

Year Seven Evaluation

Lane Community College

4000 E. 30th Avenue
Eugene, OR 97405

October 28-31, 2014

Evaluation Committee

Dr. Tana L. Hasart (Chair)
President Emeritus
Pierce College Puyallup

Dr. Derek Brandes
Vice President of Instruction
Green River Community College

Dr. Mark Taff
Associate Professor
Columbia Basin College

Mr. Ed Harri
Dean for Instruction
Whatcom Community College

Dr. Peter G. Williams
Dean for Science, Technology, Engineering, and Mathematics
Clark College

Dr. Kenneth A. Sullivan
Director, Library and Instructional Technology
Western Nevada

Ms. Deborah Frazier
Vice President, Finance and Administration
Peninsula College

Table of Contents

General Introduction4
Assessment of Self-Evaluation Report4
Institutional History4
Report on NWCCU Eligibility Requirements4
Report on Standard One6
Standard Two7
Standard Three18
Standard Four19
Standard Five25
Commendations and Recommendations26

General Introduction

Lane Community College (LCC) is a two- year public institution serving most of Oregon’s Lane County and some selected school districts in Benton, Linn, and Douglas Counties. The college district represents slightly less than 10 percent of Oregon’s general population. Closely adjacent to LCC is the University of Oregon, an institution with which LCC has many partnerships and collaborations. The college has intentionally expanded programming to centers in Cottage Grove and Florence, the Eugene Airport, and downtown Eugene.

This visit focuses on Year Seven requirements as well as institutional responses and changes reported since the Year One visit. The evaluation was conducted on site and team members employed the use of written documentation, electronic and paper exhibits, personal observations, and in-depth interviews to complete their work.

Assessment of the Self-Evaluation Report and Response to Written Statements

The institution’s self-evaluation report was clear, well-organized, and comprehensive. Links to electronic exhibits were helpful; requests for additional information were met with quick responses. Specific examples were given as evidence in most sections of the report. Two pieces of public correspondence were received, one from the advisory committee at the Florence Center, and another from a faculty member at LCC. Concerns stated in the latter correspondence were researched during the visit.

Institutional History Impacting Year Seven Visit

In May of 2012, LCC was notified that their Year Three and Year Five visits were cancelled. The Year Seven visit was thus expanded to include the on-site updates to Year One and evaluation of Standards Two, Three, Four, and Five. Members of the evaluation team noted that some of the recommendations resulting from the current visit likely would have been provided through Year Three or Year Five processes. This factor is important given limited feedback to the institution since 2012.

Report on NWCCU Eligibility Requirements

While the institution is in compliance with most NWCCU Eligibility Requirements, the following detailed information is provided for selected components:

Eligibility Requirement 3. Mission and Core Themes

LCC has completed extensive work to identify their mission, establish core themes, and update the mission as a result of college changes, expansion, and improvement. The Board of Education and college leadership team has taken a strong role in stewarding this work.

Eligibility Requirement 5. Non-Discrimination

The evaluation team found that LCC has taken strong steps to address issues of discrimination. The Board of Education Policy related to diversity and inclusion was recently enacted and has the potential for guiding the institution forward with respect to capacity building concerning

cultural competency for administrators, faculty, staff, and students as well as establishing model practices for the community-at-large.

Eligibility Requirement 13. Library and Information Resources

While library and information resources reflect the currency, depth, and breath necessary to support the institution's programs and services, interim leadership over a prolonged time is reported as being limiting with respect to library management, planning and assessment activities.

Eligibility Requirement 22. Student Achievement

While program learning outcomes are uniformly in place, outcomes at the course level are less well-utilized. Assessment of student learning and program evaluation processes are in some cases limited and in other cases absent.

Report on Standard One – Mission, Core Themes, and Expectations

Introduction

For the purposes of this visit and report, Standard One evaluation efforts focused on general compliance with all Standard One elements. The institution's exhibits, team observations and numerous interviews all informed these conclusions. All concerns noted during the Year One visit have been addressed.

Mission

Evidence indicates the college mission is accurately and widely published in a variety of formats. Mission fulfillment is clearly defined and a Board adopted revision to the mission provides an opportunity for further alignment of efforts leading to mission fulfillment.

Core Themes

LCC's identified core themes flow from the mission statement and encompass elements necessary to achieve mission fulfillment. It is suggested that the institution further explore the relationship between core themes, strategic directions, goals, objectives, and assessment efforts in order to ensure mission fulfillment. Methods of analyzing the results of institutional assessment are in the development phase.

Summary of Standard One

The College has an adopted mission that focuses and guides their work. Mission fulfillment is guided through the four primary core themes and associated strategic directions, goals, objectives, and assessment efforts as noted earlier in this report. The college is encouraged to further refine and carefully analyze assessment results and use them to improve institutional performance and to demonstrate mission fulfillment.

Standard Two – Resources and Capacity

Introduction

In order to reach conclusions related to Standard 2, the team focused on the institution's accreditation report, college exhibits, and a series of observations and interviews. Members of the college community were very forthcoming with information and documentation proved to be clear, accurate, and helpful. There was an overall commitment to institutional honesty and transparency that greatly aided evaluation team members.

Standard 2.A

Governance

Governance changes since the last accreditation visit focused on the alignment of structures with mission and institutional effectiveness and improvement efforts. A next, and necessary, step is to increase the knowledge and understanding of the college community regarding their specific participant roles. The team noted some gaps related to governance and suggests that efforts be made to further define responsibilities, roles, scope, and decision-making authority for all governance groups.

The current governance structure at LCC has been in place for ten years. The structure includes defined roles and responsibilities for faculty, staff, administrators, and students in six councils (college council, diversity council, facilities council, learning council, student affairs councils, and technology council). The vice-president of LCC's student government served as the chair of the college council last year and a student government leader is currently chair of one of the area councils. The evaluation team was impressed with the inclusion of the student voice in the governance system at LCC.

The college continues to expand their off-campus presence and is working to ensure adequate resources and further aligned operational processes. The team found evidence that, while a number of broad-scale changes are impacting the college (e.g., budget reductions and numerous leadership changes), college leadership and employee groups focus on engaging in new learning while working to improve internal and external communication.

According to members of the College Council, the current governance structure has informally veered from some of its original fundamentals such as regular updating of council minutes, establishing annual work plans, and ensuring communication back to constituent groups. With a strong adherence to a consensus model, it was reported that the work of governing bodies sometimes is stalled or ineffective; council members indicate a need to identify alternative decision-making mechanisms when consensus is unable to be reached.

Governing Board

The LCC board has seven elected members who do not have contractual, employment, or financial interest in the college. The board has been active and consistent in regularly reviewing, revising, and providing oversight of institutional and board policy.

Compliment: The evaluation team was impressed with the Board of Education’s consistent review of board policies.

The LCC Board of Education actively reviews monitoring reports provided by the institution. For example, the board recently created a board policy and further directed the college to explore governance in light of the college being unable to reach consensus about a plan to make cultural competency a mandatory training requirement for all employees.

Compliment: The evaluation team found that the Board of Education at LCC demonstrates courage and commitment to establishing policies that guide the institution towards improving equity, social justice, and student success.

Although board members evaluate their performance on an annual basis, members expressed dissatisfaction with some of the items on the board evaluation instrument; a work session is scheduled to discuss revisions to the tool. The board selects and regularly evaluates the CEO. It was apparent to reviewers that the board understands their role in holding the CEO accountable for implementing board policies such as the review of college governance and the development of cultural competency training for all staff and faculty.

Leadership and Management

LCC has benefited from its participation in many national cutting edge initiatives due to a long standing, appropriately qualified chief executive officer with full-time responsibility to the institution. As a result, LCC continues to influence state, regional, and national trends in higher education. The Leadership Team devotes 30 minutes of their regular meetings to professional development and collaborative learning.

Compliment: The evaluation team was impressed with leadership efforts to build a culture of professional development and learning within the Leadership Team.

LCC is staffed by qualified administrators who have appropriate levels of responsibility and accountability and who are charged with planning, organizing and managing the institution. Deans and directors within academic and student services meet weekly and all managers meet monthly. LCC enjoys a strong collaborative environment among managers and across units.

One area of concern is the long-term interim status of the library director. Reports indicate the temporary status of this leadership position may detract from the library’s ability to fully engage in long-term planning and assessment efforts.

Policies and Procedures

Academics

Academic policies at LCC are clearly and effectively communicated to students, faculty, and staff through a variety of publications, in easily accessible ways. The College Online Policy and Procedure System (COPPS) contains an online directory of college policies and procedures that is easily accessible and searchable. Staff resources are accessible through the college’s website.

Policies related to faculty workload, academic freedom, teaching responsibilities, and intellectual freedom are included in the LCCEA bargaining agreement.

Student academic policies, including academic standards of progress, grades, and admissions, are available in the college catalog and through online resources, such as the enrollment and student financial services website.

College policies regarding access to and the use of library and information resources are clearly documented and explained through a variety of methods, including the college's library website. Policies pertaining to borrowing through other libraries are also available on the library's website. The policy on acceptable computer use is displayed on every computer screen when students log on to a public access computer, and students are asked to sign a condition of use policy when checking out portable computing devices.

Through the college catalog and the college's website, LCC's policies for transfer equivalencies are clearly articulated and accessible. The course equivalency tool available on the college's website provides an easily accessible and understandable tool for students pursuing credit for courses taken at another institution. Students expressed concern, however, that transfer information may not be current, thus impacting advising and time-to-degree.

The college participates in statewide transfer agreements between the community, technical, and baccalaureate institutions. These transfer agreements prepare students for transfer to other statewide institutions, and students completing a transfer degree are guaranteed to have fulfilled lower division general education requirements upon transfer to a state university. In addition to the statewide transfer degrees, the college has developed articulation agreements for specific majors with other colleges and universities, specifically the colleges to which LCC students transfer most frequently. Policies on credit for prior learning and credit by assessment are clearly articulated and made available on the college website.

Students

The college is developing a model for admission that aids in student success and retention. This work, when completed, will greatly aid in student success efforts.

The policies and procedures regarding students' rights and responsibilities, particularly concerning grievances, were reported as being outdated. In August 2014 a soft rollout of a new online student complaint form was implemented. Few students appear to know about the new on-line student complaint process. The intention appears to be to have a meaningful delineation between a formal and an informal complaint, but the difference between the two is reported as not being clear. The Code of Conduct has not been revised since 2001. A revision to the Code of Conduct was planned for this last year, but has been delayed.

Concern: The evaluation team found that the policies, procedures, and implementation of a coherent complaint process for students be clearly communicated and consideration be given to fully implementing the college-developed model for behavioral intervention.

Human Resources

An online complaint form for employees was put into place in fall 2013. Consideration should be given to ensuring employees are aware of the new format and accompanying procedures.

The institution maintains and publishes widely its human resources policies and procedures; collective bargaining and exempt hiring information is readily available. Policies and procedures are reviewed by the Board of Education to ensure that they are fairly applied, consistent, and equitable to employees and students. While there are examples of documents and policies in paperless format that have been recently reviewed, there are also examples that appear to be dated.

Based on interviews and an examination of documents, LCC represents itself accurately, adheres to appropriate ethical standards, and has in place an appropriate conflict of interest policy. Intellectual property guidelines are in place, accreditation status is accurately represented, and contractual agreements are maintained through clear policy and oversight measures.

Institutional Integrity

The college represents itself professionally and ethically in its publications to the public and to its constituencies. Advertising is reviewed and approved by the Marketing and Public Relations Department, and this review includes evaluation of accuracy and clarity of message.

LCC uses its website to clearly and effectively communicate its academic programs, policies, and services to students and the public. A website redesign following a college-wide study in 2012-13 has improved the timeliness and accuracy of information provided to students – both current and prospective – and the public.

The college has an annual catalog review process during which program requirements, courses, and prerequisites are reviewed for accuracy. This process is currently under study and is being moved to an electronic format to ensure changes are made in a timely and accurate manner that can be easily tracked over time. The results of the annual catalog review are correctly reflected in the annual publication of the college catalog, which is available in both a printed and online format.

The college demonstrates high ethical standards in its management and institutional operations. All board policies and college procedures abide by the standards of the Oregon Revised Statutes, which establish guidelines and direction for the College's operation as a public agency in Oregon. Monthly monitoring reports are provided to the board by college leadership and through these reports the effectiveness of policy implementation is assessed. Numerous policies provide guidance and direction to faculty, staff, administration, and board members regarding codes of conduct, appropriate hiring behaviors, and conflicts of interest.

LCC's Board Policy BP340, Contractual Authority, clearly states that "only the president, or formally designated representative(s) may commit the college to financial obligations or contractual agreements." In addition, Board Policy BP282, Purchasing Procedure, requires that all procurement be executed in accordance with Oregon statutes, Oregon community college

rules of procurement, and relevant college policies and procedures, which are clearly articulated in COPPS.

Academic Freedom

Faculty and students shared examples of adherence to standards that reflect academic freedom through expression and identification of sources associated with scholarly publications. Care is taken to differentiate between personal opinion and recorded knowledge.

Finance

Policy and reported practices support a conclusion that the institution adheres to appropriate financial management and oversight. Audit reports also reflect that appropriate financial oversight is in place.

Standard 2.B - Human Resources

The college has demonstrated that classified staff employees are evaluated regularly with regard to performance of work duties and responsibilities with some limited exceptions. Additional training may be needed in order to ensure managers are skilled in conducting evaluations.

Concern: It is suggested that policies, procedures, and practices concerning classified staff evaluations are clearly communicated and used to ensure both professional development and performance review.

The Human Resources Office takes pride in their regular review processes, revising policies and procedures to ensure that the institution employs appropriately qualified faculty and staff members. In 2007 the hiring process went entirely online. The Office of Federal Contract Compliance Programs (OFCCP) advised the College to centralize adjunct faculty and classified staff recruiting to more closely align practices with compliance expectations. The College centralized hiring processes and established hiring pools. This has resulted in substantially more success with aligning minimum qualification standards with applicant pools. The process also appears to be much more transparent than in the past.

Systems and processes are in place to ensure that faculty members are evaluated on a regular basis. They evaluations arrive in the human resources office and the information is scanned into the personnel files. One staff person is specifically assigned to oversee this intake process. The HR Office uses Banner ParaView, an open-source, multi-platform data analysis and visualization application, to provide evaluation tracking fields for documentation. This data template is then provided to the Instructional Deans to assist them with maintaining a five-year faculty evaluation cycle. A similar process is used for adjunct evaluations, which are required each year during their first three years of teaching.

Standard 2.C - Education Resources

LCC offers three transfer degrees (AAOT, ASOT-Bus, AS), an Associate of General Studies (AGS) degree, 43 applied associate degrees, 29 one-year and two-year career technical certificates, 25 short-term career pathway certificates, and offerings in adult basic skills, English as a Second Language, and non-credit offerings.

The college has defined college-level student learning outcomes, which are published in the college's catalog and on the college's website. College level outcomes are known as core learning outcomes (CLO's). Two of LCC's transfer degrees, AAOT and ASOT-Bus, have agreed upon general education student learning outcomes which were determined through statewide faculty collaboration. Career and technical degrees and certificates also have program level student learning outcomes published in the college catalog and in degree templates.

LCC's courses and degrees require that students satisfy course requirements; courses and degrees have identified and approved student learning outcomes in some cases. LCC's courses and degrees, regardless of the offered modality, are in compliance with the College's credit hour definition, as established in board policy BP020. While the Curriculum Committee reviews credit assignments for course proposals based on appropriate levels of content and contact hours, members of the Curriculum Committee were not aware of the credit hour policy, and it is not clear how the assignment of credit is being regularly considered by them accordance with the policy.

Course outcomes are presented inconsistently with differing terminology in observed syllabi (e.g., course outcomes; learning objectives; student learning outcomes). There is not yet a formal assessment program that provides evidence that course outcomes are being formally assessed by faculty across the college or that the results of such assessments are being used in planning or curriculum revisions.

Concern: While faculty are publishing most course outcomes on course syllabi, they are identified using inconsistent terminology. Furthermore, there is not a clear plan for mapping core learning outcomes to all transfer degrees and there is no evidence that there is college-wide assessment of learning outcomes that is used to inform course and program planning and revisions.

Faculty exercise a predominant role in course and program design and the approval, implementation, and revision of curriculum. The college's Curriculum Committee, which is comprised of 9 faculty and 5 staff and administrators, has oversight of course and degree proposals and revisions. Following department and division review of course and program proposals, the Curriculum Committee makes recommendations to the college's vice president. For career technical programs, approval by the vice president leads to a submission to the Oregon Department of Community Colleges and Workforce Development for final approval.

Compliment: Faculty and staff serving on the Curriculum Committee demonstrate collaboration, dedication, and a commitment to high quality performance of their roles.

For selected courses and programs, faculty have developed instruments and rubrics to assess learning outcomes. While LCC's Assessment Team is working to implement student learning outcome assessment across the college, this is currently only occurring in selected areas and

programs. There are limited examples of formalized assessment of learning outcomes at the course or college levels.

Faculty developing new course proposals consult with library liaisons to review the library's collection and propose any necessary resources. This is documented in each course proposal submitted to the Curriculum Committee. Information literacy outcomes are included in each career technical program and information literacy is directly taught and assessed in required writing sequence courses for all degrees. These outcomes were developed through a statewide consortium of librarians and writing instructors.

Credit for prior learning is granted in accordance with the college's policies. LCC has well documented procedures and policies for credit by exam and credit for prior learning, and these procedures and policies are implemented by staff and by faculty with expertise in the associated discipline.

LCC accepts transfer credits from regionally accredited institutions following review by appropriately qualified administrators and faculty. For the institutions from which students transfer to LCC on a regular basis, the college develops articulation agreements to facilitate effective transferability of credit.

Undergraduate Programs

These criteria are generally satisfied. The College complies with state guidelines, and there is sufficient evidence of this in the catalog. Transfer associate degree programs include a recognizable core of general education that aligns well with LCC's university partner institutions; an especially strong relationship exists with LCC's most significant partner, the University of Oregon. LCC's applied undergraduate degree and certificate program of 45 quarter credits or more contain a generally recognizable core of related instruction.

Continuing Education and Non-Credit Programs:

All criteria for compliance with the guidelines for continuing education and non-credit programs are satisfied. Offerings, including those without credit, are consistent with the college's mission and are approved and documented through appropriate and consistent policies and procedures.

Standard 2.D - Student Support Resources

LCC uses a wide array of methods to provide services, aid retention, and support student success. As one of the first colleges to create a "one stop center" for students, admissions, financial aid, and advising staff form a strong and cohesive team that focuses on student success. The college provides robust tutoring services that are certified by the College Reading and Learning Association. Students report that these support services are critical to their success in many courses and programs.

LCC has multiple dual-credit options, including College Now (students taking courses in the high school for both high school and LCC credit) and Regional Technical and Early College (RTEC) (high school students taking college courses on the LCC campus). LCC also hosts an Early College High School Options program—a consolidation of previously separated alternative

high schools—which provides a pathway for enrolled students to earn a high school diploma while also beginning their coursework leading to a degree or certificate. LCC has well established policies for assessing the qualifications of high school instructors to teach college courses and a team of qualified staff and faculty oversee the implementation of these programs. LCC’s outreach and recruitment efforts are expanding in scope in order to reach out to potential students that may not be currently enrolled in high school.

The college hosts monthly Explore Lane events at the campus to welcome prospective students and their families. Outreach and engagement is one of three core areas of LCC’s pending Strategic Enrollment Management plan. At LCC’s branch campuses (downtown Eugene, Cottage Grove, and Florence) the faculty and staff have created welcoming environments to provide students with services equal to those provided at the main LCC campus. Over the past few years, technology has been used to connect branch campus staff with staff at the main LCC campus in order to provide needed professional development so that students can be served in a timely and consistent manner without requiring trips to the main campus.

Compliment: The evaluator compliments the leadership, staff, and faculty at all LCC campuses for their steadfast commitment to providing equitable services for students at all locations.

The Financial Aid Department should be noted for diligently and thoughtfully addressing issues concerning the college’s cohort default rate. In 2013 LCC learned that the fiscal year 2010 three-year cohort default rate (CDR) was 30.6 %, a precipitous rise from the previous year’s rate of 19.5 %. In July 2013 a contract was signed with the \$ALT program, a national non-profit organization which provides free resources to students to help them to take control of their finances and student loans.

When the fiscal year 2010 three-year CDR was received by LCC, the Financial Aid Office convened a Default Prevention Task Force that included representatives from faculty, institutional research and planning, and information technology, in addition to financial aid staff. This group submitted a Default Prevention Plan. As a result, significant efforts were put into place during 2013 to provide front-end financial literacy education to students with the planned outcome to minimize student loan debt. These and other associated actions resulted in a 47% decrease for unsubsidized loans during the award year 2013/14.

Compliment: The evaluator compliments the Office of Financial Aid for their commitment to seeking innovative solutions to address a rapidly-escalating cohort default rate.

Standard 2.E - Library and Information Resources

Collection resources at the LCC library are sufficient in both depth and breadth of holdings and level of appropriateness; they provide adequate access to fulfill the requirements of the standard. The physical book collection has been augmented by electronic titles in order to better utilize physical spaces and provide access to collection assets for both online students and those attending classes at remote teaching sites. Extensive periodical database holdings complement the collection of physical and electronic monographs. An examination of several subject areas and the nursing collection indicate both currency and in depth holdings within those collection areas. Additional print materials are available to the LCC community through its membership in the Orbis Cascade Library Alliance. Library faculty support is notable, with evidence of a strong

effort to provide LCC faculty with online resources such as class materials, assessment tools, tutorials and embeddable widgets for online classes.

Evidence noted above indicates library collections support the core themes of the institution. A strong, comprehensive collection development policy is posted on the library website. Subject area funding allocations are based on usage patterns and curricular emphasis. Overall funding for materials appears to have been relatively stable although it has declined somewhat recently. Alternate funding via Perkins Grant and student tech fees have been used to subsidized database resources. Overall the library offers an excellent collection designed to support the college curriculum with both physical and electronic assets.

Planning for Library services at LCC is centered in the Librarian's Council, a group consisting of the professional library staff and the director. The council meets weekly. Their scope includes consideration of input from various sources, initiative planning, collection development issues, analysis of usage data and the development of departmental goals. There is evidence library staff used input from students and also relied on students for user testing during its website redesign project. Results from a 2011 student survey were utilized by library staff to assess student satisfaction with library services and to help refine planning for new spaces being created in the library remodel project. Teaching faculty indicated library staff regularly solicit input regarding collections and services.

All professional librarians including the director have liaison responsibilities for specific academic disciplines. Librarians serve on a number of significant committees within the college. Staff indicated participation in those committees provides a staff connection with instructional issues within the college and serves as channel for input for curricular needs.

The library participates in LCC's annual Unit Planning process which is described as a piece of the college's overall planning effort. It was clear from conversations with both library staff and other college staff that the Unit Planning process is largely viewed by employees as a budgeting process and not as a planning or performance improvement tool. Although there is evidence library staff solicit feedback from the LCC community, the development of a more formal and systematic approach to data collection, analysis and planning is reported as being needed.

Evidence of the emphasis placed on information literacy by library staff is abundant. The library website offers a large selection of online tutorials for students including many specific to information literacy topics. Other notable items include a scored information literacy tutorial, an extensive list of research guides and short tutorials on subjects such as the research process, choosing a paper topic and deciphering class assignments. Online resources have been further segmented into subject specific collections for easier access by Lane students. Overall the library website serves as an effective vehicle for disseminating information literacy resources to the college community at all its teaching locations and online teaching environment.

Information literacy services provided for faculty curricular development are extensive. An information literacy toolkit available on the library website includes a comprehensive collection of information literacy curricular resources faculty can use to incorporate information literacy components into their classes. Sections offered include the basics of information literacy, handouts and tutorials, information on assessment, links to research guides and catalog search widgets suitable for embedding in online classes. Resources provided are linked to specific

information literacy components of course learning outcomes in Writing 121 and 122 classes. Although information literacy is mandated as a course learning outcome for the Writing 121 and 122 classes, faculty indicated they have collaborated with college librarians on information literacy aspects of their writing classes.

Within the library itself, research lectures are offered to faculty for their classes via a very helpful web form that includes an assignment timeline to help faculty plan when to schedule instruction sessions with library staff. Data indicate some decline in the number of sessions recently but an overall increase in the number of sessions over the past eight years. Information literacy activity is also conducted at the reference desk through one-on-one sessions with students.

Evidence indicates library staff are using statistics and input generated from a variety of sources to evaluate services provided to the LCC community. Database usage statistics support decisions on adding and eliminating databases from the library database collection. Information contained in the accreditation report and gathered on site provide evidence library staff interact with college faculty about library resources and services. Other activities, such as the 2011 student use survey, provide evidence library staff are using student input and data to evaluate services and resources. Collection development in particular appears to be a very well organized effort.

Assessment of information literacy activity is less well defined. Professional library staff indicated their teaching style incorporated elements of assessment during their classes, although examples of this activity were not evident. Staff also noted they had tried student surveys conducted at the end of their instructional sessions but felt the results were not useful. Overall some evaluation and assessment activities appear to be ongoing and others more sporadic.

The student survey conducted in 2011 yielded valuable input from students about library services, but has not been repeated. Evaluation of collection development is built into the collection development policy and appears to work very well. Evaluation of other services such as information literacy classes is lacking. The development of a more formal, systematic approach to assessment and evaluation of library services would be beneficial.

Library user information appears to be secure. For example, access to patron records by student workers is limited with access level controls, and user passwords are encrypted, as are FTP sessions containing patron information.

Through conversations with library and other teaching faculty, library staff and other college staff, there is evidence to indicate the lack of a permanent library director may be adversely affecting the department's ability to accomplish its support mission to the college community, as well as detracting from planning and assessment efforts.

Standard 2.F - Financial Resources

The institution has provided evidence of a systematic, integrated, comprehensive, multi-year strategic plan to guide financial resource allocation for the future. Long range planning for financial resources should also be incorporated into strategic plan goal setting, timelines, measurement and use of analyzed findings about implementation efforts. The college

operational planning process involves many individuals, including substantial representation from the community, and students. Robust historical data sets are included in the budget process. However, it is suggested that a long range plan specific to financial resources be developed to enhance the institution's decision making around the future implications of today's resource allocation decisions, as well as supporting implementation of the strategic plan and achievement of mission fulfillment. Beyond financial resource planning for operations, the institution must develop a business continuity plan to support operations after a catastrophe occurs.

Standard 2.G - Physical and Technological Infrastructure

The institution has not provided evidence of a systematic, integrated, comprehensive, multi-year strategic plan to guide physical and technological infrastructure for the future. Long range planning for these resources must be incorporated into strategic plan goal setting, timelines, measurement and use of analyzed findings about implementation efforts. A robust, participatory campus master plan process is ongoing, but not yet complete. A facilities master plan was in place through 2008, but there is no current version of this document to guide facilities' alignment and contribution to the overall strategic plan.

Similarly, while conceptual work is being done in preparation for development of a technology long range plan, currently no strategic or long term plan for technology exists to guide resource allocation for this critical support to instruction, or to demonstrate alignment and the contribution of technology to achieve mission fulfillment. Key long range planning documents for resources must be developed, consistent with a comprehensive college strategic plan, to align facilities and IT with future plans for teaching and learning. Beyond resource planning for operations, the institution must develop business continuity plans to support infrastructure operations after a major emergency occurs.

Summary of Standard Two

There is a wide array of strong, effective programming (academic and support services) in place at LCC. Administrators, faculty, and staff are focused on the mission and related core theme. The institution has carefully managed challenging budget reductions, conserving staff and faculty resources necessary to ensure the greatest impact on student success. As will be discussed in the section that follows, proactive, systematic planning is needed in order to ensure decisions are informed by data and lead to mission fulfillment.

Standard 3 – Planning and Implementation

Institutional Planning

LCC is engaged in many planning activities and collects a wide range of data. The team, however, received frequent responses from members of the college community that they were “in the process of developing a plan” for areas such as student services and others. Initial planning work is to be commended; however, on-going, purposeful, systematic, integrated, and comprehensive planning must be accomplished. The institution’s strategic plan is in the process of being updated, as is the capital master plan. Information technology planning is underway and noted by LCC employees as being both informative and future-oriented. Financial planning is accomplished prior to each legislative session, but there was limited evidence of a more systematic, long-term approach to financial forecasting and business continuity planning. Academic planning is done through unit plans each year; faculty noted that these are actually viewed as budget requests, not long-term programmatic guides, and fail to make a link between this activity and improved performance of the institution.

Concern: The institution fails to fully engage in on-going, comprehensive, integrated, and systematic planning activities that clearly articulate priorities, guide decisions on long-term institutional resource allocations and priorities, and protect the institution in the event of catastrophe.

Core Theme Planning

The institution’s six strategic directions frame the selection of programs and services. At the current time, annual unit planning is predominantly linked to strategic directions. Units have consistently linked their annual plans to at least one strategic direction, usually for the purposes of requesting resources. However, the inclusion of core themes in comprehensive institutional planning is inconsistent. Many units and college councils report that they have yet to align planning efforts to core themes.

Concern: The evaluation team found that planning for core themes is inconsistent within the institution’s comprehensive planning and there was limited evidence of alignment between programs and services planning and core theme planning.

Summary of Standard Three

Systematic, proactive, on-going planning efforts must be developed and/or verified with respect to their alignment with core themes, strategic directions or goals. There is evidence that LCC implements the results of the data collection and evaluation being done, but the unclear relationship and organization of planning efforts fails to maximize the power of these results.

Standard 4 – Effectiveness and Improvement

Assessment

Core Theme One – Academic Transfer

LCC has a well-developed relationship with a wide range of four-year institutions, most notably the University of Oregon. Through a series of articulation agreements students have clearly defined pathways that support and inform their transfer to four-year institutions. According to student reports, many transfer-related faculty make themselves readily available and help shape and influence student program focus. There is also a high regard for academic preparation for transfer and associated support services for writing, math, and information literacy.

As reflected in the Core Theme One Institutional Score Data, LCC has engaged in a systematic assessment of student achievement that covers many of the criteria listed in Standard 4.A.3. However, this information is not featured in the score card data provided for the other three core themes. However, what is missing from the Core Theme One results are specific data that differentiates for the requirement of “wherever offered and however delivered”. Also not reflected in the scorecard data is whether or not this process is regular and comprehensive. It is unclear whether all faculty with teaching responsibilities fully assume responsibility for evaluating student achievement of clearly identified learning outcomes.

Core Theme Two – Career, Technical, and Workforce Development

LCC is engaged in ongoing systematic collection and analysis of meaningful, assessable and verifiable data in evaluating the accomplishment of the three core theme objectives in the Career Technical and Workforce Education core theme. Programs at LCC that require national accreditation (Physical Therapy Assistant, Dental Assisting, Dental Hygiene, Diesel Technology, Nursing, and Respiratory Care) are engaged in ongoing, systematic collection of data, in evaluating programs, and in evaluating course, program and degree outcomes.

Concern: Programs at LCC that do not require national accreditation are not engaged in program review and learning outcome assessment at the course, program, and college level. LCC has several Career Technical and Workforce Education performance feedback mechanisms that are actively listened to. For example, LCC has a nationally recognized internship/co-operative education program—85% of programs at LCC require some kind of co-operative education experience. This program provides students and the institution valuable information with regard to students’ job readiness. The strengths of the co-op and advisory committee system could be leveraged further as indicators within objective 2 (career technical student are prepared for employment).

Compliment: The co-operative internship program, advisory committee system, Perkins planning and career pathways roadmaps are strong programs and services that provide excellent feedback with respect to accomplishment of Career Technical and Workforce Education core theme objectives.

Core Theme Three – Foundational Skill Development

Core Theme Three focuses on foundational skills development, which includes the areas of pre-college level math, writing, reading, English as a Second Language (ESL) and Adult Basic and Secondary Education (ABSE). For each of the three objectives, a selection of meaningful indicators of achievements has been identified, and each indicator has been assessed by the core theme team to determine a rating on a scale of 1 to 4. LCC defines success as having 90% of the indicators rate a level of 3 (achieved) or 4 (exemplary). For Core Theme Three, 11 of 15 indicators were rated at a level of 3 or 4, for a total of 73% of the indicators meeting the institution's standards of successful achievement. While this does not meet the goals of the institution, there is evidence that the core theme team thoughtfully assessed the data, compared themselves to other institutions, and rated itself fairly and critically.

Through the college's participation in Achieving the Dream (ATD), LCC has begun to gather, disaggregate, and assess its progress in the area of foundational skills development through the use of meaningful and verifiable data. The objectives for Core Theme Three are well developed and focus on student progression, completion, and employment.

The college engages in an annual unit planning process, but faculty and staff are not well-informed about the application of unit planning as it pertains to institutional effectiveness, performance improvement, and mission fulfillment. A new program review model holds promise for improving this assessment of programs and services.

For Core Theme Three programs and services, there has been a critical review of data related to the indicators of achievement supporting the core theme objectives, but the recent identification of the indicators and their corresponding assessment has not yet led to a formal establishment of new goals as a result of the assessment.

Since the courses in foundation skills development do not directly lead to a degree, there are not established program level learning outcomes associated with these courses. There are course outcomes for these courses, however, there is no evidence that these course outcomes are formally assessed across all sections of the college. In the case of several of these pre-college courses, there are standardized assessments of learning that are used, such as TOEFL, CASAS, and GED exams. These related programs regularly review these scores and use these scores to support planning for improvement in their programs. Examples include changes to the developmental reading pathway and changes to orientation for ESL and ABSE students.

The institution is moving toward a process that holistically evaluates the alignment, correlation, and integration of programs and services with respect to the accomplishment of core theme objectives. This is somewhat evident with respect to foundational skills development, in which the college has utilized data to assess the effectiveness of its programs and services in improving student progression, retention, completion, and employment.

Core Theme Four – Lifelong Learning

The Lifelong Learning (LL) department provides quality services and programming. LL has engaged in recent efforts to turn much of their program into a self-support model for financing. Lifelong Learning includes the Successful Aging Institute (SAI) and the Small Business

Development Center (SBDC), which houses the Employer Training Services Department (ETS). All of these units offer non-credit educational programming and services. During the academic year 2012-2013 LCC enrolled 14,360 non-credit students. In addition, 2,488 credit students were also enrolled in non-credit coursework.

To further the strategic direction of a sustainable learning and working environment, the LL department has slashed printing costs by roughly 25% over the last two years. In addition, this past year the department has re-structured their budgeting model in order to work toward greater self-sufficiency despite significant previous contributions (\$500,000 annually) from the college.

The LL Department has also become an advocate in encouraging the state to allow to granting of training certificates. These training certificates are valued by business and industry because they provide evidence that their employees have learned certain skills.

Summary of Assessment

There is no evidence, from discussions with staff, faculty or administrators, that the institution evaluates holistically the alignment, correlation and integration of programs and services with respect to accomplishment of core theme objectives.

There is no evidence, from discussions with staff and faculty, that the institution evaluates holistically the alignment, correlation and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs and services, wherever offered and however delivered. It was evident from discussions with administrators that such planning takes place, but since there remains many issues around the current process of assessment and program review, it cannot be said that LCC conforms to Standard 4.A.5.

There is no evidence, from discussions with faculty and administrators or from the scorecard data, that LCC regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Compliment: Though LCC has much work to do on assessment, the on-going work of the Assessment Team (A-Team) is an important force for helping LCC continue to develop and implement an effective assessment process.

Compliment: Though, at this time, LCC has no comprehensive system of evaluation of its programs and services, it was clearly indicated by administrators directly involved, that in the development and implementation of a program and service review process that faculty will have a primary role in the evaluation of education programs and services.

Concern: Campus wide there is a major misunderstanding of what assessment and the assessment process is, as defined by NWCCU. When faculty were asked (at the Faculty Forum) to articulate their understanding about what institutional assessment means, most had no idea about the concept. The few responses offered were highly varied as to an understanding of assessment. These included responses to the effect that assessment is voluntary, no awareness of an LCC plan to develop an assessment model, and that assessment was done only when necessary to fulfill external funding requirements. Discussion with administrators indicated that

they were aware of the necessity to begin developing a comprehensive model of the assessment process.

Concern: As with assessment, LCC has continued work to do in the development and implementation of an effective system of evaluation of its programs and service. While the administrators interviewed are clearly motivated to bring about an effective model, a great deal of thought and planning is still required. When faculty (at the Faculty Forum) were asked about institutional program review, as with assessment, the few responses received clearly indicated very little understanding of the purpose or process of an effective evaluation of programs and services. On-going discussions will be needed in order to effectively lead the institution into the next accreditation cycle.

Improvement

Core Theme One – Academic Transfer

The primary Core Theme One evidence provided in regards to the questions listed in Standard 4.B.1 come from scorecard data. The identified indicators do appear to reflect achievement; the discussion of the results is largely descriptive. Interpretive statements are general and limited suggestions are offered as to how these interpretations might be used to inform planning, decision making and allocation of resources and capacity.

Evidence was found to suggest that LCC uses the results of its assessment of student learning to inform academic programming, learning support, and other practices that lead to enhancement of student learning achievements. Some faculty report, however, that they are unaware of how the results of assessment are used for institutional improvement and mission fulfillment.

Core Theme Two – Career, Technical, and Workforce Development

While the six strategic directions are deeply rooted throughout institutional improvement efforts, the four core themes do not have the same stature among campus constituencies. The concept of core themes was not yet developed at the time LCC approved its strategic plan in the spring of 2010. The intent of the organization is to address this with their new five year strategic plan which is currently under development.

Compliment: LCC has identified that it needs to become more explicit with core theme language to campus constituencies.

Currently, LCC doesn't separate core theme areas into monitoring reports. Instead, elements of core themes are integrated into reports to the Board of Education centered on the six strategic directions. Work on the six strategic directions has resulted in several areas of improvement that impact Core Theme Two. Some examples of improvement include the development of first year experience learning communities that has improved career and technical student achievement in college level writing courses and the development of career pathway certificates to allow students to earn stackable credentials that apply towards an Associate of Applied Science degree.

Core Theme Three – Foundational Skill Development

Each of the four core themes has a team of faculty, staff, and administrators tasked with developing the objectives, indicators of achievement, and assessing the related data. For Core Theme Three, the indicators identified are meaningful selections that challenge the institution to consider student progression, completion, and employment.

In large part due to LCC's participation in Achieving the Dream (ATD), there is evidence that the institution has a committed focus to improved student persistence and completion as well as improved reading, writing, and math pathways that encourage early student enrollment in math courses and a more rapid progression to college level coursework. Data related to student success and math enrollment and progression was shared with key stakeholders and, as a result, changes have been implemented in advising, placement, and math pathways. Similar changes have been made in developmental reading courses, including the implementation of a Reading Apprenticeship strategy. LCC has engaged numerous stakeholders in this work, as evidenced by its campus teams and by an inclusion of faculty, staff, administrators, board members, and students in ATD activities.

The college has committed substantial resources to this work through its participation in ATD, and it believes that the investment has been worth the improved student retention gains in these areas. Recently, the College was awarded Leader College status by ATD, which is a notable and hard-earned accomplishment for LCC.

Compliment: The evaluator compliments LCC for its participation in Achieving the Dream and its recent designation as an ATD leader college. The college has shown a demonstrated commitment to improved student outcomes and has implemented innovative approaches to supporting students as a result of reviewing institutional student performance data.

While there is not yet a college-wide approach to assessment of student learning and the use of these results to inform planning and practices, the programs in foundational skills development do use the results of standardized exams to inform program planning and revisions. The results of these student learning assessments are evaluated and made available to the faculty and administration in these areas.

Core Theme Four – Lifelong Learning

LCC has a viable and engaging lifelong learning presence. Of all core themes, Core Theme Four is the most developed with respect to assessing offerings in light of improvement. Regular and systematic feedback is examined and used to determine program offerings. Information and data from a variety of sources is used to ensure resources are used in an effective manner. As with other core themes, the results of this assessment process fails to “roll up” to inform mission fulfillment.

Summary of Improvement

LCC is engaged in a number of assessment activities. There is data being collected to inform program decisions, resource allocation, and service delivery, little no evidence to suggest that a viable model is in place to holistically guide improvement at the institutional level.

Summary of Standard 4

While there is evidence of many assessment and improvement efforts at LCC, there is a lack of clarity with respect to how the over-all cycle functions. In order to reflect practices that meet the intent of Standard 4, relationships between mission, core theme, strategic direction, and goals must be established and clarified. There are the beginnings of an effective assessment mechanism at the institution; review of current indicators and clearer ties to mission fulfillment will further improve efforts.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

Standard 5.A – Mission Fulfillment

LCC clearly records a long list of accomplishments at the national, regional, and state level. Known as an innovative and student focused institution, the college shows promise with respect to the establishment of a systematic assessment process that verifies mission fulfillment. Data are being collected, and decisions based, on assessment indicators. That said, efforts are not coordinated nor aligned in a way that allows for proactive institutional management. The results of assessment efforts fail to “roll up” in a way that clearly demonstrates mission fulfillment.

Standard 5.B – Adaptation and Sustainability

Much of the documentation associated with the institution’s ability to be adaptable and sustainable is accomplished in a short-term planning mode or, if aimed at a more long-range process, is under development. Members of the college community were often unable to describe how planning processes were linked to each other and how they formed a cohesive system. There are some structures in the college that are more developed than others; these should be used as exemplars, leading to the development of a “whole organization” model.

Summary of Standard Five

LCC must work to establish a strong, clear, and cohesive planning process, assessment mechanisms, and data analysis structure. Through these efforts a proactive assessment of the potential for mission fulfillment and resulting successes will be documented and strengthened.

Commendations and Recommendations

Commendations

1. The Board of Education, administration, faculty, staff, and students of Lane Community College are commended for creating a learning culture that supports and encourages student success.
2. The Board of Education is commended for their systematic review of college policies and for their strong stewardship of the organization as demonstrated through policy development in alignment with institutional core themes and strategic directions.
3. Lane Community College is commended for their authentic, transparent, and honest engagement in the accreditation activities and for the demonstrating a high level of integrity throughout the process.
4. Lane Community College is commended for innovative, creative work that results in national recognition as a college of distinction in areas such as Achieving the Dream, sustainability, and college leadership.
5. Lane Community College is commended for completion of the downtown campus, related partnerships, and effective management leading to the move of Lifelong Learning programs to greater self-sufficiency
6. The library is commended for their work creating a comprehensive collection and cooperative agreements for lending materials in a manner that strongly supports the learning and research needs of the institution.
7. The Financial Aid Department is commended for diligently and thoughtfully addressing issues related to the College's cohort default rate.
8. Staff of student support programs such as the Women's Center, Multicultural Center, Veteran's Center, Tutoring, and the Workforce Office are to be commended for their commitment to the populations served and strong collaborations that leverage available resources.

Recommendations

1. In order to support and document mission fulfillment it is recommended that the College complete planning processes that are purposeful, systematic, integrated and comprehensive (Standard 3.A).
2. In order to ensure a widely understood and effective system of governance that supports mission fulfillment it is recommended that Lane Community College review and clearly define the authority, roles, responsibilities, and communication methods associated with its adopted decision-making structure (Standard 2.A).
3. In order to clearly state, document, and evaluate, and communicate mission fulfillment, it is recommended that Lane Community College fully develop an institutional effectiveness model that forms the basis for assessing accomplishment of the objectives of its core themes and ensures organizational adaptation and sustainability (Standard 1.B.2 and Standard 5.B).
4. In order to ensure programs offered reflect appropriate content and rigor, it is recommended that Lane Community College fully engage faculty in developing a periodic and systematic process for assessing student learning at the course, program, and college level (Standard 2.C, 4.A).
5. In order to ensure quality and relevancy of its program and service offerings, it is recommended that Lane Community College administration, faculty, and staff continue to engage in establishing and implementing comprehensive program and service review processes that are informed by data and connect to its planning and institutional effectiveness processes (Standard 2.C, 4.A).
6. In order to reflect non-discrimination in practice and to realize accomplishment of its core themes, core values, and strategic directions, it is recommended that Lane Community College fully implement the Board of Education policy related to diversity and inclusion (Eligibility Requirement 5).
7. In order to ensure student complaint mechanisms are clearly understood by students and staff, it is recommended that Lane Community College develop effective methods to communicate and disseminate policy and procedure information (Standard 2.A.15 and Standard 2.A.18).