety of financial aid options, including state grants ([Oregon Promise](#) and [Oregon Opportunity](#)), federal grants (Pell and Supplemental Education Opportunity), Federal Work Study, and loans (Federal Direct Subsidized, Federal Direct Unsubsidized, and Parent Plus). Lane's Financial Aid Office actively discourages students from taking private loans and provides information about the risks of such loans on the [Student Loans](#) section of the Lane website. In addition, information about each type of financial aid is available on the [consumer information](#) page of Lane's website and in the [Financial Aid Award Handbook](#).

Moreover, the Financial Aid Office and Recruitment Office collaborate to ensure information about aid is part of all recruiting presentations. Copies of the current Financial Aid Award Handbook are also emailed directly to each newly awarded student.

To ensure effectiveness and compliance with Federal regulations, Lane's Financial Aid Office undergoes annual A-133 audits as well as routine recertification processes and Program Participation Agreement updates and has received no recent negative feedback. In addition, effectiveness of Financial Aid is monitored internally through Lane's Program Review process, which provides insights on ways to improve the student experience. Having the capacity to serve students in a timely fashion is of critical importance to providing an effective financial aid program, so the Financial Aid Office has undertaken many student-first initiatives to better support students and demonstrate accountability. These initiatives support mission fulfillment by aligning innovations with Lane's Core Values.

Standard 2.G.5: Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The Financial Aid Office takes loan management very seriously and has undertaken a series of steps to minimize student debt and lower default risk. As a result, the percentage of financial aid students who have taken out a loan at Lane dropped from 63.04% in 2012-13 to 10.7% in 2019–2020 aid year. Likewise, the cohort default rate is at its lowest level in 10 years (19.2%). To accomplish these goals, the College stopped awarding unsubsidized loans upfront. In addition, students are counseled by Financial Aid staff about the dangers of borrowing and especially default.

To increase financial literacy and planning, students are informed of repayment obligations at multiple points in the financial aid process. The first is federally mandated entrance counseling, which details the debt obligation the student is taking on, covering topics like their grace period, repayment options and their loan servicer. The student is then required to read and sign a Master Promissory Note, which requires the student to read and acknowledge the terms of the loan, including when they need to repay. As of Fall 2019, students are required to review all of their borrowing, their repayment date and their repayment options every year before they are allowed to receive an additional loan. Finally, students are required to complete exit counseling which reviews all of the information that is contained in the previous points of contact. Beginning in 2017, all colleges and universities who issue loans are required to directly mail to students a loan disclosure sheet, again detailing the structure of repayment, deadlines and options.

The Financial Aid Office is offering an additional point of contact this year at the April 25, 2020 Loan Clinic event, where any student with loans from any school can get a free, confidential advising about how to navigate the repayment process. The recent redesign of the [Financial Aid](#) pages of the Lane Community College website also supports financial literacy by collecting all consumer information and disclosures on to the same easy-to-find webpage. Presenting all the information in one spot helps students and their parents understand the financial risks and benefits of attending Lane Community College. Please see the [Financial Aid Consumer Information](#) webpage for public information about Lane’s current student loan default rates (CDR).

Standard 2.G.6: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Advising Requirements and Responsibilities

Lane’s Academic Advising Department uses an [Academic Advising Syllabus](#) to clearly and consistently articulate information about the advising process. Created in 2012 by Lane Advisors, the syllabus applies core values, concepts, and best practices from the National Academic Advising Association (NACADA). This Academic Advising Syllabus is disseminated to every new student during on-boarding/orientation, and a digital version is housed on the [Academic Advising](#) pages of the Lane website for faculty, staff, and community use.

Personnel and Development of Current Advising Model

Advising is housed in the Student Success Division and consists of ten full-time academic advisors and one part-time academic advisor. Until approximately 2010, Lane relied on counselors to provide advising for most campus programs. However, the College has shifted toward professional academic advisors and most recent hires have Master’s degrees or higher in Student Affairs or education-related areas. New advisor training requires 160 hours of engagement with materials on professional standards and responsibilities as well as institutional

expectations. The majority of this training is focused on curriculum, program expertise, and graduation requirements for various degrees and certificates. To ensure quality standards are met, reviews are conducted after the new hire's trial service period concludes. New advisors must demonstrate mastery of curriculum, program, and graduation requirements before they can start working alone with students. More detailed information about the training schedule and topics can be found in the [Academic Advising Training Plan](#).

Program Review and Future Directions

In Fall 2019, Academic Advising formed a committee to work with a Program Review Coach and the Dean of Student Success to create a template for Academic Advising Program Review, to be completed by summer 2020. This is the start of an ongoing 5-year cycle of continuous improvement and refinement to support student development and success. This will be the first time Academic Advising has undergone program review using the metrics set forth by the [Council for the Advancement of Standards](#) (CAS) for Academic Advising as well as the [Core Values](#) and [Core Competencies](#) established by the National Academic Advising Association (NACADA). The Advising Program Review Self-Study will utilize the Standard Data Package⁴ as well as the advising records note keeping system (System for Application Oriented Requirements Specification, SARS) to provide:

- A detailed history and timeline of Academic Advising at LCC
- An overview of program alignment with the College's Strategic Directions
- An examination of student enrollment and demographic shifts impacting advising program
- An analysis of advising productivity and impact, including analysis of:
 - Student success rates (GPA, course completion) compared to advising use rates
 - Student success rates for at-risk students at academic alerts 3 and 4 who completed academic intervention
 - Student learning outcomes for programs and services that include learning outcomes and a timeline for review of services and programs that currently do not have identified learning outcomes
- Departmental procedures and staffing, including supervision
- Equipment needs (facility, technology, software, etc.) forecast
- Future needs and action items

Although the report is still underway, several trends have emerged that have already had an influence on Advising and will likely continue to be key features shaping practices. For example, increases in full-time student demographics of 18- to 19-year-olds from 18% to 39% has required advising to adapt some practices in order to meet the needs of this population. Advising has responded to this trend by hosting high school-specific orientations for graduating seniors.

Another key feature shaping Academic Advising Lane's move toward a Guided Pathways model, which include an emphasis on intrusive advising. Moving forward, Guided Pathways and Advising Program Review will be the guiding principles in development, evaluation, and maintenance of Lane's Academic Advising Program.

Standard 2.G.7: The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students

⁴ For additional information about the Standard Data Package, please see the Build Data Literacy section of the Addendum: Mid-Cycle Follow-up Items.

protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Lane Community College verifies student identity during the admissions process. At the time any potential student applies for admission, the College requests information that is uniquely known to the student.

The unique information provided during admission is used to generate a secure username and password for the student to access all of Lane's web properties. To ensure both privacy as well as identity verification, the College has inserted security questions into its application and admissions processes.

Additionally, the College only communicates with distance education students via classes.lanecc.edu, MyLane or their student email account. All of these channels for communication are closed systems that require username and password credentials to access.

Test proctoring is coordinated in various testing centers on the Lane campus and at remote sites. Student identification is checked before students are given access to tests under the supervision of a pre-approved test proctor. Local students generally test in Instructional Testing Services on the main campus, at a Lane outreach center or via remote online proctoring through a partner organization. Tests are proctored for remote students in pre-approved testing centers nationally and worldwide. Protocols for proctored testing are outlined on the LaneOnline website and include a test proctor approval request form as well as strict criteria for qualifying as a remote testing site. Qualifiers include appropriate testing environments as well as appropriate processes for ensuring student identity and protecting student data. There are no charges for identity verification.



LIBRARY & INFORMATION RESOURCES

Standard 2.H.1: Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

As noted in Eligibility Requirement 14, the [LCC Library staff](#) consists of twelve staff members including paraprofessionals and librarians. Three paraprofessionals have MLIS degrees. Of the five faculty librarians, two have a second master's or certification, and two are part-time. Library staff classifications are derived from work assignments and all staff are highly qualified for their duties and responsibilities. Annually, approximately eight students are hired as work-study assistants to support library operations.

The library's collection includes approximately 364,883 titles as of Fall 2019. This number includes approximately 2831 DVD media and 49,785 print titles. The library's virtual collection serves all Lane faculty, staff and students anytime, anywhere with Internet access. This collection directly supports the College's strategic direction for online learning. At this time, the virtual library contains approximately 220,000 e-books and 76 databases that provide access to more than 58,000 electronic serials titles. In addition, Lane is part of the Orbis Cascade Alliance, a consortium of 37 academic libraries across the Pacific Northwest. Participation in the Alliance greatly enhances Lane's interlibrary loan program and increases student and staff access to a much broader range of titles. All materials are discoverable in the library catalog.

A thorough deaccession process was completed in 2019, bringing the average age of the collection from 1997 to 2005. A liaison outreach program connects Lane's program and discipline needs to the collection. The library's procedures for assessing the adequacy of library collections include age of collection reports, librarian liaison work with the academic programs, and the weeding/deaccessioning procedures for maintaining currency of the collection. A detailed description of the collection planning and development process, including [staff assignments](#) for planning and collection development, is described on [Lane Library's Collection Development](#) webpage.

The Library maintains a lively program of activities for library users and the campus community including thematic book displays, promotion of new materials and resources, and a stellar website that features online how-to, tutorials, and research guides. The Library Makerspace was inaugurated in October 2019 and offers both recreational and educational opportunities for hands-on learning and creative exploration. Since opening in Fall 2019, the Makerspace has received approximately 200 visitors. The [Library Information Literacy Mission Statement](#) connects the libraries instructional services to specific learning outcomes. The [Library Policy Manual](#) contains sections with additional information about Reference staff, Library Assignments, and Teaching and Instruction as related to student learning outcomes for library use. Additional facts and trends are shown in Figure 3. Please see Eligibility Requirement 14 for additional information related to the Lane Community College Library.

Lane Community College Library

Quick Facts

Trends

Quick Facts 2019

Select Year
2019

In Person Visits

150,507



Website Page Views

553,070

Class Attendance

2,769

Regular Check Outs

17,747

Class Sessions

134.0

Tutorial Plays

8,166

Summit/ILL Borrowing

1,697

Summit/ILL Lending

2,419

Study Room Bookings

2,215

Average Weekly Hours

48.67

LCC Student FTE

8,237

Figure 3: Library Quick Facts 2019

PHYSICAL & TECHNOLOGY



Standard 2.I.1: Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

Within the last decade, enrollment at the College rose from the relatively stable level of around 9,000 to 10,000 full-time equivalent students (FTE) to a peak of 15,000 FTE during the recession of 2008-2012 back to its current level of around 8,000 FTE. This period also saw several new buildings added to the College’s holdings. In 2017, ISES Corporation conducted a comprehensive Facilities Conditions Assessment to inventory the age and condition of all facilities equipment in buildings. The information from the facilities conditions assessment informed the [2020 Facilities Master Plan](#) which was finalized in April 2020 and is published on the Facilities Management and Planning page of the Lane website; a summary of the ISES assessment can be viewed in an [Appendix to the Facilities Master Plan](#). More detailed information on the process used to assess sufficiency of physical facilities can be found in Chapter 7: Space Needs Assessment (page 38-57) of the 2020 Facilities Master Plan. The Facilities Master Plan and Appendix was also used to determine projects to include in [Bond Measure 20-306](#), a \$121,500,000 bond passed in May 2020 that provides funding for equipment replacements.

The 2020 Facilities Master Plan included a detailed analysis of this space including a complete inventory of all spaces at Lane’s main campus and all branch campuses; see 10d Space Standards (pages 128-136) of the Appendix to the Facilities Master Plan for detailed information. The College’s current assignable space was compared with the amounts of space that should be assigned per the Space Standard shows the College to be within 10% of the standard. While the College as a whole meets the guidelines of the Space Standard, within the College, there are some individual divisions that have excess space and other divisions that are overcrowded. The Facilities Master Plan includes a reorganization of existing space that seeks to level out many of these space inequities. See 10e Space Utilization Reports (pages 136-200) of the Appendix to the Facilities Master Plan for more information about current space utilization.

In order to ensure that the technology needs of Lane’s students and staff are met, the College charges a \$9 per credit Technology Fee that funds necessary technology replacements. The [Technology Council](#) is charged with developing, reviewing, and evaluating the College technology strategic plan and technology policies in accordance with the vision, mission, core values, learning principles, and strategic directions of the College. Since the [2015-20 Strategic Technology Plan](#) is reaching its expiration date, the Technology Council is currently in the process of approving a new Strategic Technology Plan. However, disruptions in governance work during Spring 2020 as a result of Covid-19 delayed this work; new work plans for governance councils will be available in Fall 2020.

Lane’s Information Technology Department maintains a [Computer Replacement Plan](#) and [Hardware Count and Replacement Plan](#) that outline the computer replacement cycle and identify estimated replacement dates for all computers on campus. Additionally, the Information Technology Division developed a plan for needed IT replacements totaling \$8,000,000 that will be funded by Measure 20-306. The [Information and Technology Use: Rights and Responsibilities Policy](#) and [Software Purchasing and Requests Policy](#) provide additional information about the appropriate uses of College technology resources and the College’s approach to allocating available resources. The Procedures for [Computer Replacement](#), [Software Requests](#), and [Information Technology: Use of Services](#) provide specific guidance for how technology requests are prioritized and assessed.

In addition to ensuring sufficiency of space and equipment, Lane is committed to providing an accessible, safe, and secure learning and working environment. [BP 105, Facilities: Global Directions](#) mandates that “Lane Community College’s physical facilities will be accessible, safe, secure, and adequate, and provide healthful working and learning environments that support Lane’s mission, programs, and services.” Lane has several policies, procedures, and committees to ensure this Board Policy is met. The [Building Access Procedure](#) outlines safety and security procedures related to campus facility access, and [the Open Access Restroom Policy](#) outlines requirements for ensuring safe restroom access for all students and staff regardless of gender identity. The [ADA/504 Compliance Committee](#) ensures compliance with ADA and other standards for [campus accessibility](#). The [Accident Reporting Procedure](#) outlines protocols for addressing accidents involving non-employees, and the [Occupational Injuries and Illnesses Procedure](#) outlines the process for addressing employee injuries and accidents. The [Emergency Plan Procedure](#) provides detailed protocols for addressing a variety of emergency situations on campus. Lane follows the law regarding use, storage, and disposal of hazardous waste, as outlined in the [Hazardous Waste Procedure](#) and the [Hazard Communication Procedure](#). Please see Eligibility Requirement 15 for more on Lane’s facilities.

Clery Act Report

The Campus Public Safety Department completes the [Annual Clery Security Report](#) by September 30th and publishes the report on the Lane Community College website. Data collected for the Annual Clery Security Report comes from reportable incidents on campus and within the jurisdictions of the following law enforcement authorities at Lane Community College owned or operated locations:

- Lane County Sheriff’s Office
- Eugene Police Department
- Florence Police Department
- Cottage Grove Police Department

Title IV Reporting

Facilities Management and Planning, Risk Management, Public Safety, Director or Student Standards, Title IX Coordinator, and Titan Court all play a role in Title IV Compliance. Each respective unit is responsible for their part in the checklist. All of them are up to date with their reports. Public Safety is currently working with Titan Court to update the Annual Fire Safety Report. Please see the [completed Title IV Report Checklist](#) for additional information.

MOVING FORWARD

As demonstrated in the [2019 Mission Fulfillment and Institutional Effectiveness Report](#), Lane Community College has increased its capacity to self-correct using evidence-based decision-making and implementation processes. To further develop the College's culture of self-correction, the following three focal areas have been identified as essential to a "Culture of Inquiry" at Lane:

1. leverage the College's institutional knowledge to effectively apply "what we know" in the decision-making process.
2. integrate Planning with Budget Development to create Strategic, Measurable, Attainable, Relevant, and Time Bound (SMART) goals.
3. implement continuous improvements that support the successful and sustainable operation of the College.

Leverage Institutional Knowledge

The President and Cabinet have reorganized Planning and Institutional Effectiveness to better leverage the knowledgebase of the College in decision-making. Multiple initiatives are already in process that provide assurance of an informed, evidence-based decision-making process, including:

- automating goal-tracking to increase stakeholder access and engagement.
- standardizing assessment, program review, and curriculum management to support effectiveness.
- implementing self-correction in areas identified for instruction, services, and operations through program review.

Integrate Planning with Budget Development

Integration of the College's budget building and alignment with strategic goals is being addressed through the acquisition of Software as a Service (SaaS), which will standardize institutional knowledge management and enable accessibility by multiple stakeholders. Additionally, the College is integrating the institution-wide program review of instruction and services with the budget building process to increase transparency in operations and provide expanded stakeholder engagement. In short, to move forward with this strategy, the College is:

- expanding the use of technology through SaaS (Cloud Application) to provide access to stakeholders.
- increasing transparency for and communication with stakeholders.
- integrating institution-wide instruction and services program review with the budget building process.

Implement Continuous Improvements

Application of continuous improvements is now being expanded and tracked through the Office of Planning and Institutional Effectiveness. Improving the College's capacity to demonstrate and evaluate outcomes in order to support continuous improvement will be accomplished by:

- standardizing goal-tracking to include scheduled progress reports from the executive offices of the College (i.e. Academic Affairs, Business & Finance, Student Affairs).
- communicating changes and providing for evaluation by stakeholder communities using visualization from the expansion of Lane's Business Intelligence Model.
- providing attainable targets for completion of improvements within the revised objectives and goals.

By leveraging what we know, integrating what we know into the planning and budgeting process, and applying improvements to what we know demonstrates to all stakeholders that the College is actively engaged in self-correction. Lane is becoming better positioned to support the upward social and economic mobility for students through this expansive transition into a “Culture of Inquiry.”

ADDENDUM: ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Eligibility Requirement 1 has been met. Lane County citizens voted in 1964 to establish Lane as a comprehensive community college. The Northwest Consortium on Colleges and Universities first accredited Lane in 1968. The [State of Oregon Higher Education Coordinating Commission](#) (HECC) grants authority to Lane Community College and its governing board to operate and award degrees by approving mission statements and academic programs (ORS [350.085](#), [352.089](#), [341.465](#), [350.075](#)).

Eligibility Requirement 2: The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.

Lane's mission statement, programs and services are focused directly on higher education; therefore, Eligibility Requirement 2 has been met. Evidence of this focus is shown in the mission: "Lane is the community's college: we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success." The principle programs at Lane lead to recognized degrees or certificates. In 2018–2019, 10,779 enrolled in credit classes at Lane, and an additional 4,612 enrolled in dual credit classes; 7,613 enrolled in Continuing Education courses; and 1,399 students enrolled in non-credit skill development courses. The adopted general fund revenue budget for fiscal year 2018–2019 was \$72,875,448 million; 68.3% of which was allocated to instruction and instructional support activities.

Eligibility Requirement 3: The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.

The State of Oregon Higher Education Coordinating Commission (HECC) grants authority to Lane Community College and its governing board to operate and award degrees by approving mission statements and academic programs (ORS [350.085](#), [352.089](#), [341.465](#), [350.075](#)).

Eligibility Requirement 4: The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

[Lane's integrated Planning and Institutional Effectiveness Process](#) forms the basis for regular assessment, improvement, accomplishment, and adaptation of Lane's mission. [Strategic Directions](#) are established every five years to identify priority actions needed to support student learning and success, as measured by verifiable institutional indicators. Lane regularly reviews pertinent data to evaluate mission fulfillment against a benchmark of 70% of indicators at or above

established thresholds. **Strategic Priorities** are established biennially to identify priority areas of focus, based upon assessment of progress toward strategic directions, objectives and outcomes, internal and external environmental scanning. **Program Review** and **Department Planning** support Strategic Directions and priorities by operationalizing priorities and improvements at the program and service level. Each year, the Institutional Effectiveness Committee creates the [Mission Fulfillment and Institutional Effectiveness Report](#), [Strategic Plans](#) and [Strategic Directions](#) are published on the Institutional Effectiveness pages of Lane's website.

Eligibility Requirement 5: The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

Student learning outcomes for courses and programs of study are published in [Lane Community College Catalog](#), on course syllabi, and in program information sheets. Lane has established [Core Learning Outcomes](#) (CLOs)⁵ in partnership with Oregon's public institutions of higher education to serve as Institutional Level Outcomes, similar to General Education Outcomes or student learning outcomes at other institutions. The CLOs fall under five major headings: CLO 1: Think critically; CLO 2: Engage diverse values with civic and ethical awareness; CLO 3: Create ideas and solutions; CLO 4: Communicate Effectively; CLO 5: Apply Learning. The Faculty Assessment Coordinator and Faculty Liaison coordinate assessment outreach and professional development opportunities. Guidance, support, tools, and examples of student assessment are published on the [Assessment](#) pages of the Lane Community College website. Please see the [NWCCU Recommendation 4](#) Addendum for more information about Assessment at Lane.

Eligibility Requirement 6: The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to graduation, retention, completion, licensure, and measures of post-graduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

Lane's Institutional Indicators for student achievement are regularly assessed using Lane's Integrated Planning and Institutional Effectiveness Process which supports continuous improvement, accomplishment, and adaptation through Strategic Directions, Strategic Priorities, Program Review, and Department Planning. Lane publishes [cumulative statistics](#) that track student progress on key Indicators such as degree completion, graduation, and transfer rates, as well as [Core Theme Indicator Worksheets](#) that summarize and evaluate the available core theme indicator data. The Worksheets show the criteria developed and used to score each indicator, along with their rationale and comments about data and methods. Indicators for access and equity assess the College's demographics in relation to the demographics of Lane County, program demographics in relation to the College demographics, and ABSE or ESL students who progress to college-level credit courses or complete Career Pathways certificates. All Indicators relevant to access and equity are disaggregated by student demographics in order to assess student

⁵ Core Learning Outcomes (CLOs) are Lane's Institutional Level Outcomes, similar to General Education Outcomes or Student Learning Outcomes at other institutions.

achievement and close equity gaps. Lane’s Strategic Plan, Strategic Directions, and Mission Fulfillment and Institutional Effectiveness reports are made available annually on Lane’s website. For additional information about Lane’s Institutional Indicators and assessment of mission fulfillment, please see the [Mission Fulfillment Summary](#). Please see Addendum: Data Literacy for more information about Lane’s integration of data in campus processes and procedures.

Eligibility Requirement 7: The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.

Lane has met the Eligibility Requirement through policies and procedures reflected in the College Online Policy and Procedure System (COPPS) as well as Lane Board of Education Policies. The policies and procedures in Table 5 guide how the College addresses Access, Equity, and Inclusion; the Diversity Council is responsible for policy development in this area.

Information	Governance	College Policies and Procedures	Board Policy
Affirmative Action		Affirmative Action Guidelines and Complaint Procedure	BP 505, Affirmative Action
Access, Equity, Inclusion	Diversity Council	Disabilities: Americans with Disabilities Act Complaint Procedure; Bias Incident Policy; Open-Access Restroom Policy	BP 520, Cultural Competency and Diversity Awareness; BP 550, Recruitment
Harassment		Harassment Based on Race or Ethnicity or National Origin: General Policy; Harassment based on Sexual Orientation, Gender Identity, Gender Expression, Religion, or Disability Policy; Harassment, Sexual: General Policy; Bias Incident Policy, Bias Incident Procedure	

Table 5: Nondiscrimination Policies, Procedures, and Governance

Eligibility Requirement 8: The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.

Lane has established ethical standards in its academic programs, operations and relationships as delineated in the following Board Policies, and in compliance with applicable Oregon Revised Statutes and Oregon Administrative Rules:

- [BP 030, Educational Programs: Global Directions](#) directs the Board to be responsible for approving all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas and directs the Board to require and consider reports concerning the programs of the College

- [BP 720, Student Services: Global Directions](#) states that with respect to interactions with learners, the President shall assure that procedures and decisions are safe, respectful and confidential
- [BP 555, Treatment of Staff](#) gives the President responsibility to ensure that paid and volunteer staff are able to work in an evidence-based environment and free from discrimination
- [BP 635, Institutional Integrity: Global Directions](#) states that the Board must ensure the integrity of the College
- [BP 505, Affirmative Action](#) directs the College to engage in strict adherence to the principles of affirmative action
- [BP 705, Admissions for Credit Students](#) states that all students over 18 or who have a high school diploma or GED cannot be denied admission

The President is responsible to monitor College activities, decisions, and organizational circumstances for adherence to these ethical standards, and to assure they are lawful and congruent with ethical business standards according to [BP 356, Global Executive Directions](#). For additional information on Lane's ethical standards, please see Standard 2.D.2.

Eligibility Requirement 9: The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such [the] boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

The Lane Community College Board of Education has seven elected voting members who represent five different zones plus two at-large positions that roughly encompass Lane County. The Board's commitment is described in [BP 357, Global Governance Commitment](#):

The Board of Education, on behalf of the district, will work to ensure that Lane Community College achieves the appropriate results, at an appropriate cost, to advance the College vision, mission, core values, and Strategic Directions.

The Board shall comply with Oregon Revised Statutes.

The Board will govern by policy. It will establish appropriate ends policies and executive direction policies and ensure that accountability measures are clearly identified and reported on a frequency and method chosen by the Board.

Board members have no contractual or employment relationships or personal financial interests with Lane. This representative Board's charge is to oversee the development of programs and services that board members believe will best serve the needs of the people of the Lane Community College district.

The Board has primary authority for establishing policies governing the operation of the College and for adopting the College's annual budget. Authority, roles, and responsibilities between the Board and the College are clearly delineated, for all entities, in a written contract, described on

Lane's website in its [Governance System Manual](#) and in [BP 325, College Governance System](#). For more information on Lane's Governance system, please see Standard 2.A.1.

Eligibility Requirement 10: The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.

Lane employs an appropriately qualified chief executive officer, Dr. Hamilton, appointed by Lane's Board of Education, whose full-time responsibility is to Lane. Neither Dr. Hamilton nor any other executive officer of Lane chairs the governing board. As described in [BP 380, Officers of the Board of Education](#), the Board of Education shall have as officers a chair and a vice chair to be elected by the Board at its annual organizational meeting. The Board shall then appoint the College President as the clerk of the district. Deputy clerks may also be appointed at this time to perform such duties as recommended by the President.

Dr. Hamilton holds a Ph.D. in Nursing Education from Widener University in Pennsylvania, a Master of Science in Nursing from the University of Delaware and a Bachelor of Science from the State University of New York at Plattsburgh. Prior to joining Lane Community College as its seventh President, Dr. Hamilton served as Vice President for Academic Affairs, Institutional Effectiveness and Planning at Camden County College. For more information about Dr. Hamilton and the role of the President, please see Standard 2.A.3.

Eligibility Requirement 11: In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.

In addition to Dr. Hamilton, Lane employs a sufficient number of qualified administrators with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Neither Dr. Hamilton nor any other executive officer of Lane chairs the governing board. The [Leadership Organization Chart](#) illustrates the organization's leadership structure, and the [Academic Organization Chart](#) illustrates the organization of Lane's academic units. For more information about Lane's Leadership, please see Standard 2.A.2

Eligibility Requirements 12: Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

Careful planning and monitoring of instructional capacity have allowed the College to maintain a commitment to its mission in all four core theme areas despite enrollment declines.

Lane's Staffing by FTE Academic Year 2016-2020							
Employee Classification	AY2016	AY2017	AY2018	AY2019	AY2020	% Change FY16-FY20	% Change FY19-FY20
Classified Staff Total FTE	473.2	455.0	437.8	420.7	388.9	-17.8%	-7.6%
Full-time Classified	308.8	302.3	321.8	305.9	303.5		
Part-time Classified	164.4	152.7	116.0	114.8	85.4		
Faculty Total FTE	418.0	413.8	392.1	399.0	394.4	-5.6%	-1.1%
Full-time Faculty	215.7	217.7	203.9	214.3	209.5		
Part-time Faculty	202.3	196.1	188.2	184.7	184.9		
Student Worker Total FTE	0.6	0.5	0.5	0.5	0.3	-43.3%	-24.4%
Management Total FTE	70.4	68.5	69.6	66.5	67.9	-3.6%	2.0%
Collegewide Total Personnel FTE	962.2	937.8	900.1	886.7	851.5	--11.5%	-4.0%

Table 6: Employee Groups by FTE 2016-2020

Decisions made at each step of the hiring process are evaluated by staff in Human Resources for adherence to College policy and to ensure that selection decisions are free from bias. Hiring recommendations are evaluated at the Cabinet and Presidential level before an offer is made. Lane Community College administrators and instructional deans partner with faculty union leadership to ensure that each faculty assignment, whether full- or part-time, is filled by a fully qualified and properly credentialed professional educator in accordance with the College's [Procedure for Instructor Certification](#) and the [Hiring Process Procedure](#). Per standard best practices, official transcripts are required, and professional references are carefully checked before the employment recommendations for full-time faculty vacancies are forwarded to the office of Academic and Student Affairs and the President's Office for final approval.

The [Faculty Evaluation Handbook](#) describes Lane's developmental and corrective evaluation processes. The steps, procedures, and criteria concerning evaluation of full-time and part-time faculty, as well as the steps that precede discipline or termination, are also outlined in the [2019–2024 Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Education Association (LCCEA). The [2016–2023 Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Employees Federation (LCCEF) outlines conditions of employment, rights, and responsibilities. The [Classified Employee Evaluation Form](#) and [Performance Level Guidelines](#) provide clear information about the process for evaluation and expected standards of performance for classified staff. The management working conditions agreement outlines the conditions of employment, rights, and responsibilities for managers. Manager's [Performance Level Guidelines](#), Performance Review Instrument, and other material for evaluation of managers

are available on the [Human Resources Forms](#) webpage. For more information on sufficiency of staffing and human resource management, please see Standards 2.F.1 through 2.F.4.

Eligibility Requirements 13: Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

Lane Community College offers associate degrees which include appropriate content and rigor consistent with its mission. The College offers three statewide transfer degrees: Associate of Arts Oregon Transfer (AAOT) degree, Associate of Science Oregon Transfer-Business (ASOT-BUS) degree, and the Associate of Science Oregon Transfer-Computer Science (ASOT-CS). Lane also offers the statewide Oregon Transfer Module (OTM), which is a transcript notation consisting of 45 credits of coursework, equivalent to three academic quarters, and is designed to improve student transfer to a four-year college or university.

The College also offers two general education degrees: The Associate of Science (AS) degree and the Associate of General Studies (AGS) degree. In addition to statewide transfer and general education degrees, the College offers a variety of industry-specific career-technical programs, including: 34 Associate of Applied Science (AAS) degrees, 21 one-year certificates (45-60 credits), 3 two-year certificates (61-108 credits) 26 Career Pathway certificates (12-44 credits), and 4 standalone short-term certificates (12-44 credits).

These educational programs culminate in achievement of clearly identified student learning outcomes, which are published in the Lane Community College Catalog and lead to collegiate-level awards. Each career-technical program has been developed with expert advice and oversight from a program advisory committee within Lane's recognized fields of study, requires use of a variety of learning resources, and is reviewed and approved through the College's curriculum approval process. This process includes review by the Curriculum Committee and approval by the Academic and Student Affairs administration and Lane Board of Education. Final state approval is granted by Oregon's Higher Education Coordinating Commission (HECC) and the Office of Community Colleges and Workforce Development (CCWD). Degree and certificate completion requirements are reviewed approximately every 3-5 years, and all AAS and Certificates of Completion awards are reviewed annually by the owning department to ensure continued alignment with industry standards, emerging trends, and with any program-specific accrediting agencies or state-level consortia.

Eligibility Requirements 14: Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The [LCC Library staff](#) consists of twelve staff members including paraprofessionals and librarians. A detailed description of the collection planning and development process, including [staff assignments](#) for planning and collection development, is described on [Lane Library's Collection Development Webpage](#). Information about the collection can be viewed in Table 7: Library Collections. For additional information about the library, please see Standard 2.H.2.

Library Collections/Circulation	Physical Collection		Digital/Electronic Collection	
	2018–2019	Prior Year	2018–2019	Prior Year
Books	49,785	60,900	219,543	200,037
Databases			76	112
Media	2,831	2,711	33,611	26,572
Serials	301	291	58,736	54,733
Total Collection	52,917	63,902	311,966	281,454
Total Circulation	20,081	21,176	25,820	23,355
Interlibrary Loan Services				
	2018–2019		Prior Year	
Total interlibrary loans and documents provided to other libraries	2,705		2,613	
Total interlibrary loans and documents received	1,453		2,071	
Source: IPEDS Data Center, Lane Community College 2018–2019				

Table 7: Library Collections

Eligibility Requirements 15: The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Lane’s [Facilities Council](#) develops, reviews, and evaluates plans and policies and sets directions for facilities in accordance with the vision, mission, core values, institutional indicators, learning principles, and strategic plan. The [Technology Council](#) develops, reviews, and evaluates the Technology Strategic Plan and technology policies in accordance with the vision, mission, core values, learning principles, and Strategic Directions. The Facilities Council also works in conjunction with the [Emergency Planning Team](#) (EPT), which is responsible for coordinating and managing campus emergencies, and coordinating with local emergency agencies/officials. The EPT comprises key decision-making and emergency response personnel. The EPT Team follows the Federal Incident Command Structure during emergencies. The Lane Community College Emergency Procedures Guide, also known as the Red Book, is a resource guide for the Emergency Planning Team to prepare for and respond to emergencies. Because emergency events can include loss of network connectivity or power, all EPT members keep a current, printed copy of this manual in their work area for reference.

Eligibility Requirements 16: Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and

independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

As described in Standard 2.B.1 and 2.B.2, Lane maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

These articles of the [Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Education Association (LCCEA) delineate contractual protections of academic freedom:

- 15.2 Academic Freedom (page 37): Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter
- 15.3 Additional Rights (page 37): The professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the College
- 16.3 Civic Life (page 38): Each faculty member is also a citizen of his or her nation, state and community; and when he or she speaks, writes or acts as such shall be free from institutional censorship

The [Student Rights and Responsibilities](#) policy is located in the COPPS, and the [Student Handbook](#) as well as the [Lane Community College Catalog](#) and describe students' rights as related to academic freedom:

Protection of Freedom of Expression

Students are responsible for learning the substance of any course of study for which they are enrolled. However, students are free to state any reasoned exception to data or views offered in any course of study and to reserve judgment about matters of opinion. See also [Freedom of Inquiry and Expression](#).

Lane's core values of diversity and integrity allow staff and administrators to engage in the open examination of ideas. [BP 620, Freedom of Inquiry and Expression](#), states that

The College does not promote any particular political or religious point of view, but rather encourages exploration of many points of view. Discussion and expression of all views within the College shall be limited only as allowed by law. Members of the campus community shall have the right to freely and peaceably assemble in accordance with the exercise of their constitutional rights.

Specifically in regard to staff, the Board of Education also maintains policies that support individual freedom including [BP 555, Treatment of Staff](#).

Eligibility Requirements 17: The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.

Lane Community College is an open [admission](#) institution with the primary goal of assisting students in developing programs of study that meet their individual needs and are consistent with feasible College operation. [BP 705, Admissions for Credit Students](#) requires that admission is offered to students who are 18 years of age or older or have a high school diploma or GED. Students under 18 years of age are admitted under [guidelines specific to students under the age of 18](#). Admission and placement information are located on Lane's website and is published in the annual release of the [Lane Community College Catalog](#). Most limited entry programs have an additional application that is to be completed prior to entry. For each of these programs' students are notified of the admission requirements and are notified on the steps needed to earn entry into the program.

Eligibility Requirements 18: The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The [Lane Community College Catalog](#) publishes current and accurate information regarding the College's: Mission and institutional indicators; admission requirements and procedures; grading policies, including definitions, pass/no pass option, grade reports, and posting of grades; information on academic programs and courses; names and academic credentials of administrators and faculty and names, academic credentials, and titles of deans and executive deans; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. These policies and procedures are published in the Lane Community College Catalog and on the Lane Community College website, as described in Standard 2.G.2.

Eligibility Requirements 19: The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.

Lane Community College Board policies provide executive directions in [BP 260, Financial Planning and Budgeting](#), [BP 255, Financial Condition and Activities](#). Several policies under the [BP 200, Budget and Finance](#) heading provide detailed requirements related to the management of College finances. A detailed analysis of policy compliance is presented to the Board annually, as mandated by Board Policies. The financial parameters and expected outcomes are incorporated in day-to-day fiscal operations through preparation of daily cash flow reports and the related investment of excess cash balances which optimize flexibility and proper management of funds. This work is prepared by the business office and supervised by the Chief Financial Officer. The Board receives quarterly financial reports of operations as part of the compliance reporting. The Board of Education maintains a rolling five-year Long-Range Financial Plan. Please see Standards 2.E.1, 2.E.2, and 2.E.3 for additional information about Lane's financial resource management.

Eligibility Requirements 20: For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter

recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Oregon Revised Statutes (ORS) 341.709 requires an annual financial audit by independent certified public accountants to be presented by December 31. The Lane Board of Education has selected the accounting firm of Kenneth Kuhns and Company as its auditor. The financial audit is conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards (GAS), issued by the Comptroller General of the United States. The purpose of the financial audit and related Independent auditor's report is to express an opinion on the fairness of the annual financial statements prepared by Lane's management. In addition to meeting the financial audit requirements as set forth in Oregon statutes, the audit is designed to meet the requirements of the Federal Single Audit Amendment of 1996 and related OMB Circular A-133.

At the conclusion of the annual audit, the Comprehensive Annual Financial Report (CAFR) is completed under the auspices of the Vice President for Finance and Administration. The independent auditor's report is included in the CAFR. Recent reports, including the [2020 Comprehensive Report](#) can be found on the College Finance page of Lane's website. [BP 255, Financial Condition and Activities](#) sets forth annual monitoring criteria to be reviewed regarding financial activities, and [Board Policy BP360, Governing Style](#) designates the Board to serve as the audit committee of the College and establishes board and President roles and responsibilities in the audit process. Please see Standard 2.E.1 for additional information about financial reporting.

Eligibility Requirements 21: The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.

Lane Community College accurately provides NWCCU with all information it may require to carry out evaluation and accreditation functions. This Policies, Regulations, and Financial Review, all annual reports, major substantive change proposals and any documentation requested by evaluators have been prepared with candid contributions and the engagement of many faculty, staff, students, and Board members, in an honest effort to accurately represent the strengths, challenges, and plans to improve the College.

Eligibility Requirements 22: The institution understands and accepts the standards and policies of NWCCU and agrees to comply with these standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

Lane accepts the standards and policies of NWCCU and agrees to comply with these standards and policies. Further, Lane agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the College's status with NWCCU to any agency or members of the public requesting such information; Lane itself may choose to release the documents.

Eligibility Requirements 23: The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Lane was first accredited by the Northwest Commission on Colleges and Universities in 1968 and has been in continuous operation since that time. Please see Standard 2.E.1 for additional information about fiscal resources; Standard 2.F.3 for more information about human resources; and Standards 2.H.1 and 2.I.1 for additional information on institutional capacity. For additional information about Mission Fulfillment, please see [Lane's Mission Fulfillment Process](#).

ADDENDUM: RECOMMENDATIONS

NWCCU Recommendation 4

Fully engage faculty in developing a periodic and systematic process for assessing student learning at the course, program and College level (2010 Standards 2.C and 4.A).

Lane has made substantial progress in developing systems and structures to support assessment of student learning since the 2017 Mid-Cycle Report and continues to work toward full implementation of integrated, comprehensive, and systematic assessment. This addendum will report progress in key areas, describe challenges we have faced, plans to address these challenges, and provide information about Lane's Assessment Plan Project developed as part of a 2019 NWCCU Mission Fulfillment Fellowship.

Assessment Policies/Procedures

[BP 015, Assessment](#), which was adopted in 2014 and reaffirmed in 2019, mandates the creation and maintenance of a system for engaging in regular, outcomes-based assessments of student learning. To support this policy, the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA amended contract language to include “assessment of student learning outcomes” to the list of items included in Section 35.3.2 (page 122), which details the requirements and limitations for how faculty shall employ the 15% of their labor designated for service to the College. As the contract notes, although service hours are not tracked on an hourly basis, 15% represents roughly 6 hours per week of faculty time during the contract period (typically 171 days per year or roughly 34 weeks). Since this time can be applied flexibly throughout the year, the Faculty Assessment Coordinator is working with programs and departments to help create assessment plans that fit the exigencies of the College without creating an undue burden on faculty leading assessment efforts for their programs.

Staffing and Coordination of Assessment

As noted in the 2017 Mid-Cycle Report, Lane's Assessment Team (A-Team) coordinates assessment outreach and professional development opportunities. In 2015, the A-Team submitted a proposal for a Core Learning Outcomes (CLO)⁶ Coordinator position that provided a full-time faculty member with a 25% course reassignment to support faculty and programs engaged in assessment. This proposal was approved, and a CLO Coordinator position was created in 2015–2016. In a move toward establishing a more stable, permanent assessment infrastructure, Lane hired a full-time Coordinator of Student Learning Assessment and Curriculum Development in 2016 whose time was divided between supporting assessment efforts and managing campuswide curriculum processes, structures, and deadlines. Part of the responsibilities for the assessment portion of this position included chairing the A-Team and supporting assessment efforts for the entire campus. In 2019–2020, the CLO Coordinator position was phased out and replaced by a Faculty Assessment Coordinator, staffed by a full-time faculty member. The Faculty Assessment Coordinator was expected to continue the liaison and professional development work that had been done by the CLO Coordinator with expanded time to be devoted to development of systems, tools, and resources necessary to support sustainable, systematic assessment at the program and institutional level. Beginning in 2020–2021, the Assessment and Curriculum Coordinator will transition to supporting the College's curriculum

⁶ Core Learning Outcomes (CLOs) are Lane's Institutional Level Outcomes, similar to General Education Outcomes or Student Learning Outcomes at other institutions.

initiatives full time, and the Faculty Assessment Coordinator will continue coordinating assessment work on campus in a full-time capacity. To provide supplemental support and mentoring for assessment, the 2018–2019 Annual Assessment Report laid out a vision for an Assessment Liaison Program, wherein faculty would receive professional development and reassignment time in order to provide ongoing support for assessment, develop support tools, and carry out assessment awareness activities. A pilot version of the program was launched with one liaison in a half time position during 2019–2020. The Assessment Liaison supports Community of Practice participants and works directly with Program Leads in the first year of Academic Program Review to help them address the Assessment Question in their Self-Study. The Assessment Liaison and Faculty Assessment Coordinator began supporting Student Affairs Programs in year one of the review process during 2019–2020 as well. A half-time Assessment Liaison will continue to support campus assessment efforts in 2020–2021.

These hires increase the College's capacity to develop systems and structures needed to support continuous improvements and build a culture of assessment. Starting in 2020, the need for more effective workflows for assessment, strategic planning, and resource allocation in alignment with institutional priorities is now being met by the Executive Director of Institutional Effectiveness. The Executive Director leads the College's institutional effectiveness efforts, including oversight of assessment and program review.

Campus Outreach and Professional Development

In Fall of 2017, the CLO Coordinator and Coordinator of Student Learning Assessment and Curriculum Development created curriculum for five workshops to support Faculty Professional Development and help build a campus culture of assessment. Workshop sessions included: Meaningful, Measurable, Manageable Course Learning Outcomes; Introduction to Core Learning Outcomes; Rubric Fundamentals; Go Deeper with Rubrics; and Inspired Assignments, and opportunities to participate in workshops were offered during Winter and Spring term of 2018 as well as throughout the 2018–2019 academic year. For more information about these workshops, please see the [2017–2018 Annual Assessment Report](#) and the [2018–2019 Annual Assessment Report](#). In 2019, Lane was awarded a NWCCU Mission Fulfillment Fellowship to support development of the Assessment Plan Project. A Community of Practice was a key element of that project and was the primary vehicle for professional development in 2019–2020. A pilot cohort of eleven faculty representing ten academic programs completed a beta version of the Community of Practice in Winter and Spring terms in 2020 and worked on developing assessment plans for their respective programs. More information about that project is provided in the NWCCU Mission Fulfillment Fellowship section.

Assessment Projects and the Assessment Fellowship Program

Prior to 2017, Assessment funding was offered using a project model, where interested individuals could apply for funding to support assessment projects in a somewhat ad hoc fashion. However, beginning in 2017–2018, the Assessment Team began shifting toward offering Assessment Fellowships in addition to project based funding. Assessment Fellowships were designed to provide a pipeline for program assessment by focusing initial attention on course level assessment, and, ultimately, assessing attainment of program and institutional outcomes through intentional alignment of student learning outcomes at the course and program level with the Core Learning Outcomes. Fellowships provided programs substantial support during the planning, development, and pilot stages to ensure programs completed their fellowship with the tools, knowledge, and experience required to carry out meaningful, ongoing learning outcomes assessment. Alignment with Core Learning Outcomes is accomplished through the creation of Core Learning Outcomes maps, which programs could develop using Assessment Project

Funding or using program resources. In addition, the application for funding for both projects and fellowships requires applicants to select one of the Core Learning Outcomes to align with so that the plans and tools they developed have a clear connection to student attainment of the College's Core Learning Outcomes. Fellowships and projects were important in helping programs develop usable tools and approaches to learning outcomes assessment, and they were essential in creating awareness of assessment and building relationships with faculty and staff leading assessment efforts in individual programs and departments. In 2019–2020, Assessment Fellowship and Project funding was reallocated to support the Assessment Community of Practice component of the Assessment Plan Project.

Institutional Assessment Plan

The Institutional Assessment Plan submitted with the [2017 Mid-Cycle Report](#) (see page 22 for the response to Recommendation 4) articulated a vision for assessment at Lane and provided a blueprint for how to achieve this vision. Changes in leadership at many levels since 2017 have meant that, while the vision for institutional assessment remains intact and has more support than ever, the anticipated timelines have necessarily been altered and some projects have been substantially revised. This period of change has necessitated a grassroots approach to assessment where Coordinators and Liaisons worked directly with faculty, staff, and deans to develop plans that would fit their individual program needs and context. The downside of this approach has been that assessment plan development has been uneven across campus and has not accelerated at the pace anticipated in the Institutional Assessment Plan. However, one upside of this approach has been the opportunity to build good will and trust. While changes in culture can be difficult to measure, this person-to-person contact created space for Assessment Coordinators and Liaisons to develop sustained and meaningful relationships with assessment leads in many programs that have supported their willingness to invest in rigorous, sustained assessment. Moving forward, having institutional research, assessment, program review, and strategic planning consolidated under the Director of Institutional Effectiveness will support systematization and integration of assessment efforts. With this new leadership in place, the 2017–2022 Institutional Assessment Plan is under review to determine how to meet changing exigencies going forward.

Supporting Assessment with Technology

In 2016, the Chair of the Assessment Team worked with the IT department to begin development of a Curriculum Management System (CMS) database in FileMaker Pro. The purpose of this database was to provide a single clearinghouse for course and program level student learning outcomes, Core Learning Outcomes, and learning outcomes maps connecting assessment of course and program outcomes to the Core Learning Outcomes. The project was stopped during beta testing due to lack of funding, limited stakeholder acceptance/adoption, and lack of awareness of how this system could improve student learning or institutional effectiveness.

Based on lessons learned from the CMS project and identified need, the College has approved and provided funding for an integrated technology solution. The Request for Proposal will be presented for vendor consideration in Fall 2020. The software solution is targeted for pilot in Spring 2021 with a campus-wide implementation in Fall 2021. This work will be a collaborative effort involving accreditation, assessment, curriculum management, academic technology, and the Office of Institutional Effectiveness. Current priorities for creating increased efficiency and consistency using technology include:

1. Development of common syllabi template and repository (target rollout Spring 2021)

2. Creation of a centralized inventory of course learning outcomes with a crosswalk connecting both programmatic and core learning outcomes
3. Creation of a repository of assignments and assessment tools (e.g. rubrics) used to determine student learning outcomes

More detail will be provided in the Year Seven Evaluation of Institutional Effectiveness Report to the Northwest Commission on Colleges and Universities in 2021.

Integration of Assessment and Program Review

Starting in 2018, the Academic Program Review Oversight Committee (APROC) required programs to address a question asking programs to examine the ways in which they assess student learning to promote curricular alignment and continuous improvement in their year one self-study. The assessment question for programs initiating the Academic Program Review process in 2019–2020 was:

According to Board Policy and NWCCU standards, assessment of student learning at Lane should be ongoing, systematic, guide all curricular activities, and be used to improve the teaching and learning process. Given this context, how does your program assess student learning to accomplish these goals, including ongoing and systematic improvement of program curriculum and the teaching and learning environment? (2018–2019 Annual Assessment Report)

A survey of faculty who completed Implementation Plans in 2018 show that 96% of respondents list assessment as an area of focus for their program in the next five years. In 2019, 71% of respondents report that assessment was a key area of focus in their program review implementation plans. These data support program recognition of the importance of assessment to make informed decisions related to program development.

In 2019, Student Affairs and Hybrid Program Reviews with teaching elements or student learning outcomes were required to include an assessment of student learning. The [Student Affairs Onboarding Guide](#) lays out the criteria for addressing assessment of student learning outcomes in the Guiding Questions section (page 2). A pilot program for integrating Assessment Liaisons into the year one process for Student Affairs Program Review also began in 2019. These connections have increased focus on assessment as a critical component of the self-study in SAPR and provided support and guidance so that programs can build meaningful assessment into their implementation plans from the ground up. Please see the Addendum on Recommendation 5 for more information about how assessment data is being used to inform program review.

NWCCU Mission Fulfillment Fellowship

Building on the work of the A-Team and APR, the Assessment Plan Project developed a plan for a meaningful, sustainable, faculty-led system for conducting and documenting inquiry-based, collaborative assessments of student learning that are grounded in discipline-based approaches and enable continuous quality improvements in equity, student learning and achievement. The outcome of this project was for Lane Community College's instructional programs to have a functional, sustainable, and meaningful assessment plan. The Assessment Plan Project divided the College's academic programs into five cohorts with similar strengths and needs in the area of outcomes assessment. The expectations for assessment plans include a/an:

- Framework for collaborative work among program faculty

- Statement of program outcomes
- Selection of one or more of the Core Learning Outcomes to assess
- Explanation of the direct and indirect evidence they will use to show student attainment of program outcomes and priority Core Learning Outcomes
- Plan for using the evidence for future improvements

Assessment plans emphasize alignment of course and sequence outcomes with program outcomes as well as the Core Learning Outcomes with the ultimate goal of engaging in continuous improvement of teaching and curriculum in response to identification of specific needs. Each participating program will submit annual assessment reports that will include recommendations for improvement based on analysis of assessment evidence. This evidence can also be used to identify and support resource requests as part of annual department planning and Academic Program Review.

Goals for the Community of Practice include support for participants in the creation of an assessment plan for their respective program to be submitted to the Faculty Assessment Coordinator by the end of Spring 2020. The Faculty Assessment Coordinator extended invitations to twenty APR leads who were in their third and fourth year of the process. Eleven faculty members participated in the Community of Practice. Over a series of five work sessions, discussion was centered on Learning Outcomes Assessment at the course, program, and institution level. Participants tested materials created as part of the Assessment Plan Project and gave feedback on the content of the Community of Practice, the tools they were testing, and the assessment planning process overall. By the close of spring term, nine programs submitted Program Assessment Plans for the 2020–2021 academic year and will move into the Implementation phase in 2020–2021.

The Community of Practice has been a valuable opportunity for programs which participated in the pilot to address multiple structures needed to create a sustainable and inclusive approach for assessment. It is clear that Lane’s instructional programs need more support to develop a sustainable and systemic approach for assessment at the class, course, program, and institutional level. To facilitate this work, interviews were conducted with the Deans and faculty members representing 59 academic programs which were unable to participate in the pilot for the Community of Practice. Information was assembled about how each program is currently engaging or supporting assessment, including feedback related to on-boarding, professional development, curriculum development and course planning. Deans were asked to collaborate with faculty to identify appropriate leads for assessment work; these leads will participate in the Community of Practice and take a leadership role in collaborating with colleagues to develop a plan for program assessment. Additional program cohorts will be brought in to participate in the Community of Practice and develop program level assessment plans during the 2020–2021 Academic Year.

NWCCU Recommendation 5

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).

Program Review Overview

There are three types of program review at Lane Community College: Academic Program Review, Student Affairs Program Review, and Finance and Administration Program Review. Academic Program Reviews began in 2015-2016. A Memoranda of Agreement (page 141) in the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA asserts that academic program reviews are faculty led with oversight by the Academic Program Review Oversight Committee (APROC) in collaboration with the Provost. Student Affairs Program Reviews started in earnest by 2018. Finance and Administration Program reviews began in 2012. Finance and Administration, Student Affairs and Hybrid Program Reviews are led by managers and classified staff overseen by the Office of Institutional Effectiveness. As of June 30, 2020, there were a total of 106 programs in some phase of review: 13 in College Services, 23 in Student Affairs, and 70 in Academic Program Reviews. All Lane programs have been scheduled in the program review cycle. The [Program Review](#) pages on the Lane website provide links to detailed information about each type of review and a full schedule. A more detailed visual depicting the [APR Cycle](#) is also available online and in hard copy. Figure 4 shows the major steps for all program reviews.

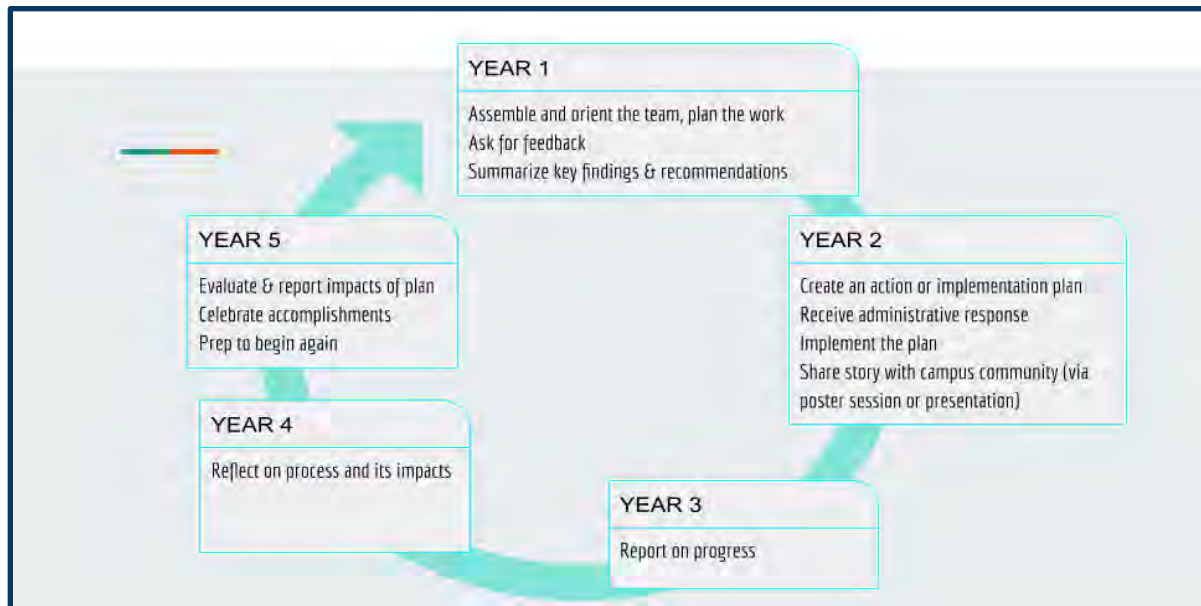


Figure 4: Five Year Program Review Cycle

In addition to applying a standard five-year cycle, all program reviews are comprehensive, use data and evidence to identify areas for improvement and are connected to planning and resource allocation. The essential steps for all program reviews include:

1. A collaborative research process
2. Composition of a rigorous self-study

3. Solicitation of feedback from students and/or an external source—other employees, peer reviewer(s), community member(s)— to assist with identification of key findings
4. Development of recommendations for implementation
5. Presentation of an implementation/action plan to administration

All program reviewers, in consultation with Institutional Research (IR), use data and evidence to identify areas for improvement, including key performance indicators. All employees have access to two common data sources: the Standard Data Package and Department Datasheets⁷, and [Timely Information Promoting Student Success \(TIPSS\)](#). The Standard Data Package and Department Datasheets are prepared annually and provide a compilation of data elements used in program review, annual department planning, and budget development. These data elements include student demographics; course enrollment, capacity and success; conferred award by department and graduation rates; student employment opportunities in Lane County; and department level staffing and financial data. This resource is shared broadly with the campus community through a password protected portal on the Institutional Research website, and promoted through announcements in *The Lane Weekly*—a weekly email newsletter distributed to all employees—and in orientations with Deans, Directors, Managers, and program review participants. Department Datasheets compliment the Standard Data Package by providing information at the department level that examines trends in enrollment, course success, transfer rates, completion/award conferral, and other data that informs department planning, program review, and department-level dialogue about program performance, goals, opportunities, and improvement efforts. In addition, the Department Datasheets provide comparisons with the rest of the College⁸.

These are rich information sources that can be useful for evaluation purposes, but program review leads often need guidance to connect their inquiry questions with appropriate data sets. To help fill this gap, IR works with programs undergoing a self-study to provide a deeper dive into enrollment and success rates across demographic factors within the program as well as collaboratively developing program-specific surveys for faculty, students, and/or advisory committees or focus groups. These surveys provide insight into areas of specific interest to the program and may include issues like faculty and student experiences within the program, student goals, and other qualitative and quantitative data that help support assessment efforts and highlight potential areas of growth. While this process has helped foster relationships and trust among faculty and Institutional Research staff, it is also time and labor intensive and has led to a dramatic increase in requests from faculty and administrators about student outcomes within their programs in order to assist in addressing equity gaps and improving student learning. The Institutional Research department is currently investigating software options that can increase efficiency through automation and the production of more user-friendly data interfaces. Such efficiency would enable IR staff to focus on increasing data literacy across campus and performing more in-depth data analysis to support evidence-based decision making.

Academic Program Review

Academic Program Review began as a pilot in 2014–2015, with a collaboration among the Assessment Team, Institutional Research, and two academic programs: Early Childhood Education and Drafting. Since its inception, the goal of the APR process has been to develop an informed understanding of the strengths and weaknesses of each program by engaging in an

⁷ Please note, the Standard Data Package and Department Datasheets can only be viewed via secure login using employee credentials.

⁸ In 2019–2020, Department Datasheets were only prepared for academic departments due to limitation in Institutional Research capacity.

inquiry-driven, data-informed process. With the establishment of the Academic Program Review Oversight Committee in 2015–2016, the APR process began to develop more robust tools, supports, and systems while simultaneously shepherding academic programs through the review process. The 2019–2020 academic year marked the fifth cohort entering year one of the APR cycle. As of June 30, 2020, 32 of Lane's 70 academic programs, approximately 46%, completed the self-study phase, as shown in the Academic Program Review Timeline. An additional nine programs were signed up to complete the year one self-study phase in 2019–2020, bringing the total to 59% of academic programs at or beyond year one of academic program review. However, as a result of disruptions to College operations and travel during the Covid-19 pandemic, these nine programs are in the process of adapting their timelines; all of these programs are on track to complete the self-study process by the close of the 2020–2021 academic year. All of Lane's academic programs are scheduled to have completed the year 1 self-study process by the end of the 2022–2023 academic year, as shown in Figure 5. Please see the [APR Program List by Year of Review](#) for a more detailed schedule.

Because APR has continued to develop as programs move through the process, programs that initiated the review process in the first few years have not completed all of the milestones that are currently used for tracking and data reporting because those requirements were not yet in place. This presents some challenges in tracking progress for early completers. As programs enter their second APR cycle, tracking data will become more consistent across programs.

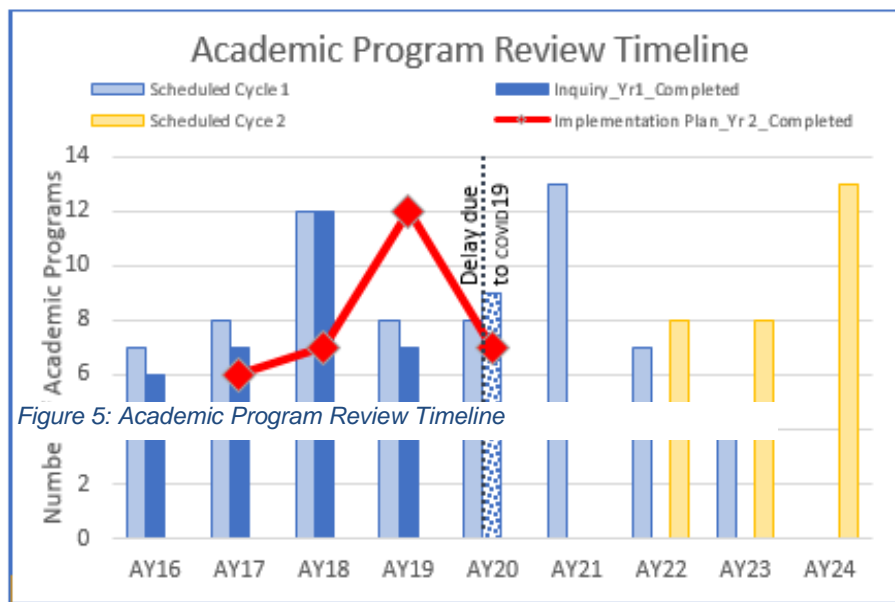


Figure 5: Academic Program Review Timeline

APR teams have used or are in the process of using the results of their self-study to inform planning and implementation of a variety of initiatives, including: developing or refining plans for assessment of student learning, identifying needs for curriculum development, enhancing community outreach efforts, applying Lane's Equity Lens, and evaluating technology use. Figure 6 shows the areas of focus from implementation plans for the first four cohorts to complete Implementation Plans based on surveys of APR leads.

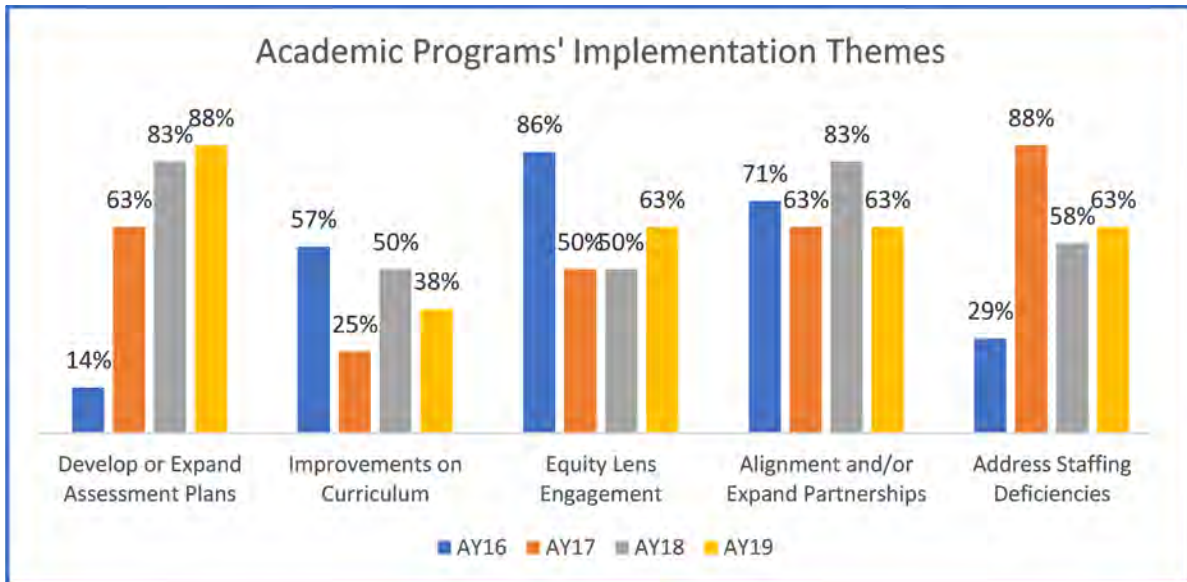


Figure 6: Academic Programs' Implementation Themes

Increasingly, APR inquiry questions are focused on issues related to the student learning experience, student achievement, and issues of access and equity, and, as such, address two of Lane’s Strategic Priorities (“Student Learning and Achievement” and “Access, Equity, and Inclusion”). Of the 43 programs that have crafted inquiry questions, 81% have focused on understanding their student demographics; 79% have focused on persistence and completion; 88% address assessment of student learning at the course level and 86% at the program level; 63% focused on indirect measures of student success such as transfer rates. These inquiry questions guide data collection for the self-study, which, in turn, informs the development of an implementation plan that will guide program improvement efforts.

Since 2014, the percentage of programs that include development of a student learning assessment plan in their implementation goals has increased remarkably, from 16% of reviews completed in 2014 to 71% of reviews completed in 2019. This indicates a significant shift in the culture of assessment at Lane Community College. When APR first began, programs did not necessarily include direct-assessment-focused inquiry questions or recommendations to develop direct assessment plans in their reports. However, Implementation plans from the past two years present an understanding of assessment as part of a cycle of continuous improvement of teaching and learning. According to estimates by APROC, 200+ faculty have participated directly in some part of the APR process to date. The [Academic Program Review](#) pages of the Lane website provide detailed information about the process,

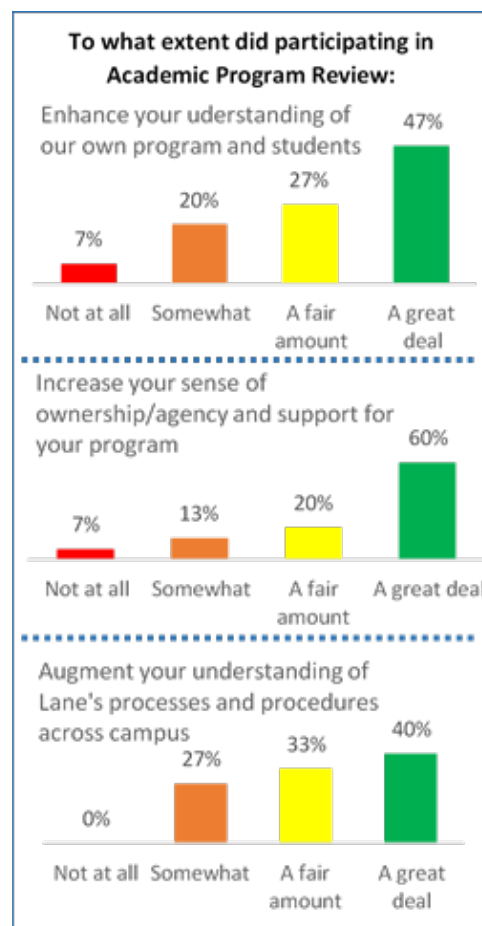


Figure 7: Themes from Faculty Reflections

resources for programs and APR leads, and online forms for submitting Program Review Materials.

One strength of the APR process has been the willingness of participating faculty to provide input to guide APROC leadership in continued development and refinement of the APR process. APROC regularly solicits feedback via surveys and during an annual retreat attended by faculty, staff, and administrators. The 2019 survey of APR lead faculty asked participants to reflect on their experience navigating the program review process. Key themes from those responses are shown in Figure 7.

As is the case broadly with program review processes at Lane, there is a need to continue to develop and strengthen the APR process in order to support continuous improvement. Some areas of concern to APROC leadership include ensuring that program review leads receive sufficient support beyond the year one self-study process and ensuring transparency and consistency in responding to program review requests as part of resource allocation and strategic planning process.

Student Affairs Program Review

The Student Affairs Program Review (SAPR) process utilizes the [Center for the Advancement of Standards](#) (CAS) in Higher Education framework to complete the reviews. Although most (20 of 23) of the programs are student support services based, there are a few that provide student support services and teach classes. These “hybrid” programs undertake a customized program review process that combines CAS Standards with other frameworks that include tools to assess student learning. For example, several departments within the Academic Technology Division are undertaking program review together using CAS Standards plus the Online Learning Consortium (OLC) Scorecard to evaluate the effectiveness of their distance education components. The [Student Affairs Onboarding Guide](#) requires program review teams to review Institutional Indicators and other key performance indicators related to their program. The SAPR schedule from 2015 to 2022 is shown in Figure 8.

The SAPR process includes written guidelines and process documents as well as one-on-one coaching. In 2018–2019, the College began developing support systems and infrastructure by creating the onboarding guide, [resources](#) for the Student Affairs pages on the Lane website, customized kickoff meetings, and individualized support as well as a [SAPR Coach job description](#) and [summary of roles, responsibilities and time commitment](#). The College is also in the process of recruiting and training additional coaches and developing new materials and resources to support development of the SAPR process.

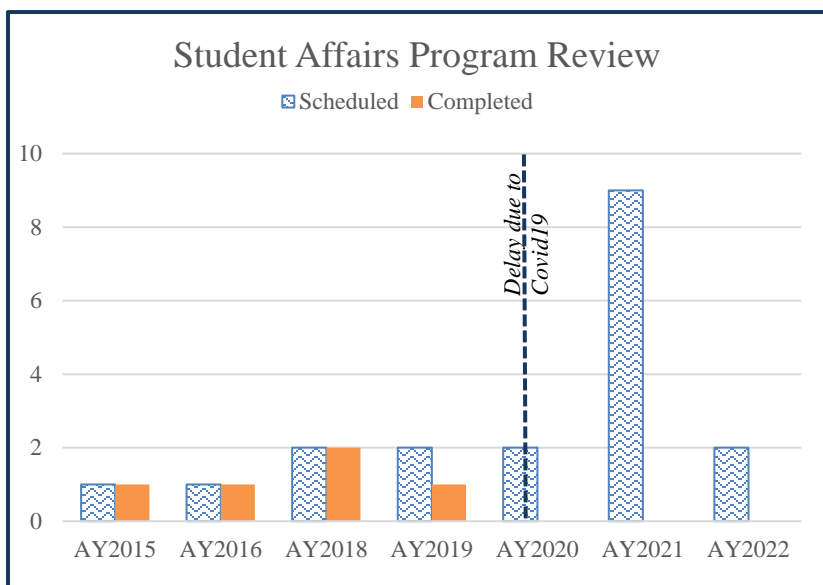


Figure 8: Student Affairs Program Review Schedule

Strengths of the SAPR process include willingness of staff and faculty to engage in the review process; flexibility in the process that allows programs to use multiple frameworks for evaluation and develop program specific key performance indicators; manageability of process scope; and the availability of tools and systems to support the process. As in other areas of program review, there have been issues with consistent tracking of milestones for programs that started the review process before milestones were established, and a lack of transparent links to strategic planning and resource allocation. In addition, SAPR to continue to develop and integrate robust learning outcomes assessment to guide continuous improvement and close equity gaps.

Finance and Administration Program Review

Finance and Administration Program Reviews use a five-year process similar to APR and SAPR. In certain cases, programs apply additional standards relevant to their work or integrate existing reporting and planning structures into the program review process. The [Finance and Administration Program Review Outline and Guide](#) requires teams to describe the key performance indicators used to assess the quality and effectiveness of their program relative to its core purpose and the College mission. The guide lists the following example indicators:

- Student progression and completion
- Core theme objectives and indicators
- Program certification/accreditation standards
- National, state, or disciplinary benchmarks
- Financial performance
- Efficiency measures
- Department planning data elements
- Other benchmarks as appropriate

To help overcome challenges faced by some programs, FAPR coaches support participants throughout the process.

As shown in Figure 9, from 2013 to 2015, eight programs were identified and completed one program review cycle. In 2019 the College identified five additional programs that need

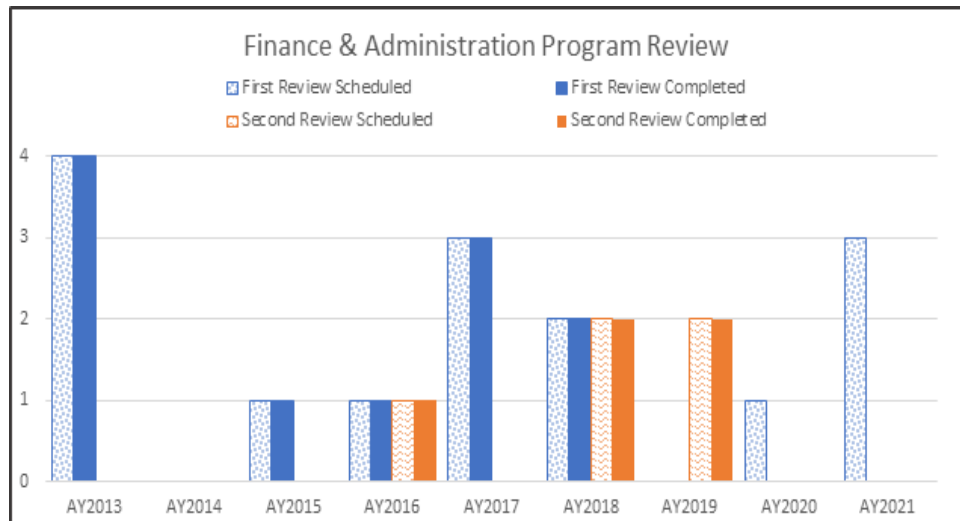


Figure 9: Finance and Administration Program Review Schedule

to be reviewed. Three were scheduled to begin review but delayed due to the COVID-19 pandemic; work plans and timelines will be updated during the Fall 2020 term.

The [Finance and Administration Program Review](#) page on the Lane website includes: the complete program review schedule, tools to support participants, and an archive of reports submitted for programs undergoing the FAPR process. Figure 10 shows the top eight thematic areas addressed in Implementation Plans for FAPR.

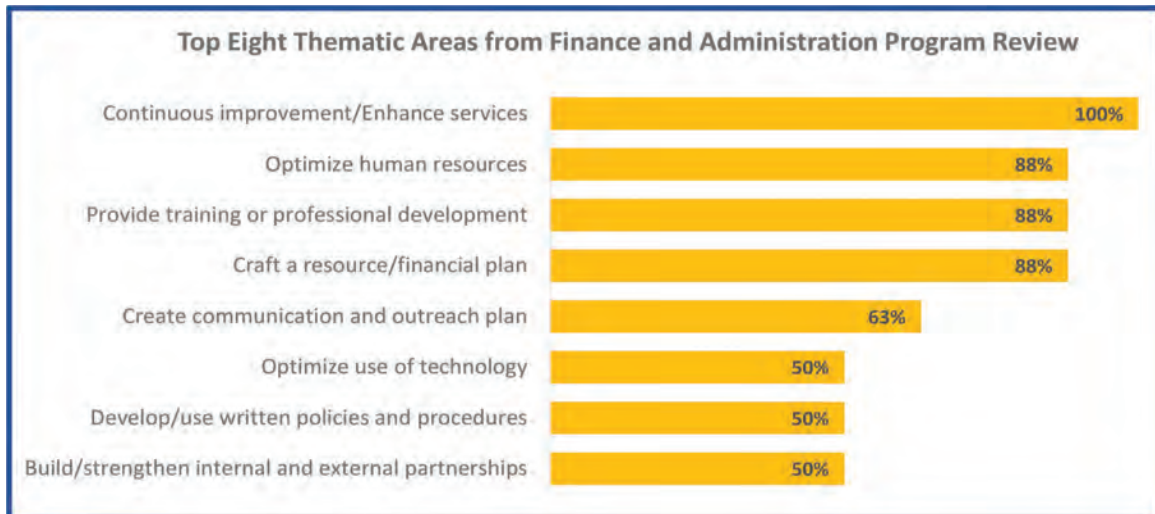


Figure 10: Themes from FAPR Implementation Plans

The strengths of the FAPR process are a willingness by departments and personnel to embrace continuous improvement, develop strategic plans, and implement improvements identified. However, as with other types of program review, the links to strategic planning and resource allocation have not been transparent or consistent, and there have been limitations on capacity due to limited resources, and inconsistency of leadership due to high turnover, especially in administrative positions. Similar to APR and SAPR, the development of milestones after some programs started the review process has presented some challenges in consistent data tracking.

Program Review and Institutional Indicators

Program review teams employ key performance indicators relevant to their work to assess priority areas relevant to the discipline or service area. Student achievement data are disaggregated by gender, ethnicity, race, first generation, Pell eligibility, enrollment, completion, retention, course success rates and other meaningful sectors. In functional areas, key performance indicators may be highly specialized and specific to the area. For example, the [College Finance Department Program Review](#) used performance metrics (page 9) such as error-free audits, on-time budget uploads, account receivables, number of coding/data entry errors, etc. These indicators measure important work functions and are combined with activity metrics (page 14) to demonstrate the impact of enrollment changes. Program review teams are asked to align with College strategic directions and priorities and/or values and mission. For example, academic program review teams align with mission, vision, values, and goals of the College.

A synthesis of APR reports indicates that 98% of teams met Indicator 1.3, “Percentage of Program Review Reports that address feedback from advisory boards and external sources” by integrating feedback from external sources into their program recommendations. Lane’s career technical education programs have or are in the process of constituting advisory committees who can provide industry input on their inquiry questions and implementation plans. Lane’s new Institutional Indicators will measure the efficacy of program review using the following metrics:

- Percentage of educational programs that have developed and implemented student learning assessment plans
- Percentage of program reviews that are on target in attainment of program review milestones

The College is currently in the process of mapping program review indicators to the Institutional Indicators in order to assess the degree to which the program review processes are aligned with mission fulfillment.

Continuous Improvement of the Program Review Process

Lane’s work toward developing sustainable systems for routine program review has provided many valuable learning opportunities that will inform the continued development of program review moving forward. The number of employees across the College who have experience with program evaluation as well as working with institutional data to evaluate their effectiveness in terms of achieving mission fulfillment and supporting student success has substantially increased over the past five years. This hands-on participation has been an important force for disseminating knowledge that will support the continuous improvement of Lane’s programs as well as the program review process. Recognizing the importance of working with faculty, staff, and managers across the College to develop a clearer understanding of the role of program review in the continuous improvement cycle in order to increase buy-in to the program review process has

been and will continue to be an important part of maintaining a sustainable system. While high administrative turnover has created some challenges to the development of consistent, accountable program review processes in the past, the current administration is dedicated to supporting continuous improvement and continued investment in increasing efficiency and effectiveness of Lane’s program review process.

However, Lane is still working to address several areas of weakness in the current program review system. First, there is inconsistency across the different kinds of program review. Although the same basic elements are present in all program review types, the expectations for reporting, support structures, and oversight mechanisms are not consistent, which creates challenges both in tracking program review progress for the College as a whole and in prioritizing resource requests. Second, there is a lack of clear connection between strategic planning and program review as well as a lack of transparency around allocation of resources. Recommendations from all program reviews are compiled, reviewed, discussed and prioritized by administrators as part of Lane’s Planning and Institutional Effectiveness process, but there is no documented procedure

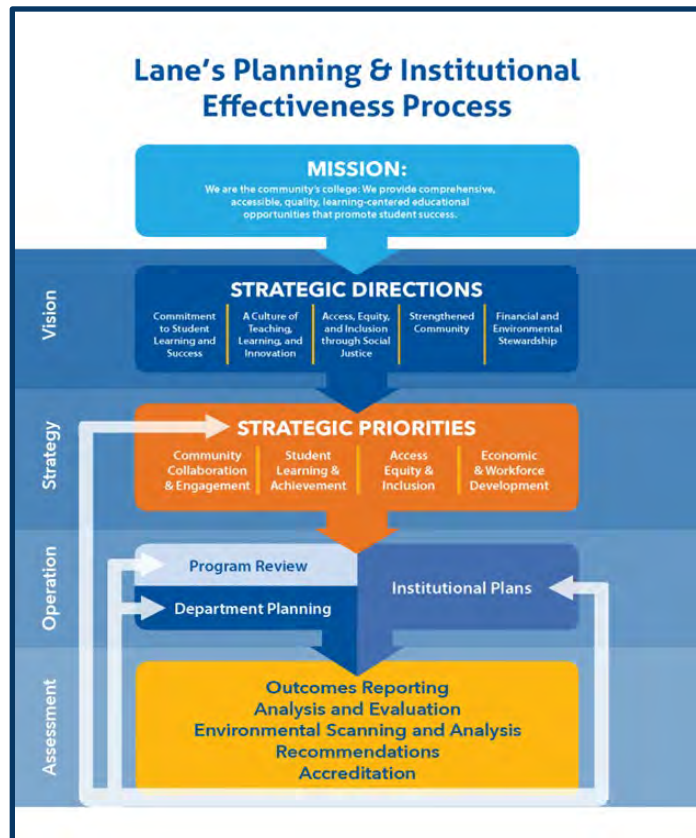


Figure 11: Lane's Planning and Institutional Effectiveness Process

or technological infrastructure to ensure that the strategic planning and resource allocation process is both consistently applied and transparent. Finally, there is a need for clearer criteria and processes related to program review, including how programs in different areas of the College are defined and assessed as well as how different programs engage with institutional data. To address these concerns, an evaluation of all program review processes has been initiated to ensure the College's programs are aligned with state requirements, increase efficiency and efficacy, and determine appropriate structures for ensuring consistency and transparency.

ADDENDUM: MID-CYCLE FOLLOW-UP ITEMS

Diversity Plan, Equity Lens, and Cultural Competence Professional Development

Since the 2017 Mid-Cycle Report, Lane Community College has begun implementation of [Lane's Equity Lens](#), which is designed to make policy development, decision making processes, and other College processes and procedures more accessible, equitable, and inclusive for all employees and students. Part of this work included the in-house development of an Employee Experience Survey in fall of 2017, and a [report](#) was issued the following spring. In order to continue to monitor Lane's climate and build upon the lessons learned in the 2017 employee survey, the College is working with a consulting firm to develop plans for a larger scale climate survey in the coming year.

The College has also continued to advance the Cultural Competency Professional Development program for Faculty, Classified Staff, Managers, Administrators and Students. [BP 520, Cultural Competency and Diversity Awareness](#) affirms the College's commitment to cultural competency and diversity awareness and mandates ongoing professional development for all employee groups. In the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA, Section 23.16 "Diversity/Social Justice Education Professional Development" (page 57) establishes the requirement for a minimum of 12 hours of Cultural Competency Professional Development for each member of the faculty. Current faculty have from July 1, 2019 to June 30, 2022 to complete the requirement, and, going forward, newly hired faculty will be required to complete the 12 hours of professional development within three years of hire. To support BP 520 and these requirements, the [Office of Equity and Inclusion](#) has established multiple points of contact for employee and student engagement with cultural competency education. These engagement strategies include: [workshops](#) (both in-person and virtual formats); [Safe Colleges](#) on-line training modules; and promoting attendance at conferences, workshops, and other activities as well as direct involvement with social justice focused events and organizations. The [Credit by Attendance](#) form allows employees to report and get credit toward their 12 hours of cultural competency professional development requirement for such activities. Progress toward achieving these goals is reported annually in Cultural Competency and Professional Development (CCPD) Program Monitoring Reports published on the [Cultural Competence and Professional Development Program](#) page of the Lane Community College website.

The Cultural Competency Professional Development Program and rollout of Lane's Equity Lens have raised awareness of the issues and challenges with regard to diversity in the College. These two programs have helped the College identify and address gaps in training and professional proficiency among employees and students and provide tools to create a strategic plan that will achieve the College's goals for access, equity and inclusion. In order for these efforts to be sustainable, the College will need to continue to invest in strategies to promote attendance and engagement in Cultural Competency Professional Development for all employee groups and promote other alternatives for staff to engage in cultural competency training. Moving forward, particular attention should be paid to creating opportunities for part-time faculty and classified staff to participate in this work. For detailed information about attendance at various professional development opportunities broken down by employee group since 2016, please see the [Cultural Competency and Professional Development Program Spring 2020 Monitoring Report](#).

Build Data Literacy

Data Literacy, Collaboration, and Communication

[The Institutional Research Department](#) (IR) at Lane Community College provides a number of tools and resources designed to improve data literacy among faculty, staff, and managers. All employees have access to two common data sources: the [Standard Data Package and Department Datasheets](#), and [Timely Information Promoting Student Success \(TIPSS\)](#). The Standard Data Package and Department Datasheets are prepared annually and provide a compilation of data elements used in program review, annual department planning, and budget development. These data elements include student demographics; course enrollment, capacity and success; conferred award by department and graduation rates; student employment opportunities in Lane County; and department level staffing and financial data. This resource is shared broadly with the campus community through a password protected portal on the Institutional Research pages of the Lane Community College website, and promoted through announcements in *The Lane Weekly*—a weekly email newsletter distributed to all employees—and in orientations with Deans, Directors, Managers, and program review participants. Department Datasheets compliment the Standard Data Package by providing information at the department level that examines trends in enrollment, course success, transfer rates, completion/award conferral, and other data that informs department planning, program review, and department-level dialogue about program performance, goals, opportunities, and improvement efforts. In addition, the Department Datasheets provide comparisons with the rest of the College. In order to support just-in-time decision making, IR also provides weekly registration updates via email to all relevant managers from the start of open registration through week four of each term.

TIPPS are one-page datasheets that explore data points impacting student success with the goal of starting campus wide conversations about student success data. TIPPS are distributed via email twice per term and archived on the Institutional Research pages of the Lane Community College website.

Institutional Research also provides regular [Board Reports](#). These reports are posted on the IR pages of the Lane website and delivered directly to the Board of Education and include consistent reporting on progress indicators such as quarterly enrollment, retention, completion rates, and data on other key momentum points.

In addition to maintaining an up-to-date web presence and regular publication of essential information, Institutional Research staff provide in-person training and orientation sessions to departments which assist faculty and academic deans in interpreting data elements and applying them in assessment, planning, and professional development.

Institutional Effectiveness

At the Institutional level, Institutional Research works collaboratively with the [Institutional Effectiveness Committee](#) (IEC) to develop and evaluate institutional metrics. Over the past 4 years, IR has worked together with faculty, staff, and managers in the creation and refinement of Core Themes, metrics, benchmarks and evaluation of those data points. During the past 6 months the Office of Institutional Effectiveness, IEC, and IR have collaborated on revision and addition of metrics in order to more effectively evaluate Lane's mission fulfillment.

Assessment

Institutional Research works collaboratively with the Assessment Team and the Assessment Office to support assessment efforts at the course, program, and College level. At the course and program level, IR assists with evaluation of interrater reliability using standard rubrics to support consistency in faculty evaluation of learning outcomes.

Program Review

For programs undergoing Academic Program Review, IR provides a deeper dive into enrollment and success rates across demographic factors within the program as well as collaboratively developing program-specific surveys for faculty and/or students. These surveys provide insight into areas of specific interest to the program and may include issues like faculty and student experiences within the program, student goals, and other qualitative and quantitative data that help support assessment efforts and highlight potential areas of growth. This process has helped foster relationships and trust among faculty and Institutional Research staff, leading to a dramatic increase in requests from faculty and administrators about student outcomes within their programs in order to assist these programs in addressing equity gaps and improving student learning.

Software and Data Access

Currently, the Institutional Research Department uses Evisions Argos, an enterprise reporting tool, to run queries in order to meet data needs across campus. However, access to Argos is limited to academic deans and staff with Banner access, and the system itself has some limitations which may inhibit user's ability to accurately interpret data. In order to provide consistent, reliable data, Information Technology and Institutional Research are collaborating to overhaul data management systems including Argos. In addition, the College is currently developing data dashboards in order to provide access to data that will be universally available, clear, and easily understood by all staff, faculty, and managers. As part of a Title III Grant, the College is currently preparing to purchase a student success intelligence platform that will optimize collaboration and outcome measurement using de-siloed data collection systems and supporting integration of large-scale initiatives such as Guided Pathways. As a precursor to further broadening data access using a dashboard or other interface, the Registrar and IR are collaborating to create documentation to ensure ethical stewardship of student data. Online training for FERPA and Implicit Bias is being required annually for all faculty, staff, and managers.

ADDENDUM: RELEVANT POLICIES

NWCCU Policy on Transfer and Award of Academic Credit

Lane Community College provides several options for students to utilize prior coursework through a [Transfer of Credit Policy](#) that considers U.S. and International transfer credits, [Credit for Prior Learning](#) and [non-traditional transfer work](#). The [Lane Community College Catalog](#) and [Enrollment](#) pages of the website include both the process for students to submit transfer work for review and the standards it follows to evaluate this work.

NWCCU Policy on Record of Student Complaints

Students who feel they have been discriminated against or treated in an unfair manner have access to formal and informal grievance procedures. Specific procedures are outlined in: [Student Complaint Procedure](#); [Grade, Academic and Degree Appeals](#); [Discrimination and Harassment Complaint Procedure](#); [Disabilities: Americans With Disabilities Act Complaint Procedures](#); and [Affirmative Action Guidelines and Complaint Procedures](#). Lane students are asked to use the online [Complaint Form](#) to report academic issues, discrimination or harassment, disability issues, faculty/curriculum, as well as general concerns.

In addition, student complaints or concerns related to College processes are handled by independent committees: the Academic Requirements Review Committee reviews requests to waive or alter graduation requirements, and the Refund Committee reviews requests for refunds via the [Refund Dispute](#) process.

NWCCU Policy on Institutional Advertising

The [Lane Community College Catalog](#) is published annually and provides current and accurate information regarding: the College's mission and Core Themes; admission requirements and procedures; grading policies, including definitions, pass/no pass option, grade reports, and posting of grades; information on academic programs and courses; names and academic credentials of administrators and faculty and names, academic credentials, and titles of deans and executive deans; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. Lane publishes up-to-date information about current status of accreditation by the Northwest Commission on Colleges and Universities can be found on the [Accreditation](#) pages of Lane's website; Lane's current status is reported under the heading "About Lane's Accreditation Status." Additional information about the College's self-representation and adherence to publication requirements, including information about the role of the College Catalog in communicating clear and accurate information about programs and services to students and prospective students, can be found in Standard 2.G.2 and Standard 2.D.1.

NWCCU Policy on Distance Education

Lane's distance education programs are an extension of the College's traditional programs. The program and course level outcomes and course offerings are consistent across modalities. The College does not offer programs exclusively in one modality. All Distance education programs are

integrated into the regular planning processes of the institution. Planning for program and course level offerings happens in the academic divisions, regardless of modality. As programs address needs through regular planning processes and Academic Program Review (APR), academic programs can consider how to offer instruction and plan for distance offerings for individual courses or entire programs. Multiple staff in the Academic Technology Division are a part of Lane's current governance structure. The Dean of the Academic Technology Division is a member by position in Learning Council and an ex-officio member of Technology Council. Several faculty members participate in Faculty Council and Student Affairs council as the AT division is afforded positions within governance. Lane's Academic Technology Division is organized under Academic Affairs. The Dean of Academic Technology reports to the Provost and Executive Vice President of Academic and Student Affairs. The College has consortial partnerships with other Oregon community colleges through the [Oregon Community College Distance Learning Association \(OCCDLA\)](#). Through OCCDLA, LCC has access to software that enhances the distance education learning environment with tools like Zoom for remote/virtual meetings, Kaltura for video tools, Ally for accessibility tools within the LMS, and Films on Demand streaming media. Lane's Nursing Program is part of [Oregon Consortium for Nursing Education \(OCNE\)](#), which provides a shared curriculum framework for nursing programs in Oregon. Each institution participating in OCNE maintains direct and sole control of and responsibility for the academic quality of their program and individual course offerings. NWCCU has been appropriately informed of all formal consortial agreements.

Lane provides funding for professional development to expand distance education offerings, improve existing offerings, and staff to train and assist with the development and upkeep of those courses. Faculty training and support for building and maintenance of distance education courses is handled by the Academic Technology Division, which employs three full-time faculty instructional designers and five full-time support staff. Faculty are paid for training and course revision opportunities that help ensure courses follow the latest research-based practices and pedagogical strategies. Courses built in conjunction with Lane's Academic Technology team make use of the [SUNY/OSCQR](#) standards for organization, accessibility and instructor engagement/presence within distance learning courses.

Faculty within academic divisions and programs have the sole responsibility for the program and course level outcomes, as well as the course content and design of the assessments for both traditional courses and their distance education equivalents. All academic programs are required to have an assessment plan for program-level and institutional-level outcomes. The [assessment website](#) has guidance for faculty, support, tools, and examples. Lane's faculty assess student attainment of course objectives/learning outcomes. The Standard Data Package, released annually, shows course completion rates disaggregated so that student success rates by modality can be viewed by instructors, program coordinators and deans. Lane surveys students about their experiences in distance learning courses near the conclusion of each term.

Students enrolled in traditional and distance education classes and programs at LCC have access to the Student Support Hub, an online resource built within the college's Learning Management System (LMS). In the Support Hub, students can access live support from tutoring in all subject areas, technical support, and research assistance from a faculty librarian. Students also have access to career counseling and can make referrals to the Mental Health Wellness Center. The Student Support Hub is a joint operation between the Academic Technology Center (ATC), Academic and Tutoring Services (ATS) and the Student Help Desk (SHeD). Enrollment Services assists students with registration, holds, and student records related information by creating Zoom appointments where students can meet virtually with an Enrollment Services advisor. They also use electronic forms and a workflow with electronic signatures to collect important and required

documents. Course registration is a self-service model for all students including those enrolled in distance education. Students needing extra assistance with registration steps can contact Enrollment Services via telephone, email, and Zoom. For additional information about support services available to students in both online and traditional courses, please see Standard 2.G.1.

Lane's website is in a process of redevelopment to be more student focused and accessible. Within each program page, student's will be able to find information about each program's goals, prerequisite requirements, and requirements to complete the program. In addition, program pages will list program faculty, information about the expected earnings from degree or certificate completion, program costs and other relevant information for prospective students. The refreshed website will provide up to date information for students in an easier to navigate interface.

ADDENDUM: GUIDED PATHWAYS

Background

Guided Pathways is a nationally recognized strategic framework for student-centered, holistic institutional redesign focused on helping students graduate and achieve their goals. Guided Pathways identifies four pillars for supporting a successful student experience: helping students choose a curricular path; helping them enter that program of study; supporting persistence in their chosen degree path; and ensuring that learning happens. The entire framework is built to center the student's experience in college in evaluating institutional effectiveness and driving changes designed to improve student success.

Lane's Guided Pathways focus began in 2018. As a transformational change process, early work has centered on case making and institutional capacity building for undertaking this strategy. The college has participated in state-wide Guided Pathways professional development since 2018. Early goals focused on educating the campus community about the framework and engaging employees in the process of designing changes. During 2018–2019, nearly 30 open forums were held with over 440 attendees, and eight (8) design teams were formed involving 85 employees from throughout the College. During 2019–2020, capacity building continued as the teams investigated Lane's systems through the lens of the student experience and developed campus-specific goals, with an ideal launch date of Fall 2021 for Version 1. In December 2019, teams worked with national Guided Pathways experts to develop a set of design principles, including clear decision-making and equity review processes for all proposed actions.

Key Findings

During conversations and team formation in 2018–2020, a lack of inter-department and cross-campus communication was identified as a barrier to student success. As a result, the student experience at Lane varies broadly depending on how a student begins their journey. Staff and faculty in different areas had developed multiple workaround methods to assist students with processes such as enrollment and placement. This led to gaps in how students experience Lane. Guided Pathways, with an emphasis on silo-busting and cross-area team membership, is providing space for inter-departmental collaboration to address these issues while focusing efforts on creating equity in the student experience.

Faculty, staff, and administrators consistently report a desire for more local data both as justification for implementing changes and to describe the impact of proposed changes. The Guided Pathways Data Team developed metrics that provide both leading and lagging indicators of student success. In addition, Guided Pathways continued publishing the Timely Information Promoting Student Success (TIPSS) series, which began as part of Lane's participation in Achieving the Dream. These regular one-page summaries of critical figures at Lane are designed to spark conversations about data among members of the College Community. Going forward, the Data Team will guide the content of the TIPSS series to identify and emphasize equity gaps that can be narrowed through implementation of Guided Pathways redesign. This will include establishing current benchmarks for important progress indicators.

Moving Forward

Although case making and capacity building are ongoing throughout a long institutional change process, in 2020–2021 the work will transition toward implementation. Design teams will present plans for changes to placement and first year experience to support student's successful attainment of their defined career and educational goals. This includes smoothing registration and orientation pathways for students who come to Lane through non-traditional paths such as GED,

adult basic education, and other on-ramps. In addition, students entering in Fall 2021 will use clear program-of-study maps to make informed course choices. Table 8 provides a brief summary of Guided Pathways work in 2020–2021.

Fall 2020	Winter 2021	Spring 2021
Program map development for AAOT programs/fields of study	Program map review and incorporation into 21-22 catalog	Version 1 maps (AAOT) published in catalog
First year experience course outcomes	Continued work with transfer institutions on map/course articulation	Staff training on program maps, including software incorporation through Title III
Data metrics presentation and communication	First year experience course development (coordination with Title III)	Work with high schools and transfer institutions on career community integration, marketing

Table 8: Guided Pathways 2020–2021 Timeline

The strategy of designing and implementing Guided Pathways at Lane is dynamic, involving areas throughout the College and engaging many employees. Please see the [Guided Pathways Blog](#) for answers to [Frequently Asked Questions](#) and additional resources and information.