

10.3.17		
DRAFT for IEC Use		
A version with essential data/methodology notes will be published to the web shortly.		
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<b>Lane Community College Core Theme Indicators - Baseline Data</b>		
<b>Indicator</b>	<b>Year/Date</b>	<b>Value</b>
1.1 Employer feedback on student skill and preparedness for the workplace.	2016/17	90% of students met the standard for technical skills assessment
1.2 Percentage of majors Lane has articulated to the UO and to OSU.	2016/17	62% of OSU majors (55/89) 48% of UO majors (37/77)
1.3 Percentage of Program Review reports that address feedback from advisory boards and other external sources.	2016/17	100% of Academic Program Review (APR) implementation plans address external peer review (2/2). Only 3% of APR programs have reached this phase of program review (2/70), however nine more are anticipated in fall 2017.
1.4 Cancellation rate for continuing education classes.	2016/17	20%
1.5 Economic impact of Small Business Development Center.		
Capital Infusion	2016/17	\$422,100
Business Starts	2016/17	10
1.6 Listenership of KLCC		
KLCC market share rank	Fall 2016	4
1.7 Progress toward carbon neutrality.		
LTD ridership (deboarding)	2015/16	201,724
Energy Use Per Student FTE (KBTU)	2016/17	10,341
2.1 Assessment of Lane demographics in relation to the demographics of Lane County	2015/16	<b>% Minority</b> 22% Lane County (age 18-34) 27% LCC Credit Students 16% LCC Continuing Ed Students 55% LCC Skill Development Students
2.2 Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics.	2015/16	<b>% of program groups within 10% deviation of credit student average:</b> 22% Gender 43% Minority 13% Non-traditional Age (>= 25) 61% Pell Recipients 39% First Generation
2.3 Student and program success rates measured by disaggregation of Core Theme Indicators 4.4 and 4.5. Data is disaggregated by: race/ethnicity, Pell Grant support, ELL, previous ABS/ESL/Dev Ed enrollment, veterans, age and disability status.		
Percentage of students who complete degrees or certificates within 3 years.	Fall 2014 Cohort	11% - Full Fall Cohort 19% - Unknown Race/Ethnicity 10% - White, Non-Latino 9% - Students of Color 9% - Latino (Any Race) 11% - Pell Recipients 7% - ESL Students 10% - ABSE Students 5% - Developmental Reading Students 5% - Developmental Writing Students 9% - Developmental Math Students 12% - Veteran Benefits Students 10% - Students Age 18 - 24 14% - Students Age 25 - 39 10% - Students Age 40 or older 8% - Disability Services Students
Percentage of award-seeking students who transfer to 4-year institutions within 3 years.	Fall 2014 Cohort	19% - Full Fall Cohort 18% - Unknown Race/Ethnicity 19% - White, Non-Latino 22% - Students of Color 19% - Latino (Any Race) 15% - Pell Recipients 21% - ESL Students 10% - ABSE Students 9% - Developmental Reading Students 7% - Developmental Writing Students 12% - Developmental Math Students 33% - Veteran Benefits Students 21% - Students Age 18 - 24 19% - Students Age 25 - 39 5% - Students Age 40 or older 16% - Disability Services Students
2.4. Percentage of students enrolled in ABSE or ESL who transition successfully to post-secondary education.	2015/16	34%
2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education.	2015/16	36%

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3.1 Students report high levels of awareness of, and satisfaction with, evidence-based practices on campus.	Spring 2017	<b>CCSSE Benchmark Scores: Lane - (Large Colleges)</b> Active & Collaborative Learning: 49.3 - (49.4) Student Effort: 51.8 - (49.9) Academic Challenge: 48.3 - (49.5) Student-Faculty Interaction: 48.9 - (48.8) Support for Learners: 46.0 - (49.0)
3.2 Percentage of degree-seeking students accessing advising and academic planning to create clear roadmaps to learning and success.	Spring 2017	88% report using academic advising or planning services during the current academic year. 52% report that an advisor helped them to develop an academic plan by the end of their first term at Lane. All new award seekers are REQUIRED to complete and initial plan as part of new student academic advising.
3.3 Percentage of employees who participate in professional development activities related to current thinking about teaching in their fields.	FY17	Faculty Professional Development (FPD) funded activities for 48% of contracted faculty (102/211) and 25% of part-time (76/302).
3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.	FY17	FPD-funded activities average roughly 12 hours
3.5 Percentage of educational courses that are mapped to Core Learning Outcomes.	2016/17	Courses offered in AY2017: Credit 4% (44/1,159) Non-Credit 2% (5/219)
3.6 Percentage of educational programs that are systematically reviewed and revised to reflect current disciplinary and industry standards and workforce needs through either the program review process or external accreditation.	2016/17	21% (15 / 70 Academic Programs)
3.7 Percentage of educational courses that are assessed against Core Learning Outcomes.	2016/17	Courses offered in AY2017: Credit 0.3% (4/1,159) Non-Credit 3% (6/219)
3.8 Progress toward Learning Plan goal attainment.	2016/17	Progress includes development of guiding principles, drafting of objectives and actions, and initial efforts related to campus awareness.
4.1 Percentage of first time in college students completing their gateway math requirement in two years.	Fall 2014 Cohort	34%
4.2 Percentage of students who progress to their second year.	Fall 2015 Cohort	45%
4.3. Percentage of students who complete developmental credit courses and continue on to pass required program-level courses.	Fall 2014 Cohort	Math 65%; Writing 70%; Reading 33%
4.4 Percentage of students who complete degrees or certificates within 3 years.	Fall 2013 Cohort	11%
4.5 Percentage of award-seeking students who transfer to 4-year institutions within 3 years.	Fall 2013 Cohort	19%
4.6 State-certification pass rates for allied health professions.	2013-2014	70-97%
4.7 Percentage of students enrolled in ABSE or ESL who become employed.	Students exiting ABSE in 2014/15	32%