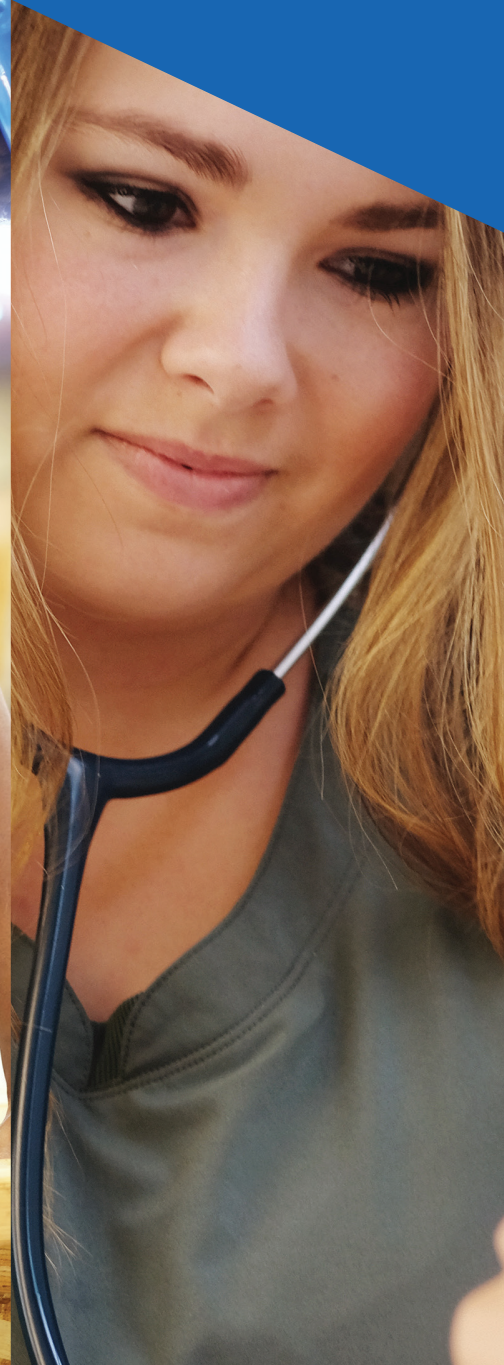


2024 Mid-cycle Report

Prepared for the Northwest Commission on
Colleges and Universities

by Lane Community College

Submitted on: September 5, 2024



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Acronym Glossary

AACRAO: American Association of Collegiate Registrars and Admissions Officers

AAS: Associate of Applied Science

ABSE: Adult Basic and Secondary Education

ALS: Academic Learning Skills

APR: Academic Program Review; Administrative Program Review

APROC: Academic Program Review Oversight Committee

AY: Academic Year

BAS: Bachelor of Applied Science

CLO: Course Learning Outcome

CRM: Customer Relations Management (Software)

CTE: Career Technical Education

EIE: Evaluation of Institutional Effectiveness (Report)

EMM: Early Momentum Metric

EPR: External Peer Reviewer

ESL: English as a Second Language

FOS: Field of Study

FPD: Faculty Professional Development

IEC: Institutional Effectiveness Commission

ILO: Institutional Learning Outcome

IR: Institutional Research

IT: Information Technology

ITEC: Industry Trades and Education Center

LCC: Lane Community College

LEED: Leadership in Energy and Environmental Design (Certification)

MFIE: Mission Fulfillment and Institutional Effectiveness (Report)

MFI: Mission Fulfillment Indicator

OCA: Office of Curriculum and Assessment

PIE: Planning and Institutional Effectiveness

PLO: Program Learning Outcome

PTA: Physical Therapy Assistant (Program)

SD: Skill Development

STEM: Science, Technology, Engineering, Math

VP: Vice President

VPAA: Vice President of Academic Affairs

Introduction

Lane Community College is a comprehensive, two-year public college founded in 1964. The College’s service district encompasses more than 382,000 residents in a 5,000 square mile area between the Cascade Range and the Pacific Coast; in addition, Lane serves several individual school districts in Benton, Linn, and Douglas counties. In November 2020, residents in the unincorporated community of Tenmile, Oregon, submitted a petition to the Oregon Higher Education Coordinating Commission to be included in Lane’s service district.

Lane Community College’s 314-acre main campus is located southeast of Eugene, Oregon, in the beautiful Willamette Valley. Additional locations include: satellite locations in Cottage Grove and Florence; the Aviation Academy at Eugene Airport; and the Mary Spilde Center, a six story, multi-use building in downtown Eugene. Following a successful bond measure in May 2020, LCC embarked on a series of extensive infrastructure projects, including significant renovations to the Florence Center. In 2023, these renovations were completed to modernized classroom technology and upgrade labs and teaching spaces to support science, math, arts, and engineering classes. The improvements have significantly modernized the Florence Center, expanding educational opportunities and strengthening the College’s ability to serve the community in Western Lane County. Continued improvements are underway on LCC’s main campus as well and will be on display for the peer review team in October.

Mission Fulfillment

Lane Community College’s mission statement is an expression of a commitment to its community: “We provide quality, comprehensive, accessible, inclusive, learning-centered educational opportunities that promote equitable student success.” The mission statement was first adopted in 2010 and reaffirmed by the Board of Education in the [2022-2027 Strategic Plan](#).

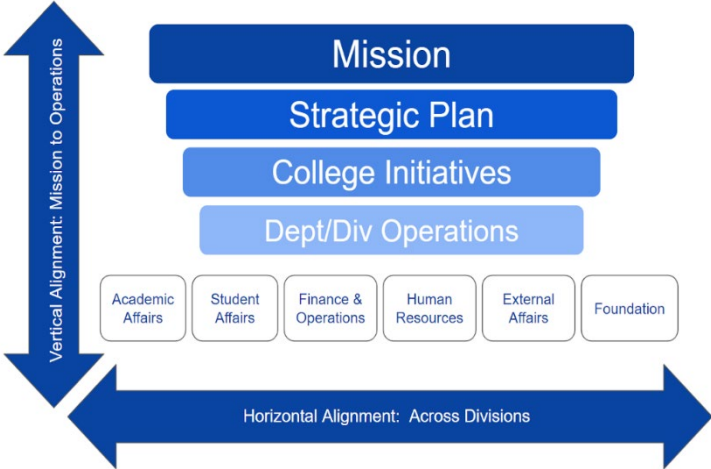


Figure 1: LCC’s Alignment Process

Lane Community College monitors progress toward meeting its goals and gauges the effectiveness of the institution primarily through the efforts of the Office of [Planning and Institutional Effectiveness](#) (PIE), which includes Institutional Research (IR) and is under the direct leadership of the Vice President of Academic Affairs (VPAA).

The Office of Planning and Institutional Effectiveness gathers information from the campus community and monitors progress toward strategic goals through the collection of individual Department/Division plans, which are both informed by and inform strategic planning. PIE prepares annual Strategic Plan Monitoring Reports for decision making bodies, including the Cabinet, College Council, and Board of Education; these reports are also made available to members of planning bodies—including the [Institutional Effectiveness Commission](#) (IEC)—and the campus community.

The IEC is a non-governance group made up of a cross-section of campus stakeholders and provides recommendations for improvement to college systems and structures. For example, IEC members developed and provide routine updates to Mission Fulfillment Indicators (MFIs) and contribute to the development of bi-annual [Mission Fulfillment and Institutional Effectiveness Reports](#) (link goes to report archive on LCC website). In 2022-2023 a subcommittee of the IEC developed recommendations that informed the development of the Academic Affairs' Academic Program Portfolio Review process described in detail in the [Response to Recommendation 1](#).

Strategic Plan Goals 2022-2027			
1	Improve DEI in student access & achievement	4	Engage in continuous improvement
2	Increase enrollment	5	Improve financial stability
3	Increase student success	6	Identify strategic infrastructure investments

The Strategic Plan

The [2022-2027 Strategic Plan](#) includes six overarching goals with 47 corresponding objectives. The annual Presidential Priorities, established and affirmed by the Board of Education in 2022, are broad statements that help Lane focus on activities that are necessary, realistic, and aligned with the Strategic Plan. The 2023-2024 priorities are: enrollment, financial stability, and culture. The [2023-2024 Strategic Plan Progress Report](#) demonstrates progress on the strategic plan as of March 28, 2024, and shows

that, as of that date, approximately 86% of the 2023-2024 annual activities in support of the Strategic Plan are in progress, with the majority of activities on-time and on-task according to benchmarks. One example of progress toward mission fulfillment highlighted in the Progress Reports is the area of retention and persistence. As shown in Figure 2, fall-to-winter retention rates for all students¹ have improved by roughly 2% year over year since 2021-2022, rising from 71% in 2022 to 75% in 2024. There are also impressive gains in fall-to-fall persistence rates, which have risen from 55% of students retained from fall of 2020 to fall of 2021 to 64% of students retained from fall of 2022 to fall of 2023.

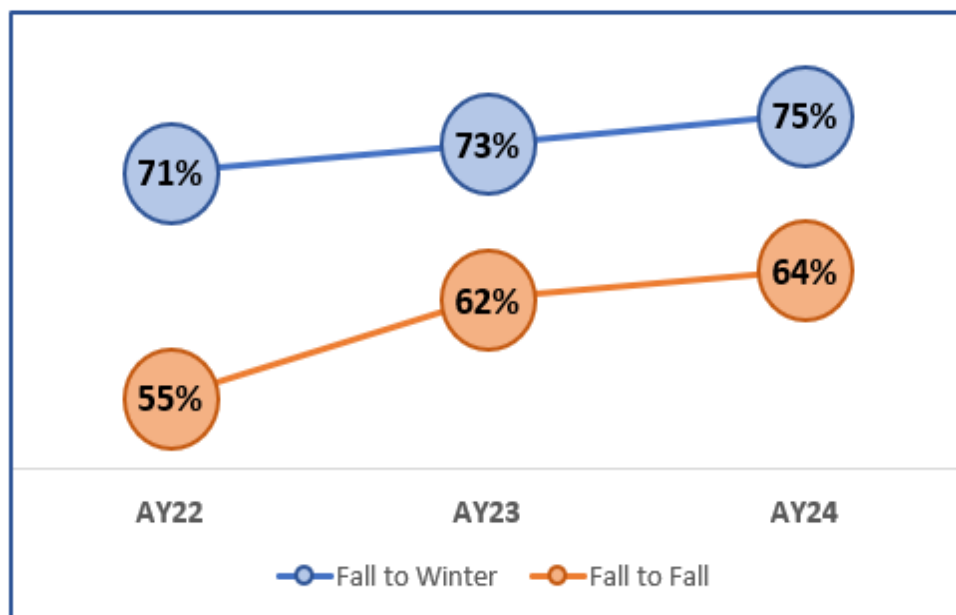


Figure 2: Persistence and Retention Rates for All Students

In addition to supporting mission fulfillment², these improvements are an indicator of progress toward achievement of Strategic Goal 3.5—“Increase retention for all students across demographics through increased student services and support”—and were a direct result of coordinated actions taken across the college. One example of integrated efforts to increase retention and persistence included a [2022-2023 NWCCU Data Equity](#)

¹ Please note that data reported in this table accounts for all students (any starting term, inclusive of students with prior college). As a result, slightly different figures are cited in peer comparisons for these metrics, which focuses exclusively on first time, fall start cohorts for comparative purposes.

² Please note that Mission Fulfillment Indicator (MFI) 11 measures student retention rates and, thus, provides a metric for assessing progress toward Strategic Goal 3.5. Please see [Mission Fulfillment Indicator Scorecard 11](#) for additional discussion about LCC’s current retention rates and efforts related to retention.

[Fellowship](#) that helped connect students with resources by creating a meaningful role for faculty in retention outreach.

The ‘Retention via Relationship’ project focused on providing timely data and resource support to faculty so that they could, in turn, provide intentional registration reminders, information about upcoming events, and referrals to campus support systems for students in their classes. During the pilot phase, faculty received weekly emails from the fellowship team reporting the percentage of students in each of their classes currently enrolled in any class at the college the following term. The emails also included flyers promoting in-person events and resources for students as well as links to online supports. Not only were faculty able to inform students, they were also able to report student experiences and challenges back to the NWCCU fellowship team, who passed the feedback along to the appropriate problem solvers in Student Affairs.

One example of innovation based on student feedback was the creation of regular and ongoing drop-in registration and support events, dubbed “Reg Fests.” Early in the project’s pilot phase, faculty notified the fellowship team that students were reporting difficulty connecting with timely support, particularly for simple registration questions that didn’t warrant making and waiting for one-on-one appointments with an advisor. In response, leadership in Student Affairs began scheduling regular, drop-in events that provided access to advisors, financial aid representatives, career counselors, and more. In addition to improving communication among faculty and student services, the project also helped improve student utilization of resources and support services. Many elements of the Retention via Relation project—including Reg Fests—continue to be important aspects of the enrollment and student success strategy.

In addition to annual reporting, the College will prepare a mid-cycle 2022-2027 Strategic Plan Report in fall 2025 that will provide a global analysis of progress made advancing the goals and objectives in the 2022-2027 Strategic Plan and any suggestions for alterations.

Mission Fulfillment Indicators

The Institutional Effectiveness Commission is responsible for the development and routine assessment of LCC’s [Mission Fulfillment Indicators](#) (MFI). MFIs are assessable and verifiable statements that identify how the College measures mission fulfillment and makes progress in key areas. MFIs are [cross-walked](#) to the goals and objectives identified in the strategic plan. Since 2020, Mission Fulfillment Indicators have been organized under five thematic headings representing the essential components of [Lane’s Mission](#). For each theme, a set of indicators and metrics have been identified, as illustrated in Figure 3.

Mission Fulfillment Themes	Indicators & Metrics (AY24)
Community Service and Engagement	MFI #1: Continuing education student repeat rates vs new
	MFI #2: College-sponsored community events, programs and services
Accessible & Equitable Learning Opportunities	MFI #3: Assessment of demographic diversity, comparing County, College & Programs
	MFI #4: Skill development student credit outcomes & graduation rates
	MFI #5: High schools with certified teachers and number of students matriculating to Lane
Quality Educational Environment	MFI #6: Student ratings of Lane's educational environment (CCSSE/SENSE)
	MFI #7: Student engagement in support services
	MFI #8: Assessment of student learning
	MFI #9: Program review participation
Individual Student Achievement	MFI #10: Completing required gateway math & writing courses
	MFI #11: Retention from first term to second and Fall to Fall.
	MFI #12: Graduation rates of degrees or certificates
	MFI #13: Transfer rates to 4-year institutions
	MFI #14: Work-based learning engagement
Institutional Health, Wellness, and Sustainability	MFI #15: College engages in planning, implementation, and review processes
	MFI #16: Access and utilization of holistic health and wellness
	MFI #17: Ensure institutional (finance ratings) and ecological (STARS rating) sustainability

Figure 3: Mission Fulfillment Themes and Indicators

In order to synthesize data related to mission fulfillment, the IEC produces a bi-annual [Mission Fulfillment and Institutional Effectiveness Report](#) (link goes to 2023 report) that includes discussion and updates on: Mission Fulfillment Indicators; governance and accreditation requirements and processes; summary and analysis of reports to the IEC. Additionally, recommendations to improve the institution through the Academic and Administrative Program Review processes are included in the Mission Fulfillment and Institutional Effectiveness reports. These reports are used by executive leaders and campus community members to make decisions.

Additionally, Institutional Research (IR) collaborates with stakeholders to produce annual [Mission Fulfillment Indicator Scorecards](#) for each of the institution's seventeen MFIs. The scorecards are a two-page snapshot that include an overview, discussion and analysis of supporting data, peer comparisons, lessons learned, and next steps. Each indicator has an articulated target, which is set in relation to the individual goal. Each indicator is then evaluated as "initial, emerging, developed, or highly developed." Each MFI is rated using a standardized rubric.

MFIs and MFI Scorecards not only provide a publicly accessible view of the institution's progress toward mission fulfillment, they also help inform decision making and planning. For example, MFI 10 measures the percentage of students who complete required math and writing courses during their first year at LCC. Because there is a strong statistical correlation between early math and writing requirement completion and attainment of later goals like transfer and completion, the college carefully monitors this MFI. As shown on the [2024 MFI 10 Scorecard](#), while LCC's non-disaggregated first year math and writing completion rate (e.g. the percentage of all LCC students who complete math and/or writing within their first year) compare favorably to peer institutions, there are significant gaps between the outcomes for white students and the outcomes for non-white students at LCC, with particularly troubling declines in first year course completion rates for students who identify as Latinx. Several projects, including the math co-requisite pilot described in the [Assessment of Student Learning](#) section of this report, have been developed to address equity gaps and improve retention.

Student Achievement

Lane's Mission Fulfillment Indicators include a thematic category for Individual Student Success and a variety of associated measures designed to provide both leading and lagging indicators of student achievement. Leading indicators—referred to as Early Momentum Metrics (EMM)—provide evidence of student's attainment of momentum points early in their academic program that are highly correlated with attainment of longer-term goals. Change in success rates on EMMs can be monitored at relatively short intervals (i.e. quarterly or annually) to help the College identify areas of need and/or equity gaps. EMMs are also helpful in evaluating the effectiveness of changes to processes and/or systems designed to improve student performance on specific metrics. Examples of EMMs used by LCC include enrollment in and successful completion of program-level math and writing courses within the first year, the number of credits students successfully complete, and persistence from fall to winter term.

In order to monitor long term progress and goal attainment, LCC also includes a series of lagging indicators, or indicators associated with longer term success. Examples of

lagging indicators used by LCC include retention from the first to the second year, completion of awards (degrees or certificates) within three years, and successful transfer to a four-year institution within three years.

In addition to tracking and reporting student success data as part of assessing Mission Fulfillment, LCC also provides access to data that can be disaggregated by multiple factors. This data is made available to the public via a collection of public dashboards. The three [Gateway Course dashboards](#) show the rates at which Lane students take and pass program-level math and writing courses within their first year. The three [First Term Metrics dashboards](#) show how many credits Lane students successfully complete, and persistence rates from fall to winter term. The three [Persistence and Completion dashboards](#) show the rate at which Lane students are retained from the first to the second year, and the completion of any award (degree or certificate) and success transferring to a four-year institution within three years. Each of the metrics on these dashboards can be disaggregated by age, legal sex, race/ethnicity, PELL status, first generation college, full-time/part-time enrollment status, and prior college experience.

In addition to these disaggregated public data, LCC's Institutional Research Department provides disaggregated data at the college, department, and program level for assessment, program review, and planning purposes. For example, Figure 4 shows a comparison of demographic data among students enrolled in the college, students enrolled in a specific division, students declaring a particular CTE program, and students accepted into that program. Additional data resources and reports can be found on the [Institutional Research pages of Lane's website](#).

Lane's Degree-seeking Students					
Enrollment Year	AY19	AY20	AY21	AY22	AY23
Demographics	9,793	9,548	8,830	7,302	7,578
Female	51%	52%	54%	53%	54%
Age Group under 25	63%	63%	64%	62%	63%
Age Group 25-40	30%	30%	30%	32%	31%
Latinx (any race)	15%	16%	16%	16%	18%
BIPOC (Non-Latinx)	13%	13%	13%	14%	15%
White/Non-Latinx	67%	67%	68%	67%	65%
International	5%	5%	3%	3%	3%
First Time in College	62%	62%	61%	67%	65%
PELL (proxy for SES)	45%	45%	41%	39%	43%
First Generation	51%	52%	51%	52%	46%

Students Enrolled in Art Division					
AY19	AY20	AY21	AY22	AY23	
2,892	2,625	2,230	1,906	1,857	
51%	53%	53%	54%	52%	
71%	72%	75%	74%	76%	
22%	21%	19%	20%	18%	
12%	13%	14%	14%	15%	
12%	13%	14%	14%	15%	
64%	65%	66%	65%	63%	
8%	7%	5%	4%	4%	
62%	64%	62%	65%	65%	
48%	50%	44%	44%	43%	
45%	45%	44%	44%	37%	

Students Declaring Graphic Design					
Enrollment Year	AY19	AY20	AY21	AY22	AY23
Demographics	224	203	80	84	92
Female	57%	54%	53%	54%	59%
Age Group under 25	25%	38%	46%	47%	58%
Age Group 25-40	65%	55%	49%	48%	36%
Latinx (any race)	15%	15%	16%	18%	16%
BIPOC (Non-Latinx)	11%	13%	14%	14%	10%
White/Non-Latinx	69%	66%	66%	66%	68%
International	3%	3%	3%	2%	2%
First Time in College	72%	70%	65%	63%	67%
PELL (proxy for SES)	45%	45%	40%	45%	50%
First Generation	44%	45%	53%	47%	37%

Students Accepted in Graphic Design					
AY19	AY20	AY21	AY22	AY23	
18	12	13	11	20	
61%	67%	62%	64%	75%	
0%	25%	15%	36%	45%	
78%	75%	62%	64%	50%	
11%	17%	0%	45%	5%	
0%	0%	8%	0%	15%	
78%	75%	77%	55%	80%	
6%	0%	8%	0%	0%	
44%	67%	54%	82%	60%	
39%	33%	46%	55%	65%	
44%	33%	69%	55%	70%	

Figure 4: Example Demographics Comparison at College, Division, Applicant, and Program Level for Graphic Design

Comparator Institutions

For many years, LCC relied primarily on peer comparisons from institutions in the region; in the 2021 Evaluation of Institutional Effectiveness, NWCCU peer reviewers suggested that the college expand its portfolio of comparator institutions to include national peers as well as aspirational peers for specific metrics. Lane Community College used the Integrated Postsecondary Education Data System (IPEDS) to identify an expanded pool of peer institutions to use for comparison beginning in fall 2023. The College identified several characteristics that would be of the most value in selecting peer institutions, including: institution size, program mix, budget, rural/urban status, and other factors. This process resulted in a list of fourteen comparator institutions:

1. Aims Community College, Greeley, CO
2. Cabrillo Community College, Aptos, CA
3. Chemeketa Community College, Salem, OR
4. Clark College, Vancouver, WA
5. Forsyth Technical Community College, Winston-Salem, NC
6. Green River College, Auburn, WA
7. Guilford Technical Community College, Jamestown, NC

8. Lehigh Carbon Community College, Schnecksville, PA
9. Mission College, Santa Clara, CA
10. Montgomery County Community College, Blue Bell, PA
11. Mt Hood Community College, Gresham, OR
12. Pueblo Community College, Pueblo, CO
13. Rock Valley College, Rockford, IL
14. Truckee Meadows Community College Reno, NV

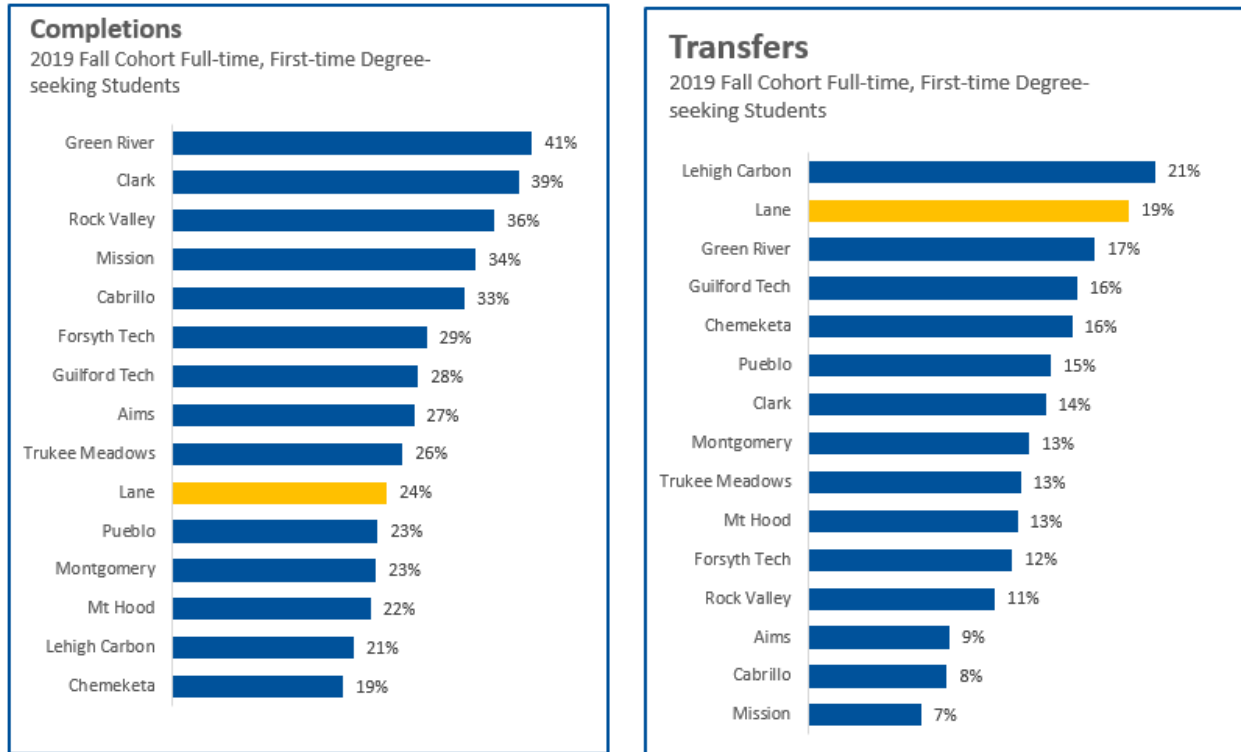


Figure 5: 2019 Fall Cohort Completion and Transfer Rates

Figure 5 shows completion and transfer rates for LCC and these fourteen peer institutions. LCC ranks in the lowest third among comparator institutions in degree completions but in the top two when it comes to successful student transfers. The use of comparator data like these has helped LCC to recognize areas where it is competitive as well as areas in need of development. For a fuller picture of this work, please see the [2024-2025 Lane Benchmarking](#) report.

By adding national peers, LCC has broadened its perspective; in the future, MFI scorecards and other reports will employ comparative data and analysis of best practices using these additional peers. For example, LCC learned about Pueblo Community College from the Education Advisory Board, who recommended an innovative student-advising model as an approach to emulate. While PCC's current retention rate is lower than LCC's, their rate of improvement is extraordinary. Over the

course of 2023-2024, a team of student affairs staff, including the Vice President of Student Affairs, established a working relationship with Pueblo Community College and went on a site visit there in the summer of 2024. The team who visited Pueblo are now meeting with other representatives from campus to explore options for implementing a similar advising model at LCC.

Programmatic Assessment

LCC's Learning Assessment Framework is embedded in multiple areas of the College: the Vice President of Academic Affairs (VPAA), the Office of Curriculum and Assessment (OCA), and the Office of Planning and Institutional Effectiveness (PIE) take central roles.

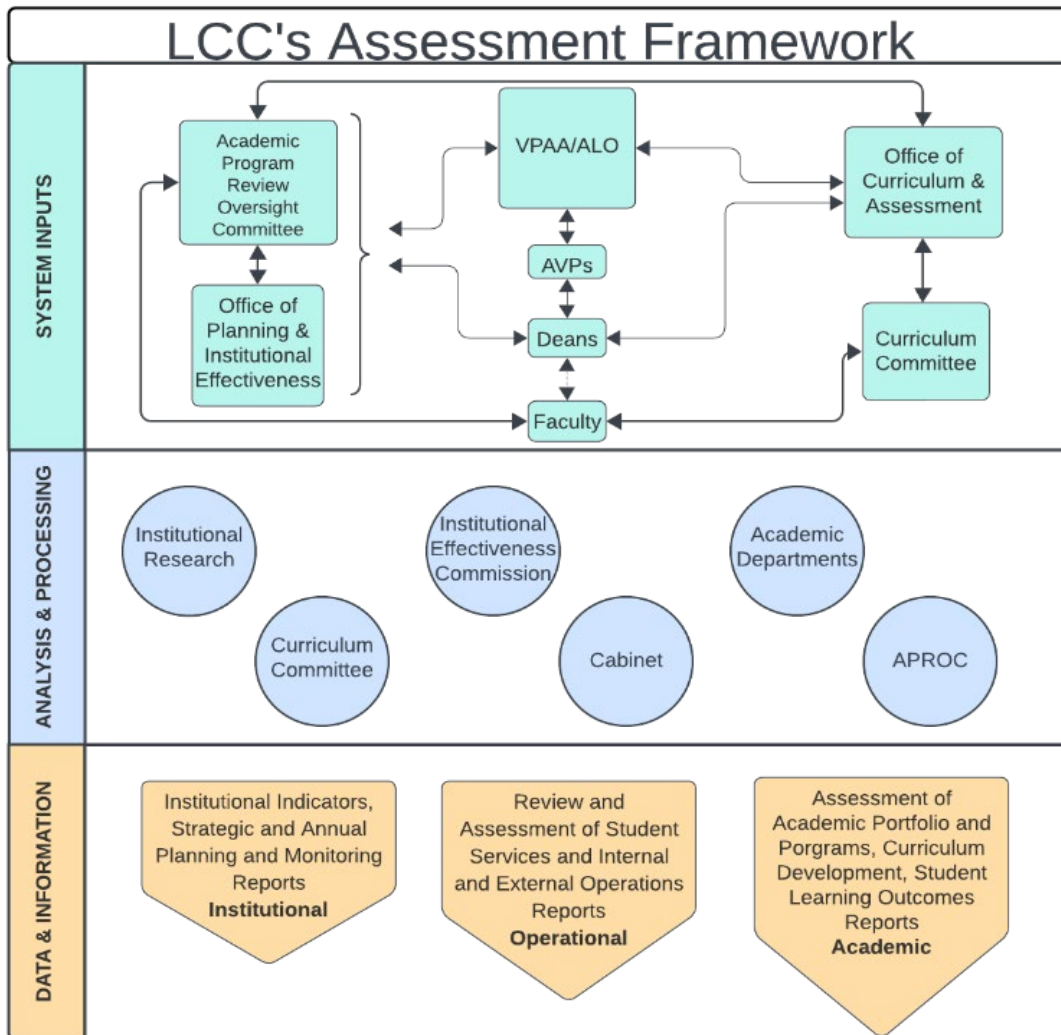


Figure 6: Adapted from Barbara E. Walvoord Assessment Clear and Simple

Analysis and prioritization of assessment data also takes place in multiple areas, including institutional research, the Office of Planning and Institutional Effectiveness, the Curriculum Committee, IEC, Program Review, and with faculty and administrators. Data and information is shared through a variety of formats—including MFI Scorecards, external assessment/audits, annual planning updates, and other routine reports—with the entities described in LCC’s Assessment Framework. Important parts of the assessment process include students learning assessment and program assessment, described in the following sections.

Student Learning Assessment

Student learning assessment is conducted by faculty, and student success data flows from the individual student level to the course, program, and institutional levels. The Office of Curriculum and Assessment (OCA) supports faculty in creating and updating course and program learning outcomes, developing and updating assessment plans, reporting assessment data, and advocating for institutional support for recommendations based on assessments of student learning. Assessment plans are on-going, contribute meaningfully to instruction and curriculum planning, and are regularly updated to reflect the evolving educational environment. Templates for assessment plans are provided to [Career Technical Education \(CTE\) programs](#) (link goes to assessment plan template for CTE programs) and [Field of Study \(FOS\) programs](#) (link goes to assessment plan template for FOS programs).

Direct evidence of student learning is typically gathered at the level of course learning outcomes, which are mapped to program and institutional learning outcomes. Academic areas with program-specific accreditations are also able to align their learning outcomes with external accreditation standards. Faculty are able to report individual student level success on course learning outcomes using the Watermark: Student Learning & Licensure product. Course-level reporting provides evidence of student learning at the most actionable level to improve assessment tools, course materials, and instruction. Faculty observe students in their classroom and/or laboratory activities or evaluate their work on summative assessments and then indicate a student’s knowledge and skills for specific course learning outcomes using a predetermined scale.

Faculty engage in an annual review of assessment data and write an annual [Assessment Report](#) (link goes to report template) that captures their conclusions and recommendations for improvement. In addition to evaluating student learning outcomes at the course and section levels, Watermark allows for sophisticated data disaggregation that enables identification of equity gaps. These features can help faculty identify patterns and create action plans to improve student learning in their courses and

programs. As more longitudinal data becomes available, opportunities to integrate disaggregated data into routine reports and plans will increase.

For examples of what CTE program plans and reports look like, please see the [Physical Therapy Assistant Assessment Plan](#) and the [2021-2022 Physical Therapist Assistant Program Report](#) as well as the [Automotive Assessment Plan](#) and the [2021-2022 Automotive Program Report](#). For examples of what transfer program plans and reports look like, please see the [Transfer Math Assessment Plan](#) and the [2022-2023 Transfer Math Assessment Report](#) as well as the [Music Assessment Plan](#) and [2022-2023 Music Assessment Report](#). For more information about Lane's approach to student learning outcomes assessment writ large, please see the 2020-2025 Institutional Assessment Plan.

Program Review

Program reviews are conducted through the Academic and Administrative Program Review processes. The purpose of program reviews is to:

1. evaluate the quality of the academic and support services;
2. use the information from the evaluation to plan program improvements;
3. provide program level information to inform strategic planning and resource allocation processes.

Program reviews engage faculty, staff, managers, students and peer reviewers in a comprehensive review process. Each review includes a self-study report, internal and external scanning, feedback, and annual updates on progress toward goal attainment.

[Academic Program Reviews](#) (link goes to APR website) include an [Implementation Plan](#) (link goes to an example Implementation Plan), wherein faculty integrate recommendations from their external peer reviewers into program-level action plans for the rest of the current program review cycle. Faculty provide routine updates to Academic Program Review Oversight Committee (APROC) regarding progress toward goals outlined in their Implementation Plans. Starting in 2023-2024, Academic Deans receive a spreadsheet that allows them to track progress on attainment of implementation goals across their divisions. For additional information, please see an example [Dean Tracking Sheet](#). Within Academic Program Review, transfer programs and CTE programs are reviewed on a six-year cycle. Administrative programs are reviewed every four years.

In 2018, Academic Program Review began to integrate assessment of student learning into the self-study phase of the APR cycle by requiring all programs to respond to an inquiry question about assessment. Concurrently, administration committed substantial resources to support faculty in the development of assessment plans. In the years since,

many faculty have appended their assessment plans to their final APR report. However, mechanisms to support systematic integration of assessment data and/or other evidence of assessment plan implementation into the formal APR process have yet to be developed. However, beginning in 2024-2025 and in all cycles moving forward, Academic Affairs will contribute an APR inquiry question about student learning assessment that will assist in consistent integration of assessment data into APR self-study reports. In addition, the [Academic Program Review Handbook](#) includes a new section on student learning assessment (page 14) and includes self study templates that ask faculty to reflect upon methods for gathering, analyzing and interpreting evidence to determine performance and expectations, and measures and indicators to evaluate the program and student learning (page 15). Providing a systemic approach to integrating assessment data into APR Implementation Plans is among the annual goals established for Academic Program Review Oversight Committee (APROC) in 2024-2025. The Chair of APROC and the Faculty Assessment Coordinator are working together over summer 2024 to review the APR support materials and identify additional opportunities for improved integration. See the [Integration of Assessment Data](#) section of the Response to Recommendation 2 for more details on these efforts.

[Administrative Program Reviews](#) (link goes to APR website) include an “Assessment of Student/Client Access, Learning, Development, and Success” and “Programmatic Assessment Using Key Quality and Effectiveness (Success) Indicators.” Each group uses different indicators for assessment. Examples of final [Administrative Program Review Reports](#) (link goes to website with links to completed reports) demonstrate the wide variety of programs that undertake this process and their approaches to assessment.

Completed program review reports flow to managers who can use them to inform annual department and division planning, resource allocation, and academic program portfolio review. For more information on these processes, please see the [Integrated Planning](#) and [Resource Allocation](#) sections of the Response to Recommendation 1. Beginning in 2023-2024, all deans and directors have access to a spreadsheet tracking progress on relevant Academic Program Reviews so that the information can influence decision making.

[Mission Fulfillment Indicator \(MFI\) #9](#) tracks the percentage of program reviews that are on target in reaching program review milestones. As of September 2023, 53 of 72 Academic Programs (73.6%) had completed the self-study phase; by 2026-2027, all 71 programs (100%) are on track to have completed this phase and 25 programs (34.7%) will have entered a second cycle. Of the programs in the first cycle of APR, 53 out of 58 (91%) are on time, on task. Of those in the second cycle, seven programs (87%) are on time, on task. In sum: 60 out of 66 academic programs (92%) that have undertaken the APR process are on time, on task.

In early 2022, the program review process for service and administrative programs was overhauled. The Student Affairs and Finance and Administration reviews were combined into one four-year cycle called the Administrative Program Review. The newly designed Administrative Program Review process includes a robust set of resources and supports. These improvements increased consistency across administrative units in terms of reporting, support, and oversight. This process is well aligned with the Academic Program Review process. For more information about planning and progress of individual programs, please see the complete [Administrative Program Review Schedule](#).

CTE Annual Program Check-in

The Office of Curriculum and Assessment has been conducting annual CTE program check-ins for the past six years. Program check-ins began in fall 2018 as a result of a collaboration between the Curriculum Team, Degree and Transcript Evaluators, Registrar's office, advising, and other relevant stakeholders. One process improvement that has arisen from the CTE Program Review process is alignment of course and program information in Banner, the catalog, degree audit system, advising guides, and what is reported to the state. After noticing discrepancies in these sources of information during CTE Program check-in conversations, stakeholders determined that one "source of truth" from which course and program information flowed was needed, so OCA set out to improve processes, communication, and ultimately the [LCC Catalog](#) (link goes to 2024-2025 Catalog) became the single source of accurate information.

More recently, CTE program conversations have focused on alignment of writing and-math requirements for CTE programs by integrating leadership from general education programs into the annual check-in conversations. Both math and writing are working on pilot projects aimed at improving curriculum for required writing (WR 115W: Writing for the Workplace) and math (MTH 85: Applied Geometry for Technicians) courses for CTE programs in the Trades.

Program Assessment Example: Graphic Design

Graphic Design is an award winning CTE program at LCC that offers a two-year Associate of Applied Science (AAS) in Graphic Design as well as two, one-year certificates—in Web Design and Multimedia Design—that can be added to the Graphic Design AAS. Additionally, in 2019, the Graphic Design Program entered into a 2 + 1 bachelor's degree articulation agreement with Otago Polytechnic in Dunedin, New

Zealand³. Lane's program was accepted for articulation and students have been continuing their education at Otago Polytechnic since 2019. Before substantial COVID shut downs at both institutions interrupted program recruitment, one student was able to complete the degree program. An additional five students are in the pipeline for the 2 + 1 at Otago Polytechnic as of spring 2024.

Graphic Design has completed one cycle through Lane's academic program review process and started a second cycle in the 2023-2024 academic year. The program's 2023-2024 inquiry questions, included below, drove their data gathering process and the composition of the self-study. As is typical of Lane's APR process, the first three questions were crafted by the Graphic Design Program; questions four and five were provided by the program's management representatives; the final question is from the Academic Program Review Oversight Committee (APROC). The program's External Peer Reviewer, [Andrea Marks](#)—Faculty Lead in Design Management at the School of Business at Oregon State University—came for a campus visit in spring 2024.

Graphic Design Program Review Questions

1. What are the opportunities to strengthen program alignment with regional and national best practices?
2. How do we rate our level of success and satisfaction?
 - a. Are our grads getting employed?
 - b. How satisfied are they with their career choice?
 - c. How satisfied are they with the program? How prepared were they for their careers?
3. Should we investigate UI/UX [user interface and user experience design] as a career pathway and/or incorporate that into our curriculum?

Management Team Questions

4. What is the labor forecast for jobs in the field?
5. How can the Graphic Design program strengthen the partnerships already developed and established? How can it create new ones?

Academic Program Review Oversight Committee Question

³ As many international universities have three-year bachelor's degree programs, 2 + 1 agreements with American community colleges have been developed that allow graduates of high-quality two-year college programs to attend the final year of a congruent three-year program abroad for completion of a bachelor's degree.

6. In addition to course completion rates, how does/can the program define and measure student success? What themes emerged in terms of the value added by the program to Lane's mission?

The program largely accomplished its goals from the first round of APR and was able to implement several, tangible program improvements. For example, as a direct result of recommendations from the External Peer Reviewer (EPR) in the first round of APR, the Graphic Design program undertook a successful national search for a full-time faculty member, who was hired in 2022. Prior to 2022, the program was run primarily by part-time faculty members. Adding a full-time faculty member not only allows the program to reliably staff classes for students, it also supports program work that enables the creation of a densely articulated system that integrates APR, assessment, faculty, and external stakeholders.

While it was not directly a result of the Academic Program Review process, investments from the College in infrastructure to support the program—including most recently a \$30,000 investment from the College in a completely revamped state of the art classroom—has dramatically improved the ability to offer Graphic Design courses in distance modalities.

Student Learning Assessment

As a CTE program, Graphic Design was among the first programs to develop and implement a student learning assessment plan using the Watermark system. The program has been developing individual course learning outcomes as well as Program Learning Outcomes (PLOs) as the first step in that process. The Graphic Design Program Learning Outcomes are currently being vetted through the program's advisory committee and feedback is being gathered from faculty as part of the Academic Program Review process. Mapping has been ongoing, so that course learning outcomes are mapped to program learning outcomes and [Lane's Institutional Learning Outcomes](#).

One component of the Graphic Design Program's exemplary assessment process is the development of student portfolios, which are reviewed by a panel that includes local professionals. The construction of the portfolio aligns with program learning outcomes and serves both as a usable professional portfolio for students and as an iterative catalog of assessment artifacts. Based on what is learned from examination of student portfolios, updates are made to learning outcomes, curriculum, physical space, and other elements of the program.

In addition to developing a rigorous portfolio, Graphic Design Program students regularly enter their work into national competitions and frequently perform very well in both student and professional competitions. For example, the Lane Graphic Design

program Capstone project, *The Bleed Magazine*, is a 52-page magazine about art and design created solely by Lane Graphic Design students that has won many awards, including the Associated Collegiate Press Magazine Pacemaker Award. *The Bleed* won six times and was a finalist all eight years the magazine was entered.

In addition, articles within *The Bleed Magazine* have been submitted for Design of the Year Awards at the National Media Convention and have routinely finished in the top five, placing as high as second place for Design of the year. National Media Competition has entrants from two-year and four-year institutions in both Canada and the United States. In 2022, students traveled to Washington D.C. to attend the National Media Convention and took home the Best of Show Award.

LCC students also frequently compete in the National Council for Marketing and Public Relations Awards, which is a competition for professional community college marketing departments and outside professional agencies they employ on behalf of their institutions. Student work from LCC's student staffed Design and Media Center routinely places in the top three at both region and national levels for logo design, digital advertising, flyers, brochures, and editorial design.

Admissions Program

The Office of Recruitment and Admissions is made up of two recruitment and admissions staff and one systems administrator who is responsible for the setup and configuration of the Customer Relations Management (CRM) system, Target X. The team of two recruiters is responsible for making connections within the community while also assisting students with onboarding questions and the Steps to Enroll at Lane. One recruiter focuses on high school students and the other recruiter focuses on non-traditional student populations.

As the front door to the College and a mission critical program, Admissions is constantly working to streamline and improve the admissions process and the student onboarding experience. Critical sources of information that inform improvement efforts include: campus community feedback; reviews from the American Association of Collegiate Registrars and Admissions Officers (AACRAO); and a Guided Pathways workgroup that gathered feedback related to the student onboarding process. The office has also benefited from two thorough reviews by AACRAO in 2015 and 2023. Admissions began onboarding into the Administrative Program Review process in spring 2024. Admissions and Recruitment will use the 2023 AACRAO report to support their APR process and to inform the recruitment plan.

Engagement in Assessment

One recommendation from the 2015 AACRAO review was to implement a Customer Relations Management (CRM) system in order to more effectively track inquiries and create admissions campaigns that could reach students through each step of the enrollment process. [Keap](#) was originally purchased, but, a few years later, it was determined that this software did not fully integrate with other software systems at the college and did not facilitate the holistic experience the college strives to create for prospective students. As a result, a new Request for Proposals was sent out, and a new CRM and admissions software—[Target X](#)—was purchased.

In 2019, the College received a Gear Up grant that was used to support implementation of Target X. A Target X implementation workgroup was created to learn best practices and opportunities in the system to streamline the onboarding process before Target X was launched. The implementation team began mapping student populations and their experience with applying to the college. Additionally, existing materials were reviewed to compile a list of goals for improvement of the admission process, application, and steps to enroll were developed:

1. create a more streamlined enrollment process;
2. use Target X for recruitment and tracking the student life cycle;
3. develop an inclusive application process to include Adult Basic and Secondary Education (ABSE), English as a Second Language (ESL), International Programs, College Now, and special admission students;
4. facilitate a seamless transition from ABSE and ESL programs to credit programs;
5. increase opportunities for Non-credit students to take credit courses as appropriate
6. articulate clear pathways for students who may have more than one goal at the college;
7. develop an operational model that continuously looks at the changing demographics of LCC students and how they interact with the admissions process;
8. collaborate with the Writing Program and Math Department to embed placement processes for a more seamless student experience;
9. develop a student facing portal with steps to enroll that are clear and specific to the student.

As of spring 2024, each of these nine goals have been achieved, though Admissions staff continue to monitor progress and remain alert to opportunities for continuous improvement. In addition to procurement of new software, systems and procedures were developed to facilitate achievement of these goals. Of note, a process for non-

credit students to “change their program” from a non-credit to a college credit program was developed in 2022. Previously, students transitioning from non-credit to credit programs had to reapply for admission. Additionally, systematic supports were developed to enable students to take credit and non-credit courses concurrently, when appropriate.

Conversion rates—i.e. the percentage of students who complete one or more steps to enroll and then go on to enroll in a program at the College— are one way to measure how easily students are able to move through the process from recruitment to registration. Figure 7 shows a comparison of conversion rates from before and after Target X Implementation.

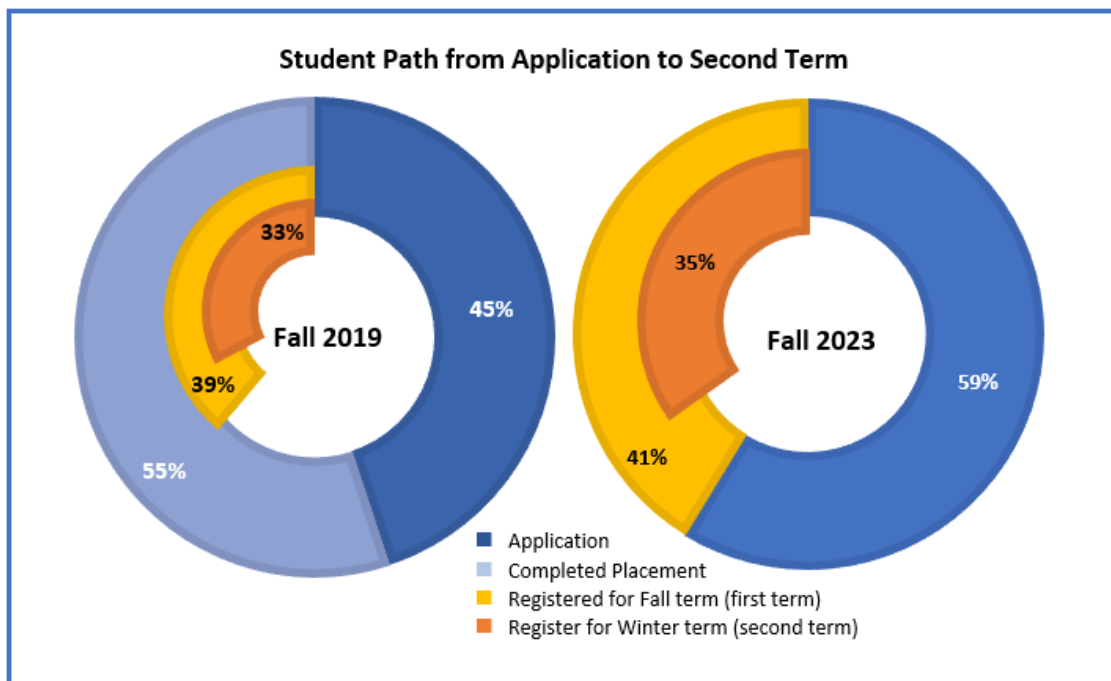


Figure 7: Conversion Rates pre and post Target X Implementation

The increase in applications from 2019 to 2022 may suggest that, through campaigns, the College is reaching more students who either would not have completed and submitted their applications before or who found the application easier to navigate. It should be noted that due to the increase in fraudulent applications, LCC may not be able to determine actual applicants versus the fraudulent applications.

Post Target X implementation, the Recruitment and Admissions Steering Committee was created; this committee is charged with looking at the CRM and application from a student experience perspective and is represented by stakeholders who regularly interact with the system. The committee is inclusive of key stakeholders:

- Banner Student Systems Coordinator x2
- Admissions Coordinator x2

- ABSE Project Coordinator
- Recruitment and Retention Systems Coordinator
- Coop/College Now Coordinator
- Academic Advisor
- Enrollment Services Advisor
- Health Professions Specialist
- ESL Project Coordinator
- Marketing/Web Design
- Career Pathways Coordinator
- International Programs Director
- High School Connections

The committee also considers how its work aligns with the [Strategic Enrollment Management Plan for 2022-2027](#) and holds regular focus groups to gather feedback and recommendations from students.

AACRAO consulting was invited back to campus in May 2023 to review LCC's process post-Target X implementation in order to evaluate the efficacy of the new software in achieving some of the Admissions program's goals for improvement of the student experience. One of the more recent AACRAO recommendations is for students who stall-out at some stage of the enrollment process. It was recommended that outreach campaigns be created using Target X to identify students at specific momentum points in the Steps to Enroll to deliver messaging designed to reengage the student and provide clear and actionable information about the next step they need to take. These campaigns have been implemented and continue to be reviewed for effectiveness.

The team has just begun its work on a recruitment plan, which is set to roll out at the start of fall term 2024. The plan will enhance Lane's efforts in the recruitment of non-traditional students with a focus on diversity and inclusion of traditionally underrepresented populations.

Program Improvement Example: Math Corequisite Pilot

The following section describes an initiative to develop a corequisite course undertaken by the Mathematics Department in the 2022-2023 academic year. The Co-requisite Pilot was developed as a result of recommendations created by the [Guided Pathways First-Year Math and Writing Team in 2021-2022](#). Among other things, the recommendations requested that Math faculty be provided with funding "support during the summer of 2022 to complete a viability and impact report for math sequence changes that support improvements to student success in mathematics courses." One goal that emerged from that review process was to improve student access to and success in program level math

courses. In addition, recommendations from the 2019 Developmental Math APR⁴ called for a comprehensive review and revision of support courses and the placement process. The co-requisite pilot described in the following section is a continuous improvement effort resulting from engagement in Academic Program Review (APR), learning outcomes review and assessment, and participation in a Strong Start to Finish Oregon Grant supporting the development and implementation of corequisite math courses.

Program Level Math Requirement: Math in Society

MTH 105: Math in Society meets transfer degree requirements for non-STEM fields and enrolls over 200 students per term. In spring and summer 2022, the Mathematics Department created a pilot that allowed students who placed into the course one level below MTH 105 (MTH 98: Math Literacy) to enroll in specific in-person sections of MTH 105 courses supported by a one-credit corequisite course. The corequisite course, MTH 199A, was taught by the same instructor as the MTH 105 class and enrolled roughly half of the students in each pilot section of MTH 105. The corequisite course met once per week for two hours as a 1 credit lecture-lab course.

The curriculum for each corequisite class session was divided into three parts:

1. review of the previous week's MTH 105 material;
2. college-success or study-skills lesson;
3. a preview of the current week's MTH 105 material, including refresher lessons reviewing previously covered topics when needed.

In the 2022-2023 academic year, two sections per term of the MTH corequisite were piloted. Students in standalone sections of MTH 105, MTH 105 sections supported by the corequisite course, and MTH 098—the prerequisite course for MTH 105—were surveyed each term; a modest amount of extra credit was given to students who completed surveys to incentivize participation. Some results of these surveys are shown in Figure 8.

⁴ For the purposes of program review, the Math Department is split into Developmental Education Math, Career Technical Education (CTE) Math, and Transfer Math. Each of these program reviews is at a different stage of the APR cycle.

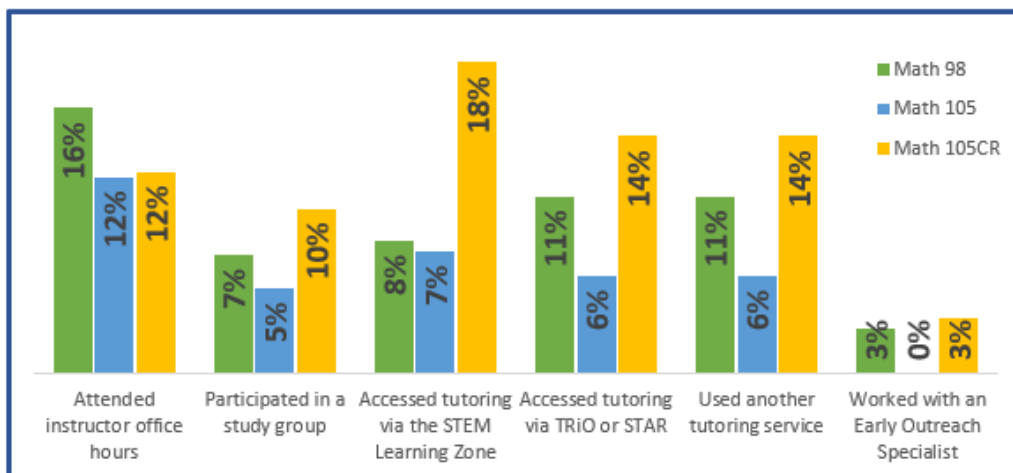


Figure 8: Student Experience Survey Responses for Math 105 Co-requisite Pilot

Student experience surveys and early course completion data suggest that the pilot was successful. As shown in Figure 8, students enrolled in the MTH 105 corequisite who completed surveys reported that they were more likely to ask questions or contribute to class discussions, work with classmates outside of class, utilize tutoring services, and less likely to skip class than was reported by students who completed surveys in standalone sections of MTH 105. Of students who completed surveys in sections of MTH 105 supported by a corequisite, 50% reported that they felt that they did much better in MTH 105 than they thought they would.

Figure 9 reports success rates for students who placed into MTH 98 but instead took sections of MTH 105 supported by the corequisite course (denoted on the chart as “Success Rate with MTH199A”) as well as students who placed directly into MTH 105 and students who took MTH 105 after completing prerequisite courses (combined as “Success Rate without MTH 199A”).

Success Rates in Math 105 with and without Math 199A				
Term	Success Rate with Math 199A		Success Rate without Math 199A	
Fall '22	82%	n=28	71%	n=63
Winter '23	88%	n=16	84%	n=91
Spring '23	86%	n=14	79%	n=49

Figure 9: Percentage of Students Receiving C- or Higher or P in Sections with and without Co-requisites during Pilot

These data indicate that MTH 105 students in sections supported by a co-requisite passed Math 105 at higher rates than their peers who placed directly into MTH 105 or their peers who completed prerequisite math courses. There were, however, some downsides to the pilot model. Because it was linked to specific in-person sections of MTH 105, not all students could benefit from the MTH 105 corequisite, particularly

students with more constrained schedules or who need/prefer to take online math courses.

Changes to Math Placement Process

At the close of the pilot phase, the Math Department made the following changes in order to improve access to Math in Society (MTH 105Z)⁵ and the corequisite support course (MTH 199A), starting in fall 2023:

- MTH 105Z would no longer have enforced pre- or corequisites. Any student can choose to enroll in MTH 105Z without taking a placement test or enrolling in a pre- or corequisite course.
- The Mathematics Department adopted a self-placement model for MTH 105Z in which students are given information and empowered to make their own decision about which course(s) would be best for them to take. The [Math Department page](#) of the LCC website was updated to include student-friendly information and videos, and guidelines were provided to advisors to help students make the best choice for themselves.
- The support course (MTH 199A) originally piloted as a corequisite for Math in Society (MTH 105/Z) is no longer an enforced corequisite and can be taken by any student who would like extra support while taking MTH 105Z.

These changes significantly reduced barriers for students to access program level math. It also means that now any student in any section of MTH 105Z can choose to enroll in the support course. At the same time, prerequisites were removed for Career Technical (CTE) math classes, allowing any incoming student to register for Math for Health and Physical Sciences (MTH 052), Applied Algebra for Technicians (MTH 075), or Applied Geometry for Technicians (MTH 085).

The Math Department will continue to collect data and monitor the impact of these changes on student outcomes and experiences in math classes while continuing to improve the placement process and access to program level math courses for students in the STEM degree pathway, including investigating the possibility of creating corequisites for College Algebra (MTH 111), Elementary Statistics (STAT 243Z), and/or other courses. As part of the 2023-2024 CTE Math Academic Program Review Self

⁵ As a result of legislation that took effect in 2021, Math in Society (MTH 105) was renumbered as MTH 105Z starting in the 2023-2024 academic catalog. [More information about Common Course numbering](#)—including information about the individual courses that have undergone the CCN process—can be found on the Oregon Higher Education Coordinating Commission website.

Study, data about which math classes students in various programs take are being analyzed. The Math Department will be working with program coordinators and advisors to ensure CTE students complete the most appropriate math class for their program.

Moving Forward

Since 2021, Lane Community College has taken important strides in developing our assessment, resource allocation, and communication systems and structures. During that time, LCC has also experienced significant positive changes, including six consecutive terms of enrollment growth, in-person events mostly returning to campus, and improvements in efficiency resulting from increased experience working within the reorganized governance system.



Since beginning her tenure in 2022, LCC President Stephanie Bulger's priorities have included promoting a welcoming and inclusive culture, fiscal stability, and increasing enrollment. All of the current Vice Presidents have been at the institution for fewer than two years, including Vice President of Academic Affairs, Shelley Tinkham, Vice President of Informational Technology, Brent Munoz, Vice President of Student Affairs, Colm Joyce and Vice President of Finance and Operations, Kara Flath. Shane Turner, Vice President of Human Resources, was promoted to his new role in May 2024. This new leadership team is committed to improving the campus climate and is consolidating efforts to enhance transparency and relationship building. Important areas of emphasis for the future of the college include:

Communication and Transparency

Ensuring the college has clear and consistent information sharing networks is crucial to supporting inclusive processes and decision making. In order to achieve this goal, LCC leadership has developed plans for enhancing communication and feedback mechanisms, increasing stakeholder participation, and promoting inclusivity and innovation in all college processes. For more information on efforts in each of these areas, see LCC's response to [Recommendation 1](#).

Integrated Planning

In 2024, the College rolled out two significant process improvements to support integrated planning: a [revised annual planning procedure](#), and an inaugural [Academic](#)

[Program Portfolio Review](#) process. These processes were introduced to foster better communication and create structured avenues for stakeholder input. The College is investigating ways to link all planning processes—annual planning, program portfolio, and budgeting requests—starting in 2024-2025. Efforts in this area are described in greater detail in [Recommendation 1](#).

Investments in Assessment and Institutional Effectiveness

Models for strengthening integration of assessment are also being considered, including the re-establishment of a cross-functional assessment team with representation from across campus. Additionally, there is a clear need to assess and strengthen the role of the Institutional Effectiveness Commission (IEC), a cross functional group charged with evaluating mission fulfillment and overseeing institutional effectiveness

The College is currently conducting a comprehensive search for a Director of Institutional Research and Effectiveness who will be tasked with leading the Office of Planning and Institutional Effectiveness. More information about investments in personnel to help strengthen LCC's assessment system and institutional effectiveness can be found in LCC's response to [Recommendation 2](#).

Increasing Access to Credentials

Programs that serve a diverse range of students—from those pursuing college credits to high school students seeking work ready credentials—are essential to fulfilling the college's mission, strategic plan, and commitment to the community. The College is actively positioning itself as the workforce development hub of Lane County by offering a diverse array of programming to meet the needs of a wide range of students.

There is a recognized need for more baccalaureate-prepared students in key industries, prompting several new initiatives. In fall 2024, LCC will begin enrolling students in the new Bachelor of Applied Science in Applied Business Management program. This program is designed for working professionals and will be among the first baccalaureate degrees offered at a community college in Oregon. Looking ahead, the college plans to introduce a Bachelor of Science in Nursing. Additionally, the college is developing an associate degree program in respiratory therapy and a two-year qualified mental health aide program that will be rolled out in 2024-2025.

The College is also exploring opportunities to enhance credit for prior learning and prior learning assessment practices. A Credit for Prior Learning (CPL) implementation team, composed of faculty, deans, and student services, has been selected to develop a CPL program that removes barriers to credential attainment while maintaining LCC's high educational standards.

Expanding access to credentials also includes new strategic partnerships with K-12 educators in the region to support high school-to-college pathways and allow students to earn college credit while still in high school. To facilitate this, the College will host an Education Summit in Winter 2025 with area high school superintendents.

In 2024, LCC will open two new buildings on main campus that will help forward these and other goals designed to move LCC forward into the future. Also funded by the 2020 Bond, LCC is excited to support CTE programming with a new Health Professions Building and the Industry Trades and Education Center (ITEC). The Health Professions Building provides facilities to support integration of programs within health, medical, and fitness programs at LCC. The site is highly visible to visitors arriving from East 30th Avenue and will act as a natural landmark for newcomers. The ITEC building is slated to open in November 2024 and is intended to create a workforce and advanced technology hub. ITEC will house career technical education and apprenticeship programs and will provide flexible learning spaces that will accommodate emerging tools, equipment, and teaching pedagogies. Both structures are LEED certified and are designed enhance the overall character of LCC's main campus.

Addendum: Recommendations

The College received two recommendations that were noted to be substantially in compliance but in need of improvement as part of the fall 2021 Evaluation of Institutional Effectiveness of Lane Community College.

1. Enhance institutional effectiveness by evaluating internal communications, feedback, resource allocation, and decision-making processes to assure that they are inclusive of all constituents.” (2020 Standard(s) 2.F1; 1.B.3); and
2. Fully implement an effective Student Learning Outcomes assessment system and use the results of assessment efforts to improve student learning continuously (2020 Standard(s) 1C.5; 1.C.7)]

Response to Recommendation 1

“Recommendation 1: The Evaluation Team Recommends that the institution: Enhance institutional effectiveness by evaluating internal communications, feedback, resource allocation, and decision-making processes to assure that they are inclusive of all constituents.” (2020 Standard(s) 2.F1; 1.B.3);” (2021 EIE).

Background & Summary of Key Actions

At the time of LCC’s most recent Evaluation of Institutional Effectiveness report, the College was still under COVID restrictions and was undergoing significant reorganization, both in terms of its governance system and its operations. There were layoffs, significant reductions in part-time staff, and the beginning of a new biennium with the state funding process. The COVID-19 pandemic created uncertainty, highlighting the need for adaptable and transparent systems.

In their 2021 response to our Evaluation of Institutional Effectiveness report, the peer review team noted that LCC stakeholders expressed concerns regarding the transparency and inclusiveness of decision-making processes, in general and specifically related to resource allocation, as well as the effectiveness of communication. Stakeholders expressed concern about how resources, including staffing, are allocated, with calls for clearer methodologies and criteria for evaluating requests. The reviewers urged the College to evaluate planning processes to ensure they incorporate feedback from all constituencies to avoid perceived inequities.

Since that time, there have been significant positive changes. The College has experienced six consecutive terms of enrollment growth. In-person events have mostly returned to campus, and the campus now has greater experience working within the reorganized governance system. A new leadership team is consolidating efforts to focus

on the climate of the college through enhancements in communication and a commitment to transparency and relationship building.

President Bulger began her tenure in 2022, and her priorities include a focus on strategies to promote a welcoming and inclusive culture in addition to fiscal and enrollment priorities. All of the current Vice Presidents have been at the institution for fewer than two years, including Vice President of Academic Affairs, Shelley Tinkham, Vice President of Informational Technology, Brent Munoz, Vice President of Student Affairs, Colm Joyce and Vice President of Finance and Operations, Kara Flath. Shane Turner, Vice President of Human Resources, was promoted to his new role in May 2024. This leadership team is working collaboratively to establish institutional mechanisms to improve communication, transparency and inclusiveness, particularly related resource allocation and decision-making. Targeted efforts are discussed below.

The following section describes significant initiatives Lane Community College has undertaken since 2021 in response to Recommendation 1. Improvement efforts have been focused on the following four areas:

Enhancing Communication and Feedback Mechanisms

- Conducting regular Gallup Q12 surveys to assess workplace climate and improve employee engagement.
- Conducting a communications audit to identify objectives that will better align internal and external communication strategies.
- Developing a new MFI (Metric for Institutional Effectiveness) to analyze transparency in planning and communication.

Integrated Planning and Resource Allocation:

- Introducing an integrated planning process that combines annual planning, program portfolio review, and budgeting.
- Using shared software (e.g., Smartsheets) to enhance transparency and collaboration in annual planning.
- Engaging in NWCCU Fellowship to improve integrated planning framework.

Strengthening Stakeholder Participation:

- Holding all-campus forums to engage employees in institutional issues, such as budget planning and campus climate.
- Building inclusive processes for annual planning, program portfolio review, budget requests and other processes.

Promoting Inclusivity and Innovation:

- Establishing the Lane Forward Fund to support innovative projects that align with the Strategic Plan.

- Reinstating the Common Read program to foster a sense of community and shared experiences.

Enhancing Communication and Feedback Mechanisms

Internal Mechanisms for Information Sharing

A number of all-campus forums on topics of institutional significance have been held to stimulate engagement, including:

- A forum on the outcome of the 2022 Campus Climate Survey and the creation of Campus Climate Workgroups made up of employees from across campus to surface recommendations for improving the campus climate.
- A Quarterly Budget Forum with the creation of Campus Workgroups aligned around the topics of Grow, Save, and Partner (fall 2023) to provide recommendations related to ongoing structural budget issues which were incorporated into budget planning for 2024-2025.
- The creation of a virtual suggestion box in fall 2023 to solicit feedback from the campus about budget savings.
- Adding summaries of Board of Education meetings to the all employee newsletter, the *Lane Weekly*.
- The creation of the Budget Development Subcommittee Forum, during which time the College's finance team engaged with campus regarding the development of the College's budget.
- The creation of "Bulldoze the Silos," a student affairs initiative designed to engage different stakeholders around the campus to better understand the services available to students.

In order to improve communication within academic affairs, the Vice President for Academic Affairs initiated an all faculty and deans' quarterly forum, effective fall 2023. The forum is designed to increase collaboration and engagement among disciplines, faculty members, and academic affairs campus leaders. Formal topics during 2023-2024 included student retention, student voices, and student engagement. Participation is offered both in-person and via video conferencing. Topic are selected in collaboration with faculty input and presented by faculty, students, and academic affairs leaders. In 2024-2025, Academic Affairs will focus discussions on student learning assessment and student engagement, specifically around the needs of Generation Z, and will make efforts to expand dialogue with classified staff on these important topics.

Workplace Experience Survey

The college administered the Gallup Q12 survey for all employees in spring of 2022 and again in spring of 2024. This survey is designed to measure employee engagement in

the workplace; higher scores are correlated with better perceptions of the workplace climate. As the [2024 Gallup Survey data report shows](#), the College experienced increases in all measures between [2022](#) (link goes to 2022 Gallup Survey data report) and 2024. Areas with most improvement were ratings of satisfaction with the College as a place to work and the ability to do one's best work every day. The College continues to implement campus-wide recommendations coming from the first survey administration. Departmental managers and their staff are also engaged in an iterative action planning process that will allow them to use employee feedback to identify areas for improvement and develop implementation strategies suited to the needs of their individual areas.

Communications Audit

The College has engaged a third-party organization to provide an objective look at its internal and external communications and recommend ways to better align and coordinate them to ensure the best quality and results. The final report due in fall 2024 will make recommendations on internal communication strategies to be more inclusive of all constituents that the College will consider for implementation.

Integrated Planning

In 2024, the College implemented two significant process improvements to enhance communication and establish structured avenues for stakeholder input: 1) Annual Planning, and, 2) Academic Program Portfolio Review. These improvements are described in more detail in the following sections. The College aims to develop an integrated planning process that combines annual planning, program portfolio review, and budgeting processes, beginning in the 2024-2025 academic year.

Annual Planning

In spring 2023, College leaders tasked a cross functional IEC workgroup with making recommendations for development of an institution-wide annual planning process to be piloted in spring 2024 for Academic Year (AY) 2024-2025. This group was also charged with development of a long-term and sustainable annual planning process to be utilized in Fall 2024 for AY 2025-2026 and beyond. Recommendations were sent to the executive sponsors of IEC, and the process was finalized for the 2024-2025 academic year.

As a first step, managers were directed to meet with their staff to review the College's Strategic Plan, relevant Academic and Administrative Program Review Reports and any other relevant department or division-level plans. Any task or activity informed by an Academic or Administrative Program Review Recommendation should be documented in the annual plan. In future years, the College will be able to track the integration between program review recommendations and institutional plans to

determine which recommendations are ultimately adopted. Because of efforts to integrate student learning outcome assessment into Academic Program Review, the College will have a mechanism in the future to measure how student learning assessment informs budgeting and other planning efforts.

The College utilizes shared software, Smartsheets, to collect annual plans, which has increased transparency. Multiple stakeholders under the same manager, including faculty and staff, can now view each other's plans. This transparency has been met with enthusiasm, as stakeholders are better informed about other plans within their division and can more easily collaborate. They can also see how their feedback, gathered through both informal and formal processes, informs planning and ultimately shapes the College's initiatives.

The annual plans will directly inform future strategic plan monitoring and development, leading to improved communication across the campus. The working group is finalizing its work over the summer, and the College anticipates starting next year's planning process in alignment with the budget process, no later than January 2025.

To support these efforts, the College is participating in the 2024-2025 NWCCU Fellowship. The Faculty Chair for Academic Program Review, Chair of the Administrative Program Review, and the Faculty Curriculum Coordinators are all participating in this fellowship. Their goal is to apply the insights gained from the fellowship towards a better-integrated planning framework, inclusive of assessment. The College is providing resources to support this important work.

Academic Portfolio Review

A subcommittee of the Institutional Effectiveness Commission (IEC) made recommendations for Academic Program Portfolio Review in 2022-2023. Academic Affairs reviewed and operationalized these recommendations, and the inaugural Academic Program Portfolio Review was rolled out in spring of the 2023-2024 academic year.

The metrics included in portfolio review are limited in number in order to provide a snapshot of each program's enrollment and success in comparison to all other programs at a given moment in time. In order to avoid being reductive, faculty and deans were asked to evaluate portfolio data by considering results from Academic Program Review and other relevant data sources that apply to the program. Academic Affairs is striving to develop a program portfolio review process that is equitable, integrated with other evaluative processes, and informed by engagement with a wide range of stakeholders.

In the spirit of transparency, the Vice President of Academic Affairs held an informational meeting about the process that was well attended by deans and faculty. In addition, she and a representative from Institutional Research met individually with departments. In

doing so, the College is normalizing these discussions about program revisions beyond the individual department level and is making the process transparent to the College community.

In the first year, important discussions were had about the process and importance of this work. Ultimately no programs were identified for sunseting this academic year. Initial feedback about the process was shared during the Dean and Faculty forums, Academic Deans meetings, at IEC and at Faculty Council.

Academic Affairs is in the process of assessing the effectiveness of the Academic Program Portfolio Review process and will share additional feedback with relevant stakeholders—including IEC and APROC—in fall 2024. In addition, additional feedback about the process will be collected and considered before initiating the process in 2024-2025.

Resource Allocation

The College has experienced recent steady growth but is still operating in a resource-constrained environment. This requires careful planning for ongoing expenses, including personnel which accounts for 80-85% of the annual general fund budget. Position refill requests are put forward by departments to the area's Vice President or Associate Vice President with opportunities for input at the department level. Once approved by the appropriate VP, position requests can move forward through the standard hiring process which is overseen by Human Resources and the Budget Office. If a position falls into certain exception categories, such as being a new position, it must go to the Cabinet for prior review and approval before it can move forward. Hiring committees are encouraged to include representatives from all employee types and from outside of the hiring unit. The committee can also include a search advocate who is trained and certified to provide impartial guidance to the committee throughout the process.

Allocations for specific College-wide strategic initiatives undergo a thorough review process. This process involves engagement at the departmental level, the Cabinet, and ultimately requires approval from both the Board of Education and the Budget Committee. Additionally, the Budget Development Subcommittee of College Council reviews and provides input on the funding levels for these initiatives during the budget development process. Funding is allocated based on critical needs and alignment with the Strategic Plan.

The discretionary resource allocation process has been modified to include all of campus leadership rather than just the Provost and Budget Office. Requests for supplemental funding are evaluated by the leadership team based upon the evidence presented in support of the request, making evidence gathered during the program review process

critical to justify new expenditures. At the beginning of each budget cycle, the Budget Office initiates the Budget Priorities Request process. This process is open to all budget partners within the College, including classified staff responsible for budget management in their respective areas. It allows budget partners to request additional allocations for the upcoming fiscal year, beyond the current year's funding. These additional funds should address critical needs or shifting priorities at the departmental level. Requests are initially reviewed and prioritized by the Dean or Director, followed by the Cabinet, which then provides input to the Budget Office for initial budget development. The Budget Office incorporates these prioritized requests into the budget plan for the following year as allowed by available financial resources. College-wide budget allocation recommendations for a balanced budget come through shared governance from the Budget Development Subcommittee through College Council.

Great efforts have been made to better engage faculty on the process by which proposals for new contracted faculty positions are brought forth for consideration for the upcoming academic year. While it has been the standard practice for the Vice President of Academic Affairs to consider input from the Faculty Council Position Request Subcommittee, the process needed clarification. In response, the VPAA routinely engages with the Subcommittee before and after decisions are made in order to clarify process and expectations, and sends the list of positions approved to the Subcommittee, who then shares this information with the general membership of Faculty Council. In this way, the Subcommittee is receiving feedback about how decisions are made within the global context of the needs of the institution.

Stakeholder Participation and Inclusion

New MFI to Measure Transparency

In response to this specific recommendation, the College is developing new metrics for evaluating stakeholder participation and transparency. Mission Fulfillment Indicator (MFI) 15 measures stakeholder participation in planning, resource allocation, and evaluation processes. MFI 15 will include disaggregated data in order to measure engagement by faculty, staff, students, and community members. This new metric is in the process of being operationalized in alignment with NWCCU standards and recommendations as well as LCC's Strategic Plan.

Program Review

Academic Program Oversight Committee (APROC) has expressed a desire for greater engagement with deans. As APR is a faculty-led process, the original composition of its oversight committee did not include a dean position. The VPAA discussed this omission with APROC in Fall 2023, leading to an expansion of the formal membership to include one dean in an ex-officio role, starting in the academic year 2023-2024. With this official

academic dean representation, there are now greater opportunities for faculty and administrators to communicate regarding APR recommendations, including those related to staffing and assessment, and their impact on institutional decision-making.

Governance

Recently, all governance councils implemented a public comment period in order to gather feedback on policy from stakeholders. Publication of information about governance meetings to facilitate the ability of stakeholders to attend and participate in governance meetings have been implemented; efforts have included publicly posting agendas and minutes on each council's section of the [Governance pages](#) of the LCC website. Anecdotal evidence suggests that these process improvements are increasing both engagement and efficiency. For example, an Academic Integrity Policy was initiated in fall 2023 and passed through the governance system by spring of 2024. This policy is critically needed as the campus grapples through the new reality and different interpretations of generative artificial intelligence.

President's Task Force on Artificial Intelligence

Founded in the fall of 2023, the [President's Task Force on Artificial Intelligence](#) exemplifies new strategies to promote inclusivity and transparency. To navigate this evolving landscape, which will undoubtedly have a profound and lasting impact on higher education, Lane Community College established this Presidential Task Force to comprehensively examine the opportunities and challenges posed by AI. The Task Force is co-chaired by the Vice President of Academic Affairs (VPAA) and one co-chair of Faculty Council. This twenty-two member body is comprised of equal numbers of faculty, managers, classified staff, and students, all nominated and elected for participation by their respective representative bodies. It is expected that the Task Force will represent the entire campus, extending beyond the individual viewpoints of its members, and will engage with a multitude of stakeholders. The formation of this Taskforce is an example of the College's greater efforts to be inclusive of all constituents' input. The Task Force will provide a final report in spring 2025 with observations and recommendations for the College to adopt in response to AI.

Promoting Innovation

The Lane Forward Fund is a new initiative designed to support innovative projects that enhance the fulfillment of the 2022-2027 Strategic Plan. The Fund aims to encourage fresh ideas, creativity, and imagination that have the potential to benefit student success and achievement, improve the student experience, promote employee professional development, and achieve operational excellence through cross-institutional collaboration. The inaugural 2023-2024 project applications were reviewed a by a team

of staff and faculty; final recipients were selected by the team and subsequently approved by the Cabinet. Funded projects include:

Better Together: Maximizing Social Media to Showcase Student Life and Strengthen Internal Connections: This project seeks to improve social media production at LCC by upgrading technology and software, building an interdepartmental social media work group, and establishing sustainable procedures.

Supporting Student Success through a Holistic Approach to Tutoring Services (HATS): This project aims to lessen the hurdles students might have when accessing support through a holistic approach.

Looking Forward: Empowering Students and Staff Through Climate Solutions Studies: This project provides funding for an interdisciplinary group of faculty and classified professionals to develop innovative climate solutions curriculum modules.

Spaces for Community: Design/Build Public Spaces: Students and Faculty from multiple programs will participate in a series of design/build projects to create and install unified and well-designed features that include seating, sculpture, and other plaza elements.

A Common Read at Lane: Common Reads are practiced widely in high schools and higher education settings to bring the community together around a single book, provided at no cost. Books were recommended through a survey of the entire community, including faculty, staff, administrators, and students.

Student Accounting and Accounts Receivable - ECSI Outsourcing: This project allows the Bursar to work with students on their financial responsibility with the college, providing them opportunities to remove financial holds that prevent them from registering.

AR/Bursar Professional Development Funds Proposal: This project seeks to address challenges arising from a reduction in classified positions within the AR/Bursar department. Project goals revolve around providing extensive training to staff members in order to enhance their proficiency in tools and software critical to operations.

Conclusion

Guided by the recommendations outlined in the Fall 2021 Evaluation of Institutional Effectiveness, Lane Community College has undertaken significant initiatives to enhance institutional effectiveness. While there is still work to be done, the College's focus on strengthening internal communications and feedback mechanisms as well as ensuring

transparency in resource allocation and decision-making processes are critical steps toward success. The staff, faculty, and administration of Lane Community College look forward to evaluating the outcomes of the improvement initiatives described throughout this report in order to follow through on our shared commitment to continuous improvement.

Response to Recommendation 2

“Recommendation 2: The evaluation team recommends that the institution: Fully implement an effective Student Learning Outcomes assessment system and use the results of assessment efforts to improve student learning continuously (Standards 1.C.5 and 1.C.7)” (2021 EIE).

Background & Summary of Key Actions

During the fall 2021 site visit for LCC’s Evaluation of Institutional Effectiveness, NWCCU peer reviewers suggested that LCC accelerate its efforts to show continuous improvement in creating a system for assessing student learning outcomes. They observed that full implementation of an integrated assessment systems remained incomplete. To this end, it was recommended that LCC incorporate student learning assessment into the Academic Program Review process more systematically.

Since the Fall 2021, the College has successfully centralized the process of collecting data from multiple programs, which is helping to systematize efforts across programs, ensuring a more cohesive and comprehensive approach to student learning assessment. The College’s commitment to enhancing data collection and analysis processes has strengthened its ability to evaluate and improve educational outcomes. The following sections describe LCC’s improvements in these four areas:

- **Assessment Plan Development and Implementation**
 - Developed assessment plans for the vast majority of academic areas (81%).
 - Begun implementation of assessment plans for over half of academic areas (52%). Goal: 82% engagement by 2028.
- **Data Stewardship and Analysis**
 - Established Watermark: Student Learning & Licensure.
 - Began aggregating and disaggregating student learning data for half of all programs (50%).
- **Integration of Assessment Data**
 - Improvements to integration of student learning data in academic program review.
 - Required integration of assessment planning in curriculum proposals.

- Development of a Mission Fulfillment Indicators (MFI) dedicated to tracking progress of academic programs' assessment planning and implementation.
- **Institutional Investments in Assessment System**
 - Integration of Assessment Day into fall professional development activities.
 - Investment in personnel dedicated to assessment development and support.

Assessment Plan Development and Implementation

The [2020-2025 Institutional Assessment Plan](#) outlined goals for the development and implementation of program assessment plans. At the end of spring 2024, 81% of educational programs at Lane had developed a Student Learning Outcome Assessment Plan, up from 46% in 2021. These plans include a schedule of courses to be assessed each year. By breaking the courses in each program into manageable groups, faculty are able to revise outcomes, map curriculum, and gather evidence of student learning. The College anticipates that an additional five CTE and one FOS program will develop assessment plans by the end of the 2024-2025 academic year, which will bring the college to 91% of programs with a developed assessment plans. For more detailed information about the College's progress to date, please see the [2020-2025 Institutional Assessment Plan Synopsis](#).

In addition to reporting results of individual student assessments, assessment plan implementation engages faculty in a recursive process to continually evaluate and improve course learning outcomes and course curriculum maps ([Course Curriculum Map Template](#) and [Course Curriculum Map Example](#)). This process is critical to ensuring that assessment efforts focus on improving student outcomes and experiences. For example, in 2021-2022 faculty in the Automotive Program realized they had two distinct outcomes correlated to the same assessment. Upon deeper review, faculty realized these two outcomes could be streamlined into one, more clearly worded learning outcome that would better facilitate student learning as well as curriculum alignment. The conversation about student performance led to insights about how assessment tools are being applied and helped faculty create efficiency within their program.

Another example of improvements to teaching and learning tools resulting from program assessment comes from the Human Services program. Initial analysis of student achievement data reported on shared assessment rubrics suggested students were performing below expected benchmarks for the program in the first year. However, as faculty reviewed the data together, it became clear that they lacked a shared understanding of how the rubric should be applied. This lack of "norming" in their use of

the rubric resulted in some faculty erroneously assessing students well below the established thresholds for performance. Program faculty worked together to write new rubric language that would help faculty apply the rubric more consistently in the future, and the erroneous student data was corrected, enabling student and program outcomes to be more accurately evaluated. For more information about the review and revision process undertaken by this program, please see the [Human Services Assessment Report](#).

Data Stewardship and Analysis

As discussed in the Assessment System section of this report, direct evidence of student learning is collected at the course/instructor level and assessed using holistic rubrics keyed to Course Learning Outcomes. Instructors in each program develop Program Learning Outcomes as part of their assessment planning process. Course Learning Outcomes are mapped to Program Learning Outcomes in order to assess student attainment of program level outcomes. Additionally, faculty map their Course and Program Learning Outcomes to [Institutional Learning Outcomes \(ILOs\)](#) in order to assess student's attainment of general education outcomes. As the College builds to scale in its assessment efforts, increasing data is available related to student learning at all these levels. Watermark allows for disaggregation of student learning data at each of these levels by a variety of factors.

One early example of curriculum improvements resulting from increased data access and literacy is reflected in the [Music Tech data sheet](#). After review of their assessment data, faculty realized that students were less likely to meet expectations on program learning outcomes as they progressed through a series of increasingly rigorous Audio Engineering courses. In response to this evidence, faculty strengthened the linkages between the projects in these courses, creating curriculum changes in order to intentionally scaffold students' learning across the sequence of courses in the program.

While these data capabilities are still emerging, the College looks forward to making the most of the increased ability to identify equity gaps and develop strategic approaches to improving curriculum and student learning experiences. For other examples of the kind of data reports that can be produced, please see the [Sample Data Sheets](#).

Integration of Assessment Data

Assessment of Student Learning and Academic Program Review

Since 2018, assessment of student learning data has been into the self-study phase of the Academic Program Review (APR) cycle. This was initially accomplished by requiring all programs to respond to an inquiry question about assessment and has since been

incorporated into the process more formally. Starting in 2024-2025 and in all cycles moving forward, APROC's question will address value-added metrics that will assist in evaluating the program via the Academic Program Portfolio Review process, and Academic Affairs will contribute an inquiry question about student learning assessment that will assist in consistent integration of assessment data into APR self-study reports. In addition to supporting consistent integration of student learning data, the addition of a consistent and predictable inquiry question related to student learning assessment will enable conversations about student learning assessment data both within and across departments and programs under the aegis of APR processes, including peer coaching, participation in a peer cohort, and regular reporting.

In addition to the integration of a new inquiry question, program review processes are developing to support systematic inclusion of student learning assessment data. The [Academic Program Review Handbook](#) includes a section on student learning assessment (page 14) and includes self study templates that ask faculty to reflect upon methods for gathering, analyzing and interpreting evidence to determine performance and expectations, and measures and indicators to evaluate the program and student learning (page 15). As programs continue to implement their Assessment Plans and use evidence of student learning to drive continuous improvement, the APR handbook and templates can be updated to reflect expanding assessment data availability and process developments.

The College has taken steps to help faculty ensure individual assignments align with course learning outcomes, program learning outcomes, and institutional learning outcomes. Yet there is more work to be done across and among faculty to better integrate LCC's APR and assessment. Providing a systemic approach to integrating assessment data into APR Implementation Plans is among the annual goals established for Academic Program Review Oversight Committee (APROC) in 2024-2025. The Chair of APROC and the Faculty Assessment Coordinator are working together over summer 2024 to review the APR support materials to better support systemic integration of evidence of student learning.

Assessment Data and Annual Planning

In order to better integrate assessment data into institutional decision making, improvements to the institution's annual planning procedures were undertaken in 2023-2024. The College began work developing a more systematic and inclusive approach to annual planning that includes recommendations made as part of Academic or Administrative Program reports. Any annual task or activity informed by a recommendation made from Academic or Administrative Program Review should be documented in the annual plan. In future years, the College will be able to track progress of APR recommendations (including those developed in response to results of student

learning assessment), how they inform institutional plans, and which are fully implemented. The College will eventually have a mechanism to measure and illustrate how results of student learning assessment inform resource allocation and other planning efforts of the College.

Assessment of Student Learning and Curriculum Proposals

As part of efforts to ensure assessment efforts are consistently applied moving forward, the College is including assessment requirements in course and curriculum change proposals. For example, all new program curriculum proposals must include documentation of student learning outcomes. Curriculum proposals and revisions must show evidence of collaboration with the Assessment Coordinator on establishing or revising student learning outcomes. The inclusion supports sustainable integration between student learning assessment and curriculum processes by ensuring new courses and programs can be easily integrated into assessment plans and processes.

Assessment of Student Learning and Mission Fulfillment

In 2021, the College developed [Mission Fulfillment Indicator \(MFI\) #8](#), which reports data on faculty engagement in assessment activities and reporting. A former MFI focused on assessment plan creation “and implementation” but failed to identify milestones. The newly written MFI evaluates engagement in activities defined as part of LCC’s “assessment cycle,” including: “revisions to learning outcomes, changes to curriculum, collection of evidence, and/or use of results to support student learning.”

Data collected for MFI 8 reflect continued growth in engagement in assessment; for example, MFI data shows that in 2021-2022, 38% of academic areas were engaged in activities defined as part of the assessment cycle. By 2022-2023, that number had grown to 51% of academic areas. As noted in the opening of this section, by the close of the 2023-2024 academic year, 81% of programs have created an assessment plan. When this data is disaggregated by program type, it becomes clear that CTE programs have generally been early adopters in developing assessment plans. Conversely, Skill Development areas tend to have access to substantial student success data, but this data may not be easily integrated into college systems like Watermark. Regular reporting and updates on this MFI have provided opportunities for reflection and improvement. As a result, the Assessment office now liaises with programs like ABSE and tracks their existing data independently. Despite some limitations inherent to the current system, it is clear that the College is holding itself accountable through adopting this MFI and is making progress toward development of a comprehensive assessment system.

Institutional Investments in Assessment System

Professional Development

An LCC team composed of the Faculty Chair for Academic Program Review, Chair of the Administrative Program Review, and the Faculty Curriculum Coordinators are participating in a 2024-2025 NWCCU Fellowship. Their goal is to apply the insights gained from the fellowship to development of a better-integrated planning framework. While initially focused on integrated planning, the LCC team has discovered a peer institution with a well-established process of incorporating student learning assessment into academic program review, and the team is scheduling a site visit to learn more. The College is providing resources to support this important work.

Establishment of Annual Assessment Day

In fall 2022, Lane Community College held the first annual Assessment Day during faculty in-service. This is a required work day for faculty and is dedicated to student learning assessment. On Assessment Day, faculty work on outcomes revisions and curriculum mapping for the courses on their Assessment Plan schedule. It also creates time for collaboration and planning around the evidence gathered in the previous year.

Personnel support for Student Learning Assessment

To provide consistent guidance and support for development of a systemic approach to student learning assessment, the College hired a Faculty Assessment Coordinator in September 2021. The Faculty Assessment Coordinator is a full time, non-instructional faculty member who works with faculty and deans on development and implementation of assessment plans. In addition, the College provides reassignment time to two faculty assessment liaisons who provide additional support to faculty and work closely with the Faculty Assessment Coordinator.

A Dean level position was also created in 2021 in order to oversee the newly consolidated Office of Curriculum and Assessment (OCA). However, the individual in that position left the institution in summer 2023, and the College was unable to immediately refill the position due to a budgetary shortfall. As a result, the Vice President of Academic Affairs resumed direct managerial responsibility of OCA in 2023-2024, during which time a needs assessment was carried out. In 2024-2025, the College will conduct a search for a newly created managerial position that will oversee institutional effectiveness and assessment and will serve as the director of institutional research. The new role will report directly to the VPAA; the Office of Curriculum will also continue to report directly to the Vice President of Academic Affairs. The College intends to fill this position in January 2025.

Conclusion

As the College nears the end of its 2020-2025 Institutional Assessment Plan cycle, a detailed evaluation of its progress toward developing an assessment system is needed to inform the development of the 2025-2030 Institutional Assessment Plan. The Faculty Assessment Coordinator will lead this effort with a wide range of campus stakeholders, inclusive of faculty and administrators. In order to support this work, Academic Affairs will make funding available for an external expert on assessment to provide support to the Faculty Assessment Coordinator. It is anticipated that the new plan will continue many of the ongoing objectives represented in the 2020-2025 Institutional Assessment Plan. Early feedback suggests the following possible additions:

- Bolstering integration with APR through increased collaboration between the Faculty Assessment Coordinator and the APR Lead faculty during the self-study.
- Incorporating systematic direct assessment and common assessments across and within disciplines.
- Supporting assessment projects that develop normed assignments for course-level assessment and program-level assessment tools.
- Expanding the number of programs that are implementing and sustaining progress on Assessment Plans.
- Exploring ways to further leverage the effectiveness of Assessment Day.
- Setting benchmarks for program participation in centralized assessment activities.
- Increasing incorporation of academic deans in assessment planning and implementation.
- Evaluating the usability and limits of Watermark software, especially as it relates to expanding efforts to include common assessments.

There is more work to be done, and LCC is excited about next steps towards developing a comprehensive and systematic assessment of student learning.