

Student #3

2016-2021 STRATEGIC DIRECTIONS IMPLEMENTATION PLAN

January 2017

After the 2016-2021 Strategic Plan was approved by the board of education in July 2016, leads were assigned to each strategic direction and began coordinating implementation teams and plans. This document presents implementation plans for each strategic direction, to include outcomes, measures, and key timelines and milestones.

Strategic direction leads will provide an annual report to governance councils, the institutional effectiveness committee and the board of education that includes a narrative description of progress, measures data, and updates or adjustments for the coming year. Implementation plans will be updated and adjusted as necessary as part of this annual review.

Commitment to Student Learning and Success

Strategic Objectives:

- Foster a college-wide culture of service to student learning, academic excellence and success
- Define, build shared understanding, and implement practices that lead to student learning and success
- Improve communications, services, systems, and structures to maximize access and opportunity for all students.

Strategic Direction Lead: Kerry Levett, Executive Dean for Student Affairs

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--------------------------------------|------------------------------|---|--|
| Provide extraordinary service | Service Mindset Project Team | <p>Outcomes</p> <ul style="list-style-type: none"> • Collegewide shared vision and understanding of service mindset • Shift from transactional to relational culture in serving students <p>Measures</p> <ul style="list-style-type: none"> • Student experience assessment • Telephone bounce back rates • Student enrollment | <p>Winter 2017</p> <ul style="list-style-type: none"> • Convene Service Mindset Project Team • Provide training from Service Mindset Champions <p>Spring 2017</p> <ul style="list-style-type: none"> • Develop a college-wide service mindset statement • Engage student-facing service areas to develop a service mindset statement and goals for their area that are embedded into annual planning processes • Provide Classified Professional Development training • Revise annual planning documents and web form to include service mindset department plans <p>Fall 2017</p> <ul style="list-style-type: none"> • Include service mindset in-service training. • Develop student experience assessment tool |

*Measure encompasses all strategies. ^{CT} Core Theme indicator

Commitment to Student Learning and Success (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|------------------------------|--|---|
| <p>Expand Advising and Academic Planning Services</p> | <p>Advising Project Team</p> | <p>Outcomes</p> <ul style="list-style-type: none"> • Each new to Lane credit degree-seeking student will have an academic planner by the end of their second term of enrollment. • Students transitioning from non-credit Lane programs will have an academic planner by the end of their first term. • Credit student momentum advising <p>Measures</p> <ul style="list-style-type: none"> • Percentage of degree-seeking students accessing advising and academic planning to create clear roadmaps to learning and success ^{CT 3.2} • Percentage of first time in college students completing their gateway math requirement in two years ^{CT 4.1} • Percent of students who progress to their second year ^{CT 4.2} • Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education ^{CT 4.3} • Percent of students who complete degrees or certificates within three years ^{CT 4.4} • Percent of award-seeking students who transfer to four-year institutions within three years ^{CT 4.5} • Average number of Program of Study changes | <p>Winter 2017</p> <ul style="list-style-type: none"> • Convene Advising Project Team • Assess gaps in myGrad Plan • Hold quarterly articulation meeting <p>Spring 2017</p> <ul style="list-style-type: none"> • Hold quarterly articulation meeting • Develop transition plan for non-credit Lane students <p>Summer 2017</p> <ul style="list-style-type: none"> • Develop implementation plan for completing myGrad • Plan and Program web-redesign around cluster scheme. <p>Fall 2017</p> <ul style="list-style-type: none"> • Pilot cohort advising • Pilot momentum advising |

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Commitment to Student Learning and Success (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|---------------------------------|---|--|
| <p>Provide Seamless transitions</p> | <p>Transitions Project Team</p> | <p>Outcomes</p> <ul style="list-style-type: none"> • Develop an institutional strategy for articulation • Each student will participate in a relational orientation experience <p>Measures</p> <ul style="list-style-type: none"> • Yield rates of College Now, ABSE, GED, and ESL into credit or non-degree and certificate programs. • Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education^{CT 4.3} • Transfer student experience assessment | <p><i>Note: The initial implementation plan for this strategy is still actively being developed by the transitions project team.</i></p> <p>Fall 2016</p> <ul style="list-style-type: none"> • ABSE, GED, ESL and Student Affairs discuss transition points • Collaborate with OSU to develop Beaver Hangout program (In progress) • Convene an articulation discussion with stakeholders <p>Winter 2017</p> <ul style="list-style-type: none"> • Student Migrations Project Team convenes |

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A Culture of Teaching, Learning and Innovation

Strategic Objectives:

- Support teaching, learning, assessment and innovation through faculty research and scholarship
- Develop cross-disciplinary structures and supports to improve collaboration and innovation in Lane's programs and services
- Provide professional development opportunities for faculty, staff and managers that advance teaching and learning at Lane Community College Build capacity to expand and support online teaching, learning and educational resources

Strategic Direction Leads: Dawn DeWolf, Vice President for Academic and Student Affairs; Jennifer Frei, Executive Dean for College of Arts & Sciences

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|--|---|--|
| Sustain and Expand Program Review | <p>Academic Program Review Oversight Committee</p> <p>College Services Program Review Team</p> <p>Planning & Strategy Office</p> <p>Student Affairs Office</p> | <p>Outcomes</p> <ul style="list-style-type: none"> • All Lane's programs and services meaningfully engage in a program review process every five years. • The program review process meaningfully engages faculty, staff, and managers in in-depth assessment, long-term strategic planning, and continuous improvement. <p>Measures</p> <ul style="list-style-type: none"> • Percentage of academic/educational programs that are mapped to Core Learning Outcomes^{CT 3.4} • Percentage of academic/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^{CT 3.5} • Percent of program review reports that address feedback from advisory boards and other external sources^{CT 3.5} • Progress toward program-level improvement measures | <p>Fall 2016</p> <ul style="list-style-type: none"> • Develop templates and support structures for academic program review processes • Incorporate program review implementation plans into resource allocation and budget development processes <p>Winter 2017</p> <ul style="list-style-type: none"> • Assess effectiveness of academic program review structure and processes <p>Spring 2017</p> <ul style="list-style-type: none"> • Establish five-year program review schedule for all academic, student affairs, and college services programs and services <p>Fall 2018</p> <ul style="list-style-type: none"> • Assess effectiveness of collegewide program review structure and processes |

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A Culture of Teaching, Learning and Innovation (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|---|---|--|--|
| <p>Create a Center for Teaching and Learning</p> | <p>Office of Academic and Student Affairs Center for Teaching and Learning Steering Committee</p> | <p>Outcomes Lane's new Center for Teaching and Learning will support the advancement of teaching and learning, innovative pedagogical practices, cross-disciplinary efforts, enhanced faculty and staff engagement, curricular evaluation and improvement and support for the college's priorities as identified in the strategic directions. The center will support ongoing professional development in advancing knowledge of proven practices that impact student learning and success.</p> <p>Measures The Center for Teaching and Learning Steering Committee will establish measurable outcomes after establishing the center vision and charter.</p> | <p>Winter 2017</p> <ul style="list-style-type: none"> • Establish Center for Teaching and Learning Steering Committee that includes faculty, classified and managers • Hire Center for Teaching and Learning faculty coordinator <p>Spring 2017</p> <ul style="list-style-type: none"> • Establish vision, charter, measurable outcomes, and additional timelines and milestones for center development |

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A Culture of Teaching, Learning and Innovation (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|---|---|---|
| <p>Develop Collegewide Assessment of Student Learning</p> | <p>Assessment Team Faculty Coordinator of Student Learning Assessment and Curriculum Office of Academic and Student Affairs Learning Council <i>(consultation and reporting)</i> College Council <i>(consultation and reporting)</i> <i>Additional groups and participants will be engaged and invited to participate as this work progresses</i></p> | <p>Outcome Implement comprehensive college-wide system of assessment of learning and infusion of core learning outcomes in academic programs, co-curricular activities and student services to inform and improve curriculum and teaching and learning practices to support student success</p> <p>Measures</p> <ul style="list-style-type: none"> • Number/percentage of programs/courses that have reviewed and revised course learning outcomes over the past three years • Percentage of employees who participate in assessment-focused professional development ^{CT 3.3} • Percentage of curricula that are mapped to Core Learning Outcomes ^{CT 3.4} • Percentage of curricula that are designed to align course-, discipline/program-, and college-level outcomes | <p>Fall 2016</p> <ul style="list-style-type: none"> • Embed assessment of student learning into academic and student affairs program review and annual department planning structures • Survey deans and faculty about current assessment practices and activities • Begin update of assessment website, shared drives and resource toolkits • Develop tracking tools and technology structures to support faculty work and to provide reporting functions to map CLOs to course learning outcomes. • Establish repository for assessment reports <p>Winter 2017</p> <ul style="list-style-type: none"> • Develop and share draft action plan for assessing student learning • Plan and create assessment-focused professional development opportunities for staff and faculty • Conduct a limited test pilot of the curriculum mapping system • Facilitate campus dialogue and solicit feedback around assessment of student learning • Continue to revise and enhance assessment web presence <p>Spring 2017</p> <ul style="list-style-type: none"> • Report out on findings of winter campus dialogue • Plan and host professional development on assessment for deans, faculty and staff • Develop faculty professional development assessment course • Create a plan and a structure to assess student learning at the general education level • Determine key reporting areas and format for summative reporting processes and prepare report for IEC, governance councils, and board • Prepare mid-cycle accreditation report on assessment of student learning and submit to NWCCU |

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A Culture of Teaching, Learning and Innovation (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|---|---|---|--|
| <p>Expand Quality Online Instruction, Curricula and Course Materials</p> | <p>Open Educational Resources (OER) Steering Committee</p> <p>Online Instruction Steering Committee</p> | <p>Outcomes Increase the use and integration of open and low cost educational resources for students and provide systems and support for faculty for online pedagogies</p> <p>Measures</p> <ul style="list-style-type: none"> • Number of OER courses offered • Percentage of programs that have distance learning options that allow students to progress meaningfully towards earning certificates, degrees or transfer credentials ^{CT}3.4 <p>Additional measures will be developed by the Learning Technology Advisory Group.</p> | <p>Fall 2016</p> <ul style="list-style-type: none"> • Hire OER faculty librarian <p>Winter 2017</p> <ul style="list-style-type: none"> • Form a Learning Technology Advisory Group • Provide professional development for faculty to adopt OER materials • Establish a full accounting of all courses using OER and low cost materials <p>Fall 2017</p> <ul style="list-style-type: none"> • Comply with HB2871 by ensuring OER/LC courses are easily identified at the time of registration. • Develop a central online repository for workshop materials for faculty. <p>Winter 2018</p> <ul style="list-style-type: none"> • Develop a unified online course development plan <p>Spring 2018</p> <ul style="list-style-type: none"> • Explore funding options to sustain OER course development • Provide professional development and engagement opportunities to support the development, use, and integration of online pedagogies and open and low cost education resources. • Enhance systems to support online teaching, learning, and student |

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Access, Equity and Inclusion through Social Justice

Strategic Objectives:

- Integrate principles of social justice throughout the college learning and working environment
- Develop a culture of inclusivity and respect through dialogue, outreach, education, and equitable policies and practices
- Improve recruitment, retention, and support of diverse students, faculty, staff, and managers

Strategic Direction Lead: Greg Evans, Diversity Director

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|---------------------|--|--|
| Create an Equity Framework (Equity Lens) | Diversity Council | <p>Outcomes</p> <ul style="list-style-type: none"> • Increased number and percentage of students and staff from underrepresented and underserved populations • Removal of institutional and systemic barriers to the academic achievement and success of underrepresented and underserved students • Creation of an institutional culture of academic achievement, community engagement, workplace integrity and cultural fluidity • Development of a culturally responsive and accountable college that is viewed as an institutional leader in the advancement of a holistic inclusive extended community | <p>Spring 2017 Develop framework tools</p> <p>Spring 2018 Implementation preparation: Policy, practice, decision-making Training</p> <p>Spring 2019 Implement equity lens</p> <p>Spring 2020 Assessment</p> <p>Spring 2021 Implement recommendations for adjustment/improvement</p> |

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Access, Equity and Inclusion through Social Justice (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|---|--|---|---|
| | | <p>Measures</p> <ul style="list-style-type: none"> • Student and employee focus group results • Student and employee demographics and trends* • Student and employee retention * • Lane Community College demographics in relation to the demographics of Lane County* ^{CT 2.1} • Baseline student enrollment in academic and student support programs based on student demographics* ^{CT 2.2} • Disaggregated course and program success rates* ^{CT 2.4} | |
| <p>Provide Cultural Competency Professional Development Opportunities</p> | <p>Cultural Competency Professional Development Team</p> | <p>Outcomes</p> <p>Lane faculty, staff, and managers participate in eight or more hours of professional development training each year and report high levels of satisfaction and value</p> <p>Measures</p> <ul style="list-style-type: none"> • Percentage of employees who participate ^{CT 3.4} • Median contact hours per employee ^{CT 3.5} • Participant survey scores | <p>Fall 2017</p> <ul style="list-style-type: none"> • Develop training modules (in person and online) • Publish training calendar <p>Spring 2018</p> <ul style="list-style-type: none"> • Offer and assess training modules • Continued development of new modules <p>Fall 2019</p> <ul style="list-style-type: none"> • Full assessment <p>Fall 2020</p> <ul style="list-style-type: none"> • Implement recommendations for adjustment/improvement |

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Access, Equity and Inclusion through Social Justice (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|--|--|---|
| <p>Institute Diversity Orientation and Professional Development for Students and Staff</p> | <p>Diversity Council Student Affairs Human Resources</p> | <p>Outcomes Upon entering Lane, all students and employees develop understanding of 1) Lane’s commitment to diversity, cultural competency, access, equity, and inclusion, 2) their role in ensuring a culture of inclusivity and respect</p> <p>Measures</p> <ul style="list-style-type: none"> • Participation rate • Participant survey scores | <p>Fall 2016 Implement diversity component for new employee onboarding</p> <p>Fall 2016 Provide online Title IX training for all employees and students</p> <p>Spring 2017, ongoing</p> <ul style="list-style-type: none"> • Develop additional online orientation modules • Offer and assess orientation models • Implement recommendations for adjustment/improvement |
| <p>Improve Recruitment and Retention of Diverse Students and Staff</p> | <p>Student Affairs Diversity Council Human Resources</p> | <p>Outcomes</p> <ul style="list-style-type: none"> • Diverse student and employee population • Deeper contacts and relationships with underrepresented and underserved faculty, management and classified professionals • Diverse applicant pools for job openings <p>Measures</p> <ul style="list-style-type: none"> • Student and employee demographics and trends* • Student and employee retention * • Lane Community College demographics in relation to the demographics of Lane County* ^{CT 2.1} • Baseline student enrollment in academic and student support programs based on student demographics* ^{CT 2.2} • Disaggregated course and program success rates* ^{CT 2.4} | <p>Winter 2017 Develop Affinity Group structure for employee support</p> <p>Spring 2017 Renew and/or establish memberships with affinity-based organizations of academic professionals with national and international community college relationships, i.e. AACC affinity groups</p> |

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Strengthened Community

Strategic Objectives:

- Foster a sense of college community through engagement, dialogue, transparency, and leadership development of Lane faculty and staff
- Identify, evaluate, and agilely respond to evolving community needs, issues, and opportunities
- Strengthen the effectiveness of collaborative partnerships with employers, advisory boards, K-12 school districts, universities, and community organizations

Strategic Direction Lead: Brett Rowlett, Director of Public Affairs

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|-------------------------|--|---|---|
| Build College Community | Public Affairs/ Campus Public Information Officer and Publications Teams Marketing and Creative Services Professional & Organizational Development, Classified Professional Development Team, Faculty Professional Development, Management Professional Development | Outcomes <ul style="list-style-type: none"> • Improved internal and external communications • Increased sharing, input and dialogue among college community • Increased employee participation in leadership and professional development opportunities Measures <ul style="list-style-type: none"> • Communications audit • Employee survey results • Focus group results • Number and percentage of employees participating in leadership and professional development opportunities | Spring 2017 <ul style="list-style-type: none"> • Conduct audit of regular internal and external publications • Convene meeting with representative of publications to discuss audit results; draft plan for implementation of updates and changes • Conduct focus groups to identify communication preferences • Develop recommendations for updates and changes to communications plan Summer 2017 <ul style="list-style-type: none"> • Develop communications plan timeline • Develop implementation plan for increasing community sharing, input and dialogue Spring 2018, ongoing annually <ul style="list-style-type: none"> • Internal and external publications audit • Assessment; plan for updates and improvements |

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| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|---|--|---|
| <p>Improve Advisory Committee Structures and Support</p> | <p>Cooperative Education</p> | <p>Outcomes</p> <ul style="list-style-type: none"> • Updated advisory committee member orientation and recruitment materials • Advisory committee vacancies are filled • Increased number of advisory committee members • Increased number of local businesses participating in advisory committees <p>Measures</p> <ul style="list-style-type: none"> • Percent of program review reports that address feedback from advisory boards and other external sources ^{CT 3.5} • Number and percentage of filled advisory committee positions • Number of local businesses participating in advisory committees • Survey of advisory committee members | <p>Winter 2017</p> <ul style="list-style-type: none"> • Present current advisory committee membership to board of education • Update advisory committee orientation and recruitment <p>Spring 2017</p> <ul style="list-style-type: none"> • Identify advisory committee vacancies • Prioritize recruitment <p>Winter 2018</p> <ul style="list-style-type: none"> • Survey of advisory committee members • Feedback from Career Technical Education Coordinating Committee (CTECC) • Identify areas for additional advisory committee support; develop implementation plan <p>Spring</p> <p>Implement advisory committee support plan</p> |
| <p>Create an Information Sharing Network</p> | <p>President's Office Public Affairs Foundation High School Connections/ College Now Cooperative Education/ CTECC</p> | <p>Outcome</p> <p>Strengthened partnerships with employers, advisory boards, K-12 school districts, universities, and community organizations</p> <p>Measures</p> <ul style="list-style-type: none"> • Number of community partnerships • Number of students served through High School Connections/College Now • Community partner survey results <p><i>Additional measures will be identified by implementation teams</i></p> | <p>Spring 2017</p> <ul style="list-style-type: none"> • Update list of campus-community partnerships, including description of position and relevant information related to term and commitment <p>Summer 2017</p> <ul style="list-style-type: none"> • Develop improvement plan • Identify additional measurements |

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Financial and Environmental Stewardship

Strategic Objectives:

- Develop planning, decision-making and resource allocation structures for programs and services to achieve optimal enrollment levels, student affordability, and fiscal sustainability while continuing to support a high-quality teaching and learning environment
- Implement environmental sustainability principles and practices
- Increase adaptive capacity in our staff, students, community and built environment to create organizational and environmental resilience

Strategic Direction Leads: Brian Kelly, Vice President for College Services; Jennifer Steele, Director of Planning and Strategy

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|---|--|---|--|
| Improve Planning and Institutional Effectiveness | <p>Planning and Strategy Office</p> <p>Institutional Effectiveness Committee (IEC)</p> | <p>Outcomes</p> <ul style="list-style-type: none"> • Lane's planning processes meaningfully engage faculty and staff, support improvement efforts at all levels of the college, and are aligned with budget development and resource allocation • Lane's Institutional Effectiveness Committee ensures the college's planning and effectiveness efforts support our mission and core themes <p>Measures</p> <ul style="list-style-type: none"> • Core theme indicator achievement ^{CT} • Planning effectiveness survey | <p>Fall 2016</p> <p>Implement new department planning process</p> <p>Spring 2017</p> <ul style="list-style-type: none"> • Establish five-year program review schedule for all academic, student affairs, and college services programs and services • Establish IEC and planning website • Establish IEC work plan <p>2019-2020</p> <p>IEC assessment of planning structures and systems</p> |

*Measure encompasses all strategies. ^{CT} Core Theme indicator

Financial and Environmental Stewardship (continued)

| Strategy | Implementation Team | Outcomes and Measures | Timelines and Milestones |
|--|--|---|--|
| <p>Implement Lane's Climate Action Plan</p> | <p>Institute for Sustainable Practices</p> | <p>Outcome Lane will become carbon neutral by 2050. During the course of the 2016-2021 strategic plan, the college will make substantive progress toward this goal through transportation, energy, and emission offset strategies.</p> <p>Measures</p> <ul style="list-style-type: none"> • Progress toward carbon neutrality ^{CT 1.7} • Progress toward Net Zero energy | <p>Spring 2017 Develop and assign timelines and milestones to Climate Action Plan</p> <p>Summer 2017 Develop version 2.0 of Lane's Climate Action Plan</p> <p>Fall 2017 College Council and Board of Education approval of Climate Action Plan 2.0</p> <p>Winter 2018 Implementation and report out to Climate Commitment</p> |
| <p>Increase Adaptive Capacity</p> | <p>Emergency Planning Team (EPT) Professional and Organizational Development (POD) Finance Council (Fin) Facilities Council (Fac)</p> | <p>Outcomes</p> <ul style="list-style-type: none"> • Lane develops and maintains plans and partnerships with community organizations to ensure resiliency in college operations and community support in the event of emergencies, natural disasters or other exigencies. • Staff are trained in emergency preparedness and incident response • Lane offers a comprehensive program of professional development to support adaptive capacity to include emotional intelligence and positivity, leadership development, new employee programs, cultural competency, and special series. • Lane's planning processes allow for scenario-based actions and adjustments, such as significant changes in enrollment, funding levels, and other factors <p>Measures</p> <ul style="list-style-type: none"> • Participation in and satisfaction with EPT and POD training and professional development programs | <p>Spring 2017 Update college emergency manual (EPT)</p> <p>Fall 2017 Expand community participation in CCERT (college community emergency response team), ICS (incident command structure), and other emergency response training programs</p> <p>Spring 2017</p> <ul style="list-style-type: none"> • Develop long-range financial plan (Fin) • Develop inventory of professional development opportunities to support adaptive capacity (POD) <p>June 2018</p> <ul style="list-style-type: none"> • Develop campus master plan (Fac) • Investigate tools and measures for assessing and measuring adaptive capacity (POD) <p>June 2018 Develop additional professional development programs based upon identified needs and gaps (POD)</p> |

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