Core theme One #1 Responsive Community Engagement As an engaged member of our community, Lane's programs, services, and activities serve the community's needs.	Threshold	Data Source	When	Who
Objective 1: Lane offers comprehensive programs that support individual and community needs.				
1.1 Employer feedback on student skill and preparedness for the workplace.		Employer Feedback/ Technical Skills Assessment (Add CLOs to Feedback Form)		Coop Ed CTECC Program Leads
1.2 Percent of majors Lane has articulated to the UO and to OSU.		Articulation Agreements (Needs to be systematized)		Deidre Lyons Counseling/Advising
1.3 Percent of Program Review reports that address feedback from advisory boards and other external sources.		External Peer Review (PrRev) CTECC Advisory Boards (May need standard questions/ format)		APROC Coop Ed for Advisory Boards
1.4 Cancellation rate for Continuing Education classes.		Extended Learning Database (Needs to be fine-tuned for accurate data)		Lida Herburger Extended Learning
1.5 Economic impact of Small Business Development Center.		SBDC		Mark Gregory
Objective 2: Lane serves the intellectual and social needs of the community through non-academic programs and services.				
1.6 Listenership of KLCC.		KLCC (Quarterly or Annually)		John Stark

1.7 Progress toward carbon neutrality.		Climate Action Plan 2.0 Climate Commitment Report (Bi-Annual)		Mike Sims
1.8 Participation rate for college-sponsored arts and cultural events.		*Committee working on definitions and data collection*		*Jen Steele leading initial committee*

CORE THEME #2: ACCESSIBLE AND EQUITABLE LEARNING OPPORTUNITIES Lane's policies, procedures, programs, and services facilitate open, fair, and just educational experiences.	Threshold	Data Source	When	Who
Objective 1: Lane minimizes barriers and maximizes opportunities for diverse student populations				
2.1 Percent of programs at Lane whose student enrollment reflects the college's overall student demographics		IRAP		IRAP Staff
2.2 Assessment of Lane demographics in relation to the demographics of Lane County.		IRAP		IRAP Staff
2.3 Students and program success rate measured by disaggregation of Core Theme indicators 4.4 and 4.5. Data is disaggregated by: race/ethnicity, Pell Grant support, ELL, previous ABS/ESL/Dev Ed enrollment, veterans, age and disability status.		IRAP		IRAP Staff
2.4 Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education.		IRAP ABSE/TOPS		Molloy Wilson Grant Matthews
2.5 Percent of courses within disciplines that have distance learning offerings.		Academic Technology/IT		Ian Coronado

CORE THEME #3: QUALITY EDUCATIONAL ENVIRONMENT Lane's quality educational environment embraces academic and instructional integrity, relevancy, rigor, innovation, and transparency.	Threshold	Data Source	When	Who
Objective 1: Lane employs high-impact practices.				
3.1 Students report high levels of awareness of, and satisfaction with, evidence-based practices on campus.		CCSSE SENSE		IRAP Staff
3.2 Percent of degree-seeking students accessing advising and academic planning to create clear roadmaps to learning and success.		DegreeWorks/MyGrad Plan Tracking through Advising *Committee to explore possible measurements & how to operationalize*		*Craig Taylor, Molloy Wilson, Mary Parthemer*
Objective 2: Lane faculty and staff regularly engage in professional development to promote currency and innovation focused on improving teaching, learning, and the educational environment.				
3.3 Percent of employees who participate in professional development activities related to current thinking about teaching in their fields.		FPD- Adrienne Mitchell MPD- Phillip Hudspeth Extended Learning- class creation from trainings *Committee to explore possible measurements/create a survey*		*Kate Sullivan, Adrienne Mitchell, Phillip Hudspeth, Lynn Nakamura*

3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.		*See 3.3 and include CPD*		*See 3.3 and include CPD*
Objective 3: Lane designs intentional curricula to support discipline-level, program-level and college level outcomes..				
3.5 Percent of educational programs that are mapped to Core Learning Outcomes.		Curriculum Mapping System		Tammy Salman
3.6 Percent of educational programs that are systematically reviewed and revised to reflect current disciplinary and industry standards and workforce needs through either the program review process or external accreditation.		APROC CTECC Program Accreditation Student Affairs		Anne McGrail Kerry Levett Exec Dean, CTECC CTECC Deans & Program Leads
3.7 Percent of educational programs that are assessed against Core Learning Outcomes.		Curriculum Mapping System		Tammy Salman
Objective 4: Lane implements systematic planning, analysis, and coordination of efforts and initiatives that are teaching and learning-focused.				
3.8 Progress toward Learning Plan goal attainment.		Learning Council		Learning Council Chair (Christina Howard)

CORE THEME #4: INDIVIDUAL STUDENT ACHIEVEMENT Lane's students advance on their academic paths and reach their educational goals	Threshold	Data Source	When	Who
Objective 1: Students progress toward their educational objectives.				
4.1 Percent of first time in college students completing their gateway math requirement in two years.		IRAP		IRAP Staff
4.2 Percent of students who progress to their second year.		IRAP		IRAP Staff
4.3 Percent of students who complete Developmental credit courses and continue on to pass required program-level courses.		IRAP		IRAP Staff
Objective 2: Students complete their educational goals.				
4.4 Percent of students who complete degrees or certificates within 3 years.		IRAP		IRAP Staff
4.5 Percent of award-seeking students who transfer to 4-year institutions within 3 years.		IRAP		IRAP Staff

4.6 State-certification pass rates for allied health professions.		Extended Learning Health Professions *Extended Learning needs to generate more data/tracking and a system for data collection*		Kathy Calise Jeff Gregor
4.7 Percent of students enrolled in ABSE or ESL who become employed.		IRAP ABSE/TOPS		Molloy Wilson Grant Matthews