

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Lawe Community College

(Name of Institution)

MARGARET HAMILTON

(Name of Chief Executive Officer)

Margaret Hamilton

(Signature of Chief Executive Officer)

(Date)

July 29, 2021

EVALUATION OF INSTITUTIONAL EFFECTIVENESS REPORT

prepared for the Northwest Commission on Colleges
and Universities by Lane Community College



Submission Date: August 9, 2021

Report Contributors

Cover and Section Page Design: Scott Sturgis and the Design and Media Center

Accreditation Liaison Officer: Richard Plott

Project Manager: Anna Scott

Technical Writer: Gina Szabady

Contributors: Brett Rowlett, Cathy Thomas, Casey Reid, Dawn Whiting, Deborah Butler, Grant Matthews, Greg Evans, Greg Holmes, Ian Coronado, Jennifer Frei, Kate Sullivan, Margaret Hamilton, Mindie Dieu, Patrick Blaine, Paul Jarrell, Richard Plott, Rose Maria Bañuelos-Uribe, Shane Turner, Shannon Ball, Tammie Stark, Tammy Salman, Tracy Weimer, Zach Evans

Table of Contents

Institutional Overview and Basic Institutional Data Form	4
Preface	17
Institutional Changes.....	17
Update on Recommendation 4: Assessment	21
Update on Recommendation 5: Program Review	23
Standard 1.A: Mission	27
Standard 1.B: Improving Institutional Effectiveness	30
The Planning and Institutional Effectiveness Process.....	31
Internal and External Monitoring	33
Governance	33
Standard 1.C: Student Learning.....	35
Admission Requirements.....	36
Program Content, Rigor, and Transferability	37
Learning Outcomes	38
Graduation Requirements	39
Curriculum Proposal and Review Processes	39
Program Proposal and Review Processes.....	41
Lane’s Assessment System.....	41
Evaluation of Transfer Credit and Prior Learning	45
Standard 1.D: Student Achievement	48
Recruitment.....	49
Orientation and Advising.....	49
Student Achievement Indicators	50
Additional Data Sources Accessible to the Campus Community	53
Strategies and Allocation	55
Conclusion	57
Appendix A: Response to Recommendation 1	60
Appendix B: NWCCU PRFR Evaluation Committee Report.....	64
Appendix C: Lane Community College 2021 PRFR	76

List of Tables and Figures

Figure 1: Lane Community College Highlights 2014–2021	21
Figure 2: Strategic Planning and Resource Allocation Cycle	31
Figure 3: Student Progress from Application to Second Term	36
Figure 4: The Assessment Cycle	42
Figure 5: Lane's Career Communities	50
Figure 6: First time in College Success Rates, VFA 2017 Cohort	51
Figure 7: First Year Math Success Rates by Race/Ethnicity	53
Figure 8: Equity Training Attendance by Employee Group	55
Figure 9: APR Implementation Themes	56
Table 1: Non-Instructional Program Review Progress	24
Table 2: Thirty-Six Month Assessment Implementation	44
Table 3: Percent Deviation from College Demographic Averages by Division	52

Institutional Overview

Lane Community College is a comprehensive, two-year public college founded in 1964. The College's service district encompasses more than 382,000 residents in a 5,000 square mile area from the Cascades to the Pacific Coast; in addition, Lane serves several individual school districts in Benton, Linn, and Douglas counties. In November 2020, residents in the unincorporated community of Tenmile, Oregon, submitted a petition to the Oregon Higher Education Coordinating Commission to be included in Lane's service district. The Commission unanimously approved the request, which will go to the state legislature for final approval in 2021.

Lane Community College's 314-acre main campus is located southeast of Eugene, Oregon, in the beautiful Willamette Valley. Additional locations include the Mary Spilde Center—a six story, multi-use building in downtown Eugene—the Aviation Academy at Eugene Airport, and satellite locations in Cottage Grove and Florence. In 2020, Pacific University began leasing space from Lane in order to move their entire downtown campus into the Mary Spilde Center and begin offering classes on Lane's main campus. The College also signed a partnership agreement with the City of Eugene in December of 2020 to lease space in the Mary Spilde Center. These agreements generate revenue for the College while providing modern, accessible spaces in convenient locations for community partners.

As of fall 2020, 811 employees of Lane Community College were serving 8,725 full-time, part-time, credit, and noncredit students. The reported legal sex for all students in fall 2020 was approximately 55% female and 42% male with 3% of students choosing not to report this information. Approximately 66% of Lane credit students enrolled during 2019–2020 identified as White with Latino being the next most common identity category at just over 14%. Just over 3% of Lane students identify as Asian/Pacific Islanders, 1.3% identify as American Indian or Native Alaskan, 2.3% identify as Black, and nearly 6% reported "more than one race." An additional 3% of students reported "unknown" race/ethnicity. In 2019–2020, just over 4% of the Lane student population were enrolled as International Students.

Lane Community College is governed by a seven member, locally elected Board of Education. The Board governs by policy and delegates operations to the President and administration within a system of shared governance that fulfills the vision, mission, values, and strategic directions of the College. In addition, [BP325 College Governance System](#) requires that policy decisions be informed by "many and diverse voices"; strong engagement by employees in all groups with policy making is evidenced by the robust activity within the shared governance system.

Transfer

Students who enroll at Lane with the goal of moving on for an advanced degree can use transfer guides to facilitate the process. Lane currently has [transfer guides](#) for the following degrees:

- Oregon State University Direct Transfer, 2020–2021
- University of Oregon Direct Transfer, 2020–2021
- Associate of Applied Science Degree (AAS)
- Associate of Arts Oregon Transfer Degree (AAOT)
- Associate of General Studies (AGS)
- Associate of Science Oregon Transfer Degree (ASOT)
- Business ASOT
- Computer Science ASOT
- Southern Oregon University General Education Transfer Guide, 2020–2021

Every year, many students in Arts and Sciences and Career Technical programs either dual-enroll in or transfer to a four-year institution.

Career and Technical Education

Lane carries on the tradition of career and technical education begun in 1938 by its predecessor the Eugene Vocational School. Since then, the College has added and updated many programs to prepare students for emerging occupations. Today, Lane offers 89 [career and technical programs](#) organized in the career areas of arts and communications; business and office professions; computer science and information technology; culinary, hospitality, and tourism; health, medical, and fitness; industrial trades, technologies, transportation, and apprenticeship; science, natural resources, math, and engineering; and social sciences, social services, and education.

Foundational Skills and Lifelong Learning

Lane offers developmental courses to improve foundational skills in reading, writing, and math in preparation for pursuing a college-level degree. The College also offers a variety of noncredit classes in creative arts, health and wellness, small business development, workforce development, health occupations, massage therapy, and certified nursing assistant. Recently, the College reorganized to merge non-credit vocational programs into their respective credit divisions to strengthen career ladders and reduce costs.

Economic Impact

An [economic impact report](#) published in August 2020 by Emsi identifies multiple ways the College adds value to its service district, including overall spending by the College and the

value added by students and alumni in “supplying a steady flow of qualified, trained workers to the workforce.” Some other key findings in the report include the following:

- Lane creates a total economic impact of \$721.3 million, about 4.2% of the county’s total gross regional product, and supports 10,777 county jobs.
- The average associate degree graduate will see an increase in annual earnings of \$8,100 compared to a person with a high school diploma or equivalent.

The report closes with an affirmation of Lane’s value to the community: “The results of the analysis demonstrate that Lane is a strong investment for all three major stakeholder groups—students, taxpayers, and society.”

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution:

Mailing Address: _____
Address 2: _____
City: _____
State/Province: _____
Zip/Postal Code: _____
Main Phone Number: _____
Country: _____

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): _____
First Name: _____
Last Name: _____
Position (President, etc.): _____
Phone: _____
Fax: _____
Email: _____

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): _____
First Name: _____
Last Name: _____
Position (President, etc.): _____
Phone: _____
Fax: _____
Email: _____

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): _____
First Name: _____
Last Name: _____
Position (President, etc.): _____
Phone: _____
Fax: _____
Email: _____

Institutional Demographics

Institutional Type *(Choose all that apply)*

- ☐ Comprehensive
- ☐ Specialized
- ☐ Health-Centered

- ☐ Religious-Based
- ☐ Native/Tribal
- ☐ Other (specify): _____

Degree Levels *(Choose all that apply)*

- ☐ Associate
- ☐ Baccalaureate
- ☐ Master

- ☐ Doctorate
- ☐ If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

- ☐ Semester
- ☐ Quarter
- ☐ 4-1-4

- ☐ Trimester
- ☐ Other (specify): _____

Institutional Control *(Choose all that apply)*

- ☐ City
- ☐ County
- ☐ State
- ☐ Federal
- ☐ Tribal

- ☐ Public
 - ☐ Non-Profit
- OR
- ☐ Private/Independent
 - ☐ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: _____ (most recent year) FTE Student Enrollments

Classification	Current Year: 2020-2021	One Year Prior: 2019-2020	Two Years Prior: 2018-2019
Undergraduate			
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: _____ (most recent year) Student Headcount Enrollments

Classification	Current Year: 2020-2021	One Year Prior: 2019-2020	Two Years Prior: 2018-2019
Undergraduate			
Graduate			
Professional			
Unclassified			
Total all levels			

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number:_____ Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

Please see the [Basic Institutional Data Exhibits](#) folder in Box.com for copies of the Lane CC 2017-18, 2018-19, and 2019-20 Comprehensive Financial Reports, which contain all of the above requested data. [Supplemental data about academic programs](#) is also available on Box.com.

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for _____ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** (*unduplicated headcount*) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** (*unduplicated headcount*) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the **names** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the **total number** of academic credit courses offered at the site.
- **Student Headcount** – report the **total number** (*unduplicated headcount*) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the **total number** (*unduplicated headcount*) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Preface

Since its last accreditation self-study in 2014, Lane Community College has experienced unprecedented challenges that have tested and proved the resiliency of the College as well as provided opportunities to learn and grow. Engaging in self-study has created time to pause from the chaos of the pandemic, the wildfires, and the political and social unrest to examine outcomes and track progress while building a new Strategic Plan.

In the [2014 Year 7 Self-Evaluation Report](#), Lane received eight commendations and seven recommendations. Since then, the College has made significant progress toward remedying the Commission's concerns. Recommendations 1-3, 6, and 7 were all removed by July 2016, but warnings were issued for Recommendations 4 and 5¹ that same year. In 2018, these warnings were removed, and NWCCU continues to monitor Lane's progress related to assessment and program review, respectively. Lane submitted its revised year six "Policies, Regulations, and Financial Review" in March 2021. On July 6, 2021, the NWCCU Vice President forwarded Lane the Policies, Regulations, and Financial Review (PRFR) Evaluation Committee's report on Lane's 2021 PRFR. The committee offered one Recommendation that encompassed aspects of Standards 2.C.3, 2.E.3, 2.F.3, and 2.G.7 where the College is "substantially in compliance but in need of improvement." [Lane's Response to the PRFR Review Committee Report](#) can be found in Appendix A.

Institutional Changes

In recent years, Lane has invested in becoming a more efficient, effective, and student ready college. The College brought in a new president in 2017 who has created an entirely new Cabinet focused on student success, diversity, equity and inclusion, and economic growth through career and technical education. Lane has also welcomed several new Board of Education members since 2014, who bring with them diverse perspectives and new ideas for the future of the College². New leadership has pushed the College toward an increased emphasis on building a culture of self-correction supported by evidence-based decision making and improvements to systems. These critical cultural and operational shifts are driving improvements across the College.

Governance Reform and Reorganization of Divisions

Upon arriving at the College, President Hamilton began assessing the effectiveness of the collegewide governance system and, in 2018, initiated a governance evaluation. That review

¹These Recommendation were issued under the 2010 Standards. Recommendations 4 and 5 cited 2010 Standards 2.C and 4.A. Assessment of Student Learning is addressed in Standard 1.C in the 2020 Standards. Program Review is addressed in Standards 1.B, 1.C, and 1.D of the 2020 Standards.

²A list of current Board of Education members is available to the public on the Lane Website via [BoardDocs](#).

process and the implementation of the resulting recommendations are discussed in more detail in the [Governance](#) subsection of [Standard 1.B: Improving Institutional Effectiveness](#).

A reorganization within Academic and Student Affairs to align programs and services in an efficient and student-centric manner was initiated in 2020 and continued through the 2020-2021 academic year. Multiple divisions were combined to provide more opportunity for synergism among related units and to create efficiencies in administration and management. Science, Math, and Engineering have been merged into a comprehensive STEM unit; and Arts was merged with Language, Literature, and Communication to form a comprehensive Arts & Humanities Division. Smaller mergers have occurred to unite many CTE programs (excluding Health Professions) under one division. These mergers have created efficiencies in multiple areas. Lane has also moved toward a "One College" model to integrate noncredit programs into credit divisions. These mergers have allowed Lane to create stackable pathways for students from noncredit to credit and short-term certificates to long-term certificates to associate degrees.

Building a Culture of Self-Correction

Improvement of Institutional Effectiveness for the College has been a critical focus in recent years; focal areas for self-correction efforts include review of award-bearing programs to include the assessment of learning outcomes; goal attainment for the President's Cabinet; project, risk, and knowledge management; reorganization of Information Technology Services; and the transition to a new Strategic Plan. Improvements in effectiveness have been achieved for each of these areas.

Program Review: The Dean of Curriculum, Assessment, and Grants Development has been assigned to administer Academic Program Review to include learning outcomes assessment. Strategic Planning and Assessment software has been approved for purchase and will be implemented in the upcoming fiscal year.

Goal Attainment: Accountabilities were assigned for each of the Cabinet Goals for report out on progress and/or challenges to progress. The software solution "Smartsheet" has been implemented to track progress on Cabinet Goals for the fiscal year.

Project Management: Project Management was reassigned to the office of Planning and Institutional Effectiveness, who will inventory and update all projects in the College's portfolio.

Risk Management: Areas of risk have been identified and accountable parties are assigned; plan development will begin in the next fiscal year.

Information Technology Services: IT personnel were reorganized into three major teams: Software Services, End-User Services, Infrastructure. IT Bond Funds were reviewed, and a plan to "reboot" the campus technology has been developed. Gaps in skills and service areas are under review, and measures to hire personnel to fill these gaps are underway. A

review of ERP Alignment was completed, and the decision to migrate to the cloud has been made.

Knowledge Management: A “single source of truth” is now under implementation for systemic reporting and analytics with the data warehouse. An initial build/buy is underway for the College Archives.

Strategic Plan: The development of the College’s next iteration of the Strategic Plan is on-task and on-calendar for a January 2022 rollout. Internal and external stakeholders are being involved through multiple media. Mission Fulfillment Indicators, discussed in more detail under [Standard 1.D: Student Achievement](#), provide a snapshot for success of the retiring plan.

Systems Improvement: The implementation of three key pieces of software—EAB Navigate, SmartCatalog by Watermark, and Target X—will increase efficiency and systems integration to support efficiency, transparency, and effective collaboration across the College. Applications of these systems are discussed throughout this report.

Modernizing Infrastructure: In the fall of 2017 the College began a facilities master plan to steward the physical assets of the College for the next 10 to 15 years. The [2020 Facilities Master Plan](#) guided development of a successful \$121.5M bond campaign to address the College’s aging infrastructure.

Evidence-based Decision Processes

In order to support a culture of self-correction, the College has decided to develop and implement Version 1.0 Business Intelligence Model (BIM). As part of a holistic approach to improving Evidence Based Decision-Making Processes, four critical goals for Version 1.0 were established:

1. creating a data warehouse to provide daily refreshed information.
2. implementing metrics to govern future data views for multiple stakeholders.
3. launching interactive dashboards for the user community.
4. completing an Economic Impact Study and a Program Demand Gap Analysis.

Each of these objectives was achieved, and the Board of Education sanctioned the Business Intelligence Initiative.

Financial Sustainability

LCC receives its funding from three primary sources: state allocation, student tuition and fees, and county-based property tax. Over the past two decades, Oregon has consistently ranked among the bottom 10% of states for its support of higher education. Tuition, of course, depends on enrollment, which has been in decline since peaking in 2012 during the Great Recession.

In May 2020, voters stepped up for the College and passed a \$121.5 million bond measure to repair, renovate, and improve facilities and infrastructure. Bond priorities included the following:

- \$32.5 million for safety, security, and accessibility;
- \$77 million for workforce training and career technical education; and
- \$12 million for updated classroom and learning spaces.

All things considered, Lane will need an enrollment increase by FY22 to generate enough tuition revenue to continue current service levels. At present, tuition and fees comprise 31% of general fund revenues; state support, 30%; property taxes, 27%; student fees, 4%; and other revenue, 8%; see the [FY 2020–2021 Adopted Budget](#) for additional information. A [2020 report](#) from the State Higher Education Executive Officers Association (SHEEO) noted that state funding remains below historic levels and likely won't improve as the state braces for another expected recession in the future. In addition, the full impacts of the pandemic are unknown at this time.

Distance Education

Already a leader in online and remote learning, in spring of 2020 the College was able to quickly adapt opportunities to deliver learning and engage students. Hands-on labs for career and technical trades were offered after outfitting learning spaces with shields and directional guides to maintain safe distancing in addition to campus safety protocols, including mask mandates, distancing, limited entry for students and employees, and no general public access. In addition, the combined ATS/SHed/Peer Mentor/Career Exploration Lane Support Hub was created, allowing students to drop in via Zoom for tutoring, technology help, peer mentoring, and career exploration support in one easy to access online space. The Support Hub also allows students to make referrals to the Mental Health Wellness Center. The Lane Support Hub has seen increased usage every term compared to the previous term. As the College transitions back to in-person learning, students enrolled in traditional and distance education classes and programs at LCC will continue to have access to the Support Hub. In spring of 2021, the Learning Council collaborated with the Faculty Council to begin development of an in-house Distance Education Policy and Procedure that will help maintain consistency in the quality and accessibility of online programming and ensure equitable access to online student support. Moving forward, the College can leverage partnerships with other colleges through the [Oregon Community College Distance Learning Association \(OCCDLA\)](#) to help ensure that innovations achieved during the pandemic remain sustainable. Through OCCDLA, LCC has access to software and enhancements to learning systems that improve the learning environment with tools like Zoom, Kaltura video tools, Ally accessibility tools, and Films on Demand streaming media.

Lane Community College Highlights

Accreditation
2021



Figure 1: Lane Community College Highlights 2014-2021

Update on Recommendation 4: Assessment

“Recommendation 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.A³)” (Year 7 Site Evaluation Committee Report, 2014).

In recent years, the College has made significant changes in staffing and resource allocation related to assessment of student learning, much of which was described in the [2021 Policies Regulations, and Financial Review](#). In September of 2020, the College consolidated the Office of Curriculum and Assessment (OCA) under Academic and Student Affairs (ASA) and appointed a Dean of Curriculum, Assessment, and Grants Development to supervise the Faculty Assessment Coordinator, the Faculty Assessment Liaison, and the Faculty Curriculum Coordinator. A Curriculum Specialist, an administrative coordinator, and a project coordinator also joined the OCA in 2020–2021. The concrete benefits of these staffing changes have included the creation and implementation of the [2020–2025 Institutional Assessment Plan](#), significantly increased integration of assessment in curricular work, and the expansion of the [assessment liaison program](#). During 2020–2022, the College estimates that eight full-time faculty will be working as division-level assessment facilitators, each of whom are expected to receive one-course equivalent reassignment per term for the academic year.

Academic Program Review (APR) and Faculty Professional Development (FPD) were also integrated more closely with the new OCA office by virtue of the Dean of Curriculum, Assessment, and Grants Development becoming the Provost’s appointee to those groups. The OCA has hosted weekly “Academic Integration” meetings to increase communication and collaboration across non-instructional and academic areas. Implementation of the [Watermark](#) software suite in fall 2021 will expand and systematize these efforts by providing an integrated solution for catalog, assessment, program review, accreditation, planning, and resource allocation.

Despite the necessary adaptations represented by the [2020–2025 Institutional Assessment Plan](#), significant progress has been made on the goals and activities outlined in the [2017–2022 Institutional Assessment Plan](#). One of these is the creation of program assessment plans and an annual report structure, which will help align departmental curricular work and resource requests from the divisions. Additionally, substantial professional development will be focused on faculty assessment facilitators who will support faculty in programs as they design and implement program assessment plans. Many faculty members within academic programs will also receive professional development as they are onboarded and begin

³These Recommendation were issued under the 2010 Standards. Assessment of Student Learning is addressed in [Standard 1.C](#) in the 2020 Standards.

assessing their courses and programs. Assessment has also been much more firmly rooted in the curricular review and proposal processes, ensuring that over time the vast majority of student learning outcomes at all levels (course, program, and institutional) will be updated within a continuous improvement cycle that is more closely integrated with Academic Program Review's new 6-year cycle. For additional information about Lane's assessment system, including updates on integration with Program Review, please see [Standard 1.C: Student Learning](#). For additional information about changes to Lane's program review cycle, please see the [Update on Recommendation 5](#) in the next section.

Update on Recommendation 5: Program Review

"Recommendation 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.A⁴)" (Year 7 Site Evaluation Committee Report, 2014).

Non-Instructional Program Review

Non-Instructional Program Review includes programs in Finance and Administration, Student Affairs, and "Hybrid" Programs that provide student support services as well as instruction (e.g. the Library). As shown in the Table 1, there are thirty-six non-instructional programs, twelve in Finance and Administration, eighteen in Student Affairs, and six Hybrid programs. Approximately 36% of these programs have undertaken and completed a program review in previous years. In the 2020–2021 academic year, there are thirteen programs in Year 1 of the cycle. There are another twelve programs that have never undertaken a review and are scheduled to begin their first cycle in the future, mostly in 2020–2022.

Table 1 shows that the vast majority are on track to complete program review milestones on time with three programs running slightly behind schedule. However, the program review coaches are confident the teams can complete the work given the flexibility of the non-academic program review process and reporting requirements.

⁴These Recommendation were issued under the 2010 Standards. Program Review is addressed in Standards [1.B](#), [1.C](#), and [1.D](#) of the 2020 Standards.

Program Type	Total Programs	Programs Previously Completed Cycle	Programs in Year 1	Programs Never Reviewed	Program Risk Status in Year 1		
					Low	Medium	High
Finance & Admin	12	8	2	3	1	1	0
Hybrid ⁵	6	0	0	6	N/A	N/A	N/A
Student Affairs	18	5	11	3	9	2	0
TOTALS⁶	36	13	13	12	10	3	0

Table 1: Non-instructional Program Review Progress

Several trends have emerged in reporting from program review participants, including

- Program review teams recognize that the program review process is a valuable opportunity to improve their program and justify their need for resources.
- Teams are beginning to understand how they can use other processes and documents to help them complete reviews (e.g. accreditation or grant reports, data and information).
- The CAS Standards requiring that programs review and revise their mission statements has helped teams create a shared vision and common understanding of their work together, which contributed to motivation and success.
- Although the time spent dealing with competing priorities (e.g. Target X, EAB planning and implementation) has been a big challenge, some teams also uncovered synergistic opportunities for improvement.
- Teams know they need to develop or update services to meet changing demographics and/or respond to other environmental factors.
- Teams' capacity around strategic planning is increasing.
- There is greater awareness of the need for programmatic assessment and assessment of student learning. Program review teams are beginning to see this need.

⁵"Hybrid" programs provide student support services and teach classes. These programs undertake a customized program review process that combines CAS Standards with other frameworks that include tools to assess student learning.

⁶Two programs have been suspended in the last 2 years (Center for Meeting and Learning, Titan Store) and one program has been decentralized and thus not required to undertake a review (Retail Services/ Mailroom/ Printing & Graphics).

- Individuals and teams have increased their ability to deliver services remotely using technology.

As increasing numbers of programs complete these reviews, information to help refine and improve the process is becoming available. One area for improvement that has been identified is programmatic assessment and assessment of student learning. In many cases, non-instructional units have not previously been involved in assessment of program effectiveness or assessment of student learning efforts. As a result, skill sets and competencies related to assessment are somewhat uneven. To mitigate these challenges, Assessment Liaisons and Program Review Coaches have begun providing training in groups and one-on-one sessions. Feedback from program review participants suggests that one of the main hurdles for teams is the amount of time required to complete the review process. During the past year, changes to the College's organizational structure and implementation of multiple new software systems have exacerbated these capacity issues in some units. Non-instructional Program Review Coaches, in collaboration with the Institutional Effectiveness Commission, are carrying out a review to identify recommendations for streamlining the review process for non-instructional programs.

Academic Program Review

The [Academic Program Review](#) process⁷ begins with a self-study and progresses through the development and implementation of an action plan for program improvement. During the 2020–2021 academic year, several changes designed to improve efficiency and alignment of the Academic Program Review (APR) process were implemented, including

- Begin transitioning APR from a five- to a six-year inquiry cycle to support alignment among different program types.
 - For Fields of Study/Transfer areas, the five-year cycle remains with the addition of a "year zero"⁸ that will afford programs time to identify an APR lead and committee members for the upcoming cycle.
 - For CTE programs, a six-year inquiry cycle with shorter reporting schedules related to curriculum and advisory committee input/workforce will be adopted. Reporting metrics are under development.
 - Development of policy language to address confidentiality, corrections/revisions to reports, and program delays.
 - Confidentiality language was added in fall 2020.

⁷APR webpages describe the inquiry process accurately but still reflect a five-year cycle. Development of new promotional and training materials aligned with the six-year inquiry cycle are being developed.

⁸This change to APR was approved with the understanding that curricular changes in fields of study/transfer areas are much less frequent than in the CTE.

- Language related to reporting and delays should be available by spring 2022.
- In an effort to increase transparency and accountability, systematization of reporting on the status of--and barriers to--the implementation of recommendations will be launched in fall of 2021 via Smartsheet. Integration of reporting for APR and Non-academic Program Review is also planned as part of the rollout of Watermark.

APR Cohort Status Update

Despite the campus closures and reorganization of faculty workloads resulting from the Covid-19 pandemic, most participants in the APR process have maintained timely progress. The primary impact of these related delays was felt by the 2019-2020 Year 1 cohort, which had been entering the peer review stage as the College abruptly shifted to online operations in March 2020. However, as of spring 2021, eight of the nine programs onboarded in 2019 are nearing completion of the Year 1 Self-Study. Of these eight APR teams, three have hosted their external peer reviews and are finalizing reports and preparing an implementation plan. The remaining five teams are scheduled for external peer review during summer or fall 2021. One team (PE) has postponed APR due to staffing limitations and a radical revision to their program as a result of remote instruction.

The start date for the 2020–2021 Year 1 Self-Study Cohort was also delayed, resulting in a January 2021 start date for the year 1 process and a fall 2021 target date for external peer review. All of the eight [programs on-boarded during 2020–2021](#) are progressing on time, on task and are expected to complete the self-study and implementation plan by January 2022.

Onboarding of the 2021–2022 cohort has already begun with seven out of eight faculty who are new to APR attending a (pre)Orientation in early May 2021. An additional four programs are scheduled to step into their second APR Cycle; faculty leads from these programs will meet with the APR Chair to begin planning for their second cycle during summer or fall 2021.

While unexpected retirements and the loss of part-time faculty leading program reviews as well as disruptions created by the Covid-19 pandemic delayed progress for some programs, Lane is set to have completed a full review of all of its academic programs in 2022–2023 when the remaining six programs that have not begun the APR cycle are slated for onboarding.

MISSION



Lane Community College Mission

Lane Community College's mission statement is an expression of commitment to provide a variety of quality educational options for all students in a manner that is responsive to the needs of the surrounding community. The mission

Lane is the community's college:
we provide comprehensive,
accessible, quality, learning-centered
educational opportunities that
promote student success.

statement was adopted in 2010 after an extensive community and college engagement process and has been reaffirmed by the Board of Education during the 2020–2021 academic year as part of the [2022–2027 strategic planning processes](#). Please see the [June 2021 draft of the 2022-2027 Strategic Plan](#) for additional information.

Lane Community College engages in a five-year planning process that centers around the Strategic Plan. Development of the [2016–2021 Strategic Plan](#) included creation of six Strategic Directions and Core Themes that provided context and operational direction for fulfillment of the College mission. Core Themes, Objectives, and related indicators were developed using an inclusive process led by the Institutional Effectiveness Commission (IEC) with an understanding that Core Theme indicators would ultimately provide a measurement of the effectiveness of Strategic Directions. Further, the effectiveness of Strategic Directions provided a measurement of overall mission fulfillment. The 2016–2021 Strategic Plan was approved by College Council and adopted by the Lane Community College Board of Education.

Lane embraced NWCCU's move in the 2020 Standards to discontinue the required use of Core Themes and developed Mission Fulfillment Indicators (MFIs) to replace Lane's Core Themes in 2019. The MFIs were developed through a collaboration of the IEC and Institutional Research to provide more meaningful, reliable, and rigorous indicators of institutional effectiveness and mission fulfillment. The MFIs are discussed in more detail under [Standard 1.D: Student Achievement](#).

In late 2020, the College began the transition to a new cycle of strategic planning with the development of the 2022–2027 Strategic Plan. Aided by an external consultant, the Board of Education reviewed and reaffirmed the Mission, Vision, and Values of the 2016–2021 Strategic Plan. A steering committee, made up of a diverse cross section of employees and two student representatives, has reviewed survey results from two stages of surveys distributed to all employees, all students, and a number of community members with a variety of affiliations with the College. Townhalls, focus groups, and personal interviews provided qualitative data to contextualize survey feedback. Emerging themes were identified from the collected data, which led to creation of five Strategic Goals:

1. LCC students complete their goals in a timely manner with equitable results.
2. Expand and diversify enrollment of non-traditional students.
3. LCC is an accessible and inclusive college for all students to reach their educational goals and achieve upward economic and social mobility in the community.
4. LCC continuously improves instructional programs and student services through transparent, inclusive, evidence-based decision-making.
5. Lane Community College is a responsible steward of financial and environmental resources.

Each goal will be fine-tuned and further developed by the steering committee, with the aid of the consultant and stakeholder feedback, to include strategies and measurable objectives. Once complete, the plan will be presented to the College Council for review and approval. Ultimately, the plan will be reviewed by the Board of Education for adoption.

IMPROVING INSTITUTIONAL EFFECTIVENESS



The Planning and Institutional Effectiveness Process

Lane's Planning and Institutional Effectiveness (PIE) Process provides continual assessment of student learning and achievement as well as support services; this process enables the College to refine effectiveness and assign resources. Lane's Planning and Institutional Effectiveness Process includes four process levels:

1. Strategic Directions (Vision)
2. Strategic Priorities (Strategy)
3. Review and Planning (Operation)
4. Reports, evaluations, analyses, and recommended actions (Assessment)

An overview and map of the process can be found on the [PIE pages of the Lane website](#).

[Strategic Directions](#) and a Strategic Plan are established every five years to identify priority actions needed to support student learning and success, as measured by verifiable institutional indicators. [Strategic Priorities](#) are established biennially to identify priority areas of focus based upon assessment of progress toward Strategic Directions, objectives and outcomes, and internal and external environmental scanning. Program Review and Department Planning support Strategic Directions and priorities by operationalizing priorities and improvements at the program and service level. The College is currently transitioning from the [2016–2021 Strategic Plan](#) to development of the [2022–2027 Strategic Plan](#). The Strategic Plan Steering Committee is composed of College stakeholders, including faculty, classified staff, students, and administrators.



Figure 2: Strategic Planning and Resource Allocation Cycle

[Mission Fulfillment Indicators](#) (MFIs) use metrics that align with the College mission in order to evaluate mission fulfillment and student success, as measured by markers of student achievement. Lane regularly reviews pertinent data to evaluate mission fulfillment against a benchmark of 70% of indicators at or above established thresholds. Each year, the [Institutional Effectiveness Commission](#) creates the [Mission Fulfillment and Institutional Effectiveness Report](#) to make information about Lane's self-assessment of mission fulfillment transparent to the campus and community. In addition, [MFI scorecards](#) were produced in

January 2021 to provide a snapshot assessment of each MFI that scores the indicator as Initial, Emerging, Developed, or Highly Developed⁹. The most recent ratings were created in January 2021, at which point 6 of 18 MFIs are rated as Developed, 7 of 18 MFIs are rated as Emerging, and 3 of 18 MFIs are rated as Initial. One MFI is still pending data to enable ranking, one MFI cannot be ranked according to this system, and one MFI has not yet completed the rating review process. Please see [Section 1.D: Student Achievement](#) for further discussion of Mission Fulfillment Indicators.

The Operational portion of the PIE process focuses on institutional review, which integrates [Institutional Program Review](#) with Department Plans and institutional (Strategic) Plans.

[Academic Program Review \(APR\)](#) addresses the “Core Purpose” of an academic program through data analysis, including: persistence and retention data, evidence of student learning, and a report by an external reviewer. As part of the inquiry process, each program/field of study receives disaggregated data for at least the past three years for students who have declared degrees or fields of study within the program and students enrolled in courses (or a core set of courses) in the program. As the College continues to expand use of the [Tableau](#) software, access to and understanding of disaggregated data is expected to increase. The APR process is focused on the continuous improvement of teaching and learning at Lane. Additional information about Academic Program Review can be found in the [Preface](#).

Non-Instructional Program Review is a four-year process that addresses working components in a similar manner as the APR process, as described in the guides for [Finance and Administrative](#) and [Student Affairs](#) program reviews. The goal of these review processes is continuous improvement in services and operations. Additional information about Non-Instructional Program Review can also be found in the [Preface](#).

Department Planning provides an opportunity for division managers, faculty, and staff to reflect on performance relative to program review goals and college-wide strategic goals and objectives. The annual department planning process includes: identification of meaningful trends/data points, a report on progress toward department goals, establishment of goals for the coming year(s), and project and resource planning. Program review reports inform department planning by providing formal assessments of program performance, plans for implementing improvements, and recommendations informed by external peer reviewers for allocation of resources to close student achievement gaps and/or address inefficiencies.

Resource allocation is driven by financial forecasts, budgetary projections, and strategic allocation of available resources in alignment with the College’s [Budget Development Process](#). A list of Budget Allocations for 2022 from Strategic Planning, Program Review, and

⁹This rating system was designed to align with NWCCU Standard One rubric language.

Department Planning can be seen on page 8 of the [March 2021 Budget Update](#). The budget development process is outlined in the college's annual [Budget Document](#). The Board of Education maintains a rolling five-year Long-Range Financial Plan; please see the [2017–2022 Long Range Financial Plan Report](#) for additional information about the College's budget process and current financial plan. The Lane Board of Education receives quarterly financial reports of operations as part of the compliance reporting.

Internal and External Monitoring

Lane Community College undertakes routine evaluation of its internal and external environments to inform continuous improvement. Internal Monitoring efforts include: Campus Climate Surveys, Inclusive [Strategic Planning Processes](#), and Program Review Processes particularly the [Year One Self-Study](#). Lane's most recent campus climate survey was a [2017 Employee Experience Survey](#). The Diversity Council and Vice President of Equity and Inclusion have developed an RFP to identify a firm to carry out a follow-up campus climate survey. For additional information about climate surveys, please see [Standard 1.D: Student Achievement](#). Additional information about the development of the 2022–2027 Strategic Plan can be found in [Standard 1.A: Mission Fulfillment](#). Additional information about program review can be found in the [Preface](#) as well as [Lane's 2021 Policies Regulations, and Finance Review in Appendix C](#).

External Monitoring efforts include external surveys conducted as part of the Strategic Planning Process, opportunities for industry input via Program Advisory Boards/Committees, and Industry Sector "coffee time" sponsored by Lane Community College Foundation. The College also partners with firms to carry out evaluations relevant to planning and improvement efforts, including a recent [Program Demand Gap Analysis](#) and a report on [The Economic Value of Lane Community College](#), both carried out by the firm Emsi. Finally, the program review process includes an [external peer review process](#) that requires input from external stakeholder groups and subject area experts from peer institutions be considered in developing recommendation for program development.

Governance

The [governance system](#) is charged with planning and policy development for the College and is made up of seven councils. Six councils have responsibility for specific College functions. The College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities. The governance system recognizes specific stakeholder groups and administration members by giving them specific representational roles and by basing their participation on appointment by a stakeholder group or by the College president.

Improving shared governance and creating more inclusive decision making is an ongoing priority for the College. Since 2018, Lane has engaged campus stakeholders in a multi-year review of the effectiveness of the governance system; the governance review sought to

1. identify strengths and weaknesses of the current governance system,
2. analyze feedback from various stakeholder groups,
3. determine best practices for governance, and
4. produce recommendations for improvement to the governance system.

This review was initially led by a task force and was subsequently taken up by the Governance Subcommittee of College Council. College Council provided majority and minority recommendations, which were subsequently discussed at a collegewide forum on May 23, 2019. After consideration of the information, recommendations, evidence, and dialogue, [preliminary recommendations](#) were submitted for the Lane Board of Education to review in June 2019. [Strategies for Implementation of the Governance Recommendations](#) have been developed by the Governance Implementation Team, who provides routine progress updates to the President and College Council. A work plan to implement the 11 recommendations was developed during 2020–2021; implementation of the recommendations is scheduled to begin fall 2021.

STUDENT LEARNING

CENTER FOR THE PERFORMING ARTS



Admission Requirements

Lane Community College provides access to admission for prospective students 18 years and older and students under 18 who have a high school diploma. Students under 18 who have not graduated high school follow the [under 18 guidelines](#) for admissions. Students begin matriculation by completing an [online application](#). In cases where the online form is not accessible, students have access to a downloadable version, or they can complete an in-person paper [application](#). Admission requirements are published on Lane's website and in the [annual course catalog](#). Lane also publishes an online [viewbook](#) where students can learn more about the programs and degrees offered by the College.

As part of the application process, students are guided through the [Steps to Enroll](#) which provide information about how to navigate placement, orientation, advising, and registration. Some programs have special admission requirements based on program accreditation or federal laws that may require students to provide additional information. For example, [Lane's International Program](#) admits students in accordance with federally mandated requirements for international students.

Student Path from Application to Second Term

Fall 2020

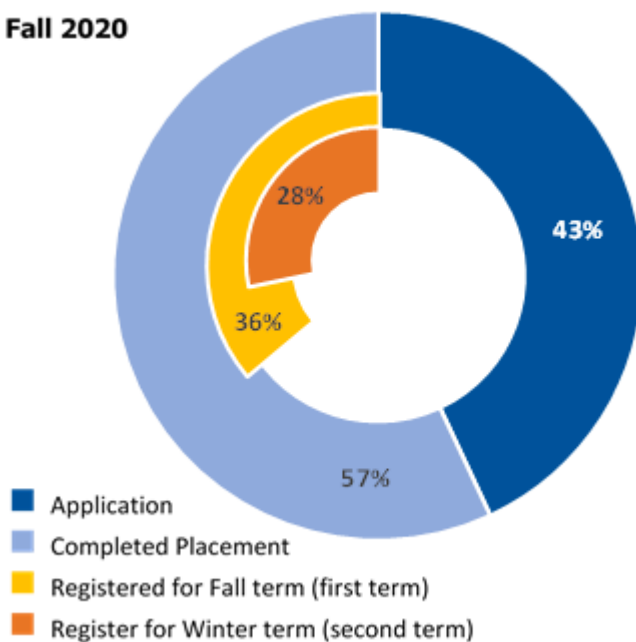


Figure 3: Student Progress from Application to Second Term

Staff have examined historical data to identify several points where students appear to stop moving through the enrollment process. One issue is that Lane has multiple entry points into the College, resulting in different applications processes for students seeking college credit, [Adult Basic and Secondary Education \(ABSE\)](#) program students, international students, and students in Lane's high school dual enrollment program called College Now. A critical goal moving forward is to streamline the enrollment process by bringing students through one application that will branch into cohort specific checklists or make additional required information requests for specific populations. A [March 29, 2021, Enrollment Audit](#) performed by EAB provided specific recommendations for improvements to systems and processes to increase efficiency and improve the student experience.

The College has invested in Target X, which will be implemented across the College beginning in summer 2021 in order to implement some of these recommendations. Target X will support both a new Customer Relationship Management (CRM) platform and admissions application and will be designed to accommodate and manage multiple student populations and address their specific admission needs. During implementation of Target X, the current Steps to Enroll will be redesigned, with the intent to create an easier and more seamless path into the College. Placement and orientation will be integrated into the enrollment process as will requests for any documents or special admission requirements that may be a part of a student's onboarding experience. These improvements to Lane's admissions systems and processes are intended to create an equitable experience for students.

Program Content, Rigor, and Transferability

Lane Community College offers transfer programming and career technical certificates and degrees comparable in content and rigor to that offered by other community colleges and public universities in the region. All of Lane's CTE programs adhere to the Oregon Higher Education Coordinating Commission (HECC) [CTE Program Approval Standards](#), and a number of Lane's programs are [externally accredited](#). Programs to which the [Oregon Bureau of Labor and Industries](#) guidelines apply adhere to those requirements as well. In 2021, a college-wide [Course Leveling Definition](#) was developed by the Office of Curriculum and Assessment (OCA), endorsed by the Curriculum Committee, and approved by the Provost. The Leveling Definition will guide development of future programs to ensure consistency and rigor and will be included in the curriculum review guide. The OCA convenes a "new degree workgroup" made up of faculty, administrators, curriculum specialists, advisors, and degree evaluators that is engaged in the creation of a curricular mechanism for subject-specific degrees. The workgroup is piloting the process with AS degrees in Engineering, Music, Political Science, and Communications.

The College is also implementing elements of the [Oregon Transfer Compass](#), which is designed to help two-year college students navigate Oregon's in-state transfer process. The Compass includes the [Core Transfer Maps](#) and Major Transfer Maps. The Core Transfer Maps are broad descriptions of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit these categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university. A Major Transfer Map is a course plan for a major that, when completed, will allow students to transfer credits from any Oregon community college to any Oregon public university and count all of those credits toward a bachelor's degree in a specific major. Currently Major Transfer Maps have been developed by discipline-specific, statewide committees for English Literature, Biology, and Education majors. Major Transfer Maps and Core Transfer Maps must be approved by the community college board before they are available to students at each institution. The Lane Community College Board

has approved the Core Transfer Maps, which are published in the [Lane Community College Catalog](#) and are available for student use. The Major Transfer Maps and resulting Associate Transfer degrees in Biology, Education, and English Literature were approved by the Lane Board of Education in March 2021 and will be available for the first time in the 2022–2023 Catalog. The “new degree workgroup” convened by the OCA is also charged with the systems-based implementation of the Oregon Major Transfer Maps (MTMs) and the Applied Baccalaureate degree at Lane.

Learning Outcomes

[Institutional learning outcomes](#) are documented in the Lane Community College Catalog and on the [assessment webpage](#).

Credit Courses and Programs

All of Lane’s credit-bearing awards have developed Program learning outcomes (PLOs), including associate degrees and certificates of completion. PLOs are clearly identified with a large heading on each program page in the academic catalog, which also includes the summative learning expected for each award. Learning outcomes for credit-bearing courses are housed within the Banner Student Information System, which feeds into course sections listed on the [class schedule](#). These same course learning outcomes are included in the description of each individual course in the academic catalog. Each academic department is responsible for maintaining current course outlines, and every instructor is expected to include course learning outcomes on their syllabi, which should be posted in the learning management system and/or distributed to students during the first week of class. As part of a broader effort to increase efficiency and consistency, the College is investing in a syllabus and curriculum management system. A vendor was approved by the Board of Education in April 2021, and the College plans to shift to use of the [Watermark](#) system for syllabus and curriculum management during fall 2021. The College also plans to use Watermark for tracking learning outcomes assessment as well as institution-wide program review.

Non-Credit Courses and Programs

For non-credit training certificates (NCTCs), a minimum of one learning outcome is required for state approval. These certificates can consist of one course or multiple courses, and must be between 18 and 210 hours of instruction. Lane has two NCTCs: Phlebotomy and Environmental Services Aide. Non-credit courses that are independent of a training certificate are required by the state to have at least one learning outcome; learning outcomes are included on syllabi provided to students on the first day of class.

The state Office of Community Colleges and Workforce Development (CCWD), which is part of the Higher Education Coordinating Commission (HECC), has requested that all FTE reimbursable non-credit courses be entered into their curriculum approval system by July 2021. This is to facilitate future validation of curriculum information with the state’s Data for

Analysis (D4A) system, used for mandatory state and federal accountability reporting. As part of this project, Lane has determined there are issues with how non-credit courses are titled, numbered, and entered into its own systems. This is currently under review, with the goal of shoring up internal data prior to entering non-credit courses into the state's system. The Office of Curriculum and Assessment undertook an exploration and analysis of non-credit issues in spring 2021, with the objective of helping to understand the current processes, determine goals related to development of structures and workflows for non-credit course approvals, and ensure integrity of data in Lane systems.

Lane will improve non-credit course structures and processes by moving to a "One College" approach. The transition to One College will integrate non-credit courses with other academic offerings by providing stackable curricula that creates noncredit onramps to credit programs. The following actions are planned as part of the integration process:

- develop non-credit course curriculum workflows, structures, and approval process,
- determine conventions for non-credit course numbering and naming,
- establish annual non-credit course review and update cycles, and
- update Banner to ensure current non-credit course information is included.

Graduation Requirements

Each [degree and program](#) is listed with corresponding requirements including grades, GPA, and required courses for completion in the annual Lane Community College Catalog and can be accessed online and in hard copy. Students use Ellucian's Degree Works (myGradPlan) to chart degree requirements and program progress. Degree Works is scribed annually to reflect any changes in the catalog for the upcoming academic year. [Graduation requirements](#) are also listed in the catalog and guidance on when to apply for an award can be found on the [Enrollment Services pages](#) of the Lane Website. Students who wish to [appeal graduation requirements](#) can appeal to the [Academic Requirements Review Committee](#) (ARRC) to waive or alter graduation requirements. The committee includes faculty, classified, and managers and reviews exceptions for students to determine if they meet the breadth and depth of the requirements and who may be outside the catalog of requirements, but appropriately meet the spirit of the degree or certificate.

Lane's general [graduation criteria](#) can be found in the College Online Policy and Procedure System (COPPS). The College is conducting a formal review of this procedure in accordance with state and accreditation requirements. The new policy and corresponding procedures will be formally presented through governance councils with a targeted adoption by the end of fall term 2021 for implementation in 2022-2023.

Curriculum Proposal and Review Processes

The [Curriculum Committee](#) is made up of representatives from across campus. It is chaired by a faculty member and assisted administratively by the Office of Curriculum and Assessment

(OCA), whose faculty and staff representatives serve as non-voting members. The Provost and the Dean of Curriculum, Assessment, and Grants Development both serve as non-voting members as well. Over half of the committee's members are faculty members appointed by the Faculty Council. The central function of the Curriculum Committee is to provide a recommendation on whether to move curricular proposals forward for approval by the relevant Associate Vice President and ultimately the Provost. As part of the OCA's general education review, the Curriculum Committee will also be responsible for developing leveling definitions and revising the College's internal course attribute and/or distributions for the [AAOT block degree](#) to ensure transferability. The committee utilizes a set of standard curricular forms for all changes and detailed checklists in order to ensure that approved changes are documented and disseminated to stakeholders and the broader campus community.

Individual courses are approved through a detailed process that begins with a representative from the proposing department completing the [Curriculum Proposal Form](#). The proposals outline the rationale for a course; its transferability (if applicable); programs to which the course will be added (if applicable) as prerequisites; and various other course attributes, including equity, fiscal, and student impacts. Before submission to the OCA, the proposals are reviewed and approved by the relevant area dean. The proposals are then reviewed by the OCA under the direction of the Dean of Curriculum, Assessment, and Grants Development. After review by the OCA, proposals are sent on to the Curriculum Committee, which recommends whether to request additional revisions before advancing proposals to the Associate Vice President and Provost, who has the authority to approve or deny them.

To ensure ongoing improvement and currency within award-granting programs, the OCA coordinates [annual curriculum reviews](#), which include check-ins for each CTE program. Each department is responsible for reviewing course descriptions and learning outcomes and reporting changes to the OCA in accordance with catalog deadlines. The Assessment Coordinator and Faculty Assessment Liaisons provide support for faculty who are working to align and update learning outcomes as part of the curriculum review process.

Curriculum check-ins with CTE programs include the department dean, administrative support personnel, division faculty coordinators, OCA staff and faculty, and representatives from academic advising, degree evaluation, registrar/enrollment services, High School Connections, Cooperative Education, and Career Pathways. Program check-ins cover updates to the program for the next academic catalog and provide space for discussions about industry updates coming out of [advisory committees](#) (link goes to a .pdf of the membership list for all advisory committees) and for stakeholders to offer suggestions or ask questions about the programs. The coordinators for Assessment and Curriculum have identified a need to develop a similar check-in structure for Fields of Study to ensure alignment with transfer institutions and provide ongoing support for faculty in these areas. Beginning in 2021–2022, the OCA will integrate similar check-ins with these areas into their annual work schedule.

Program Proposal and Review Processes

Most [proposals for new award-granting programs](#) follow the same process of development, review, and approval outlined in the Curriculum Approval Process. Proposal forms are aligned with state guidelines and requirements for degrees and certificates as well as NWCCU Standards and require input from internal and external stakeholder groups.

Established programs engage in a faculty-led Academic Program Review process in collaboration with administration and stakeholders. [Board Policy BP 035](#) provides board level support and structure for the Academic Program Review (APR) process. The policy ensures that the review process enhances program effectiveness, is outcome-based and data-driven, and is implemented by the program itself (faculty-led). APR is a key part of Lane's program quality assurance and continuous improvement efforts. The six-year improvement cycle includes a self-study and external peer review that precedes development, implementation, and refinement of an action plan based on goals and improvements identified from the self-study and program review questions. CTE programs will have a shorter, operationally-focused check-in cycle built into the six-year inquiry cycle beginning in 2021–2022. Annual program check-ins with CTE programs will provide additional support for engaging in program review and ensure programs are able to respond quickly to employer demands and industry needs throughout the program review cycle. The APR process, outlined on the [Academic Program Review](#) pages of the Lane website¹⁰, is a mechanism used to inform planning and resource allocation. For more information on Academic Program Review, please see the [Update on Recommendation 5](#) in the Preface as well as [Lane's 2021 Policies Regulations and Financial Review](#) in Appendix C.

Lane's Assessment System

Faculty are responsible for student learning outcomes assessment at the course and program level in order to evaluate the quality and effectiveness of programs. As such, Lane's system for assessment of student learning engages faculty in all aspects of the assessment cycle.

Program faculty establish and refine learning goals, provide learning opportunities, collect evidence of student learning, and use the collaborative analysis of the evidence collected to monitor and improve overall student learning. [Lane's Assessment website](#) provides basic information about learning outcomes assessment and tools for faculty.

¹⁰APR webpages describe the inquiry process accurately but still reflect a five-year cycle. Development of new promotional and training materials aligned with the six-year inquiry cycle are being developed.

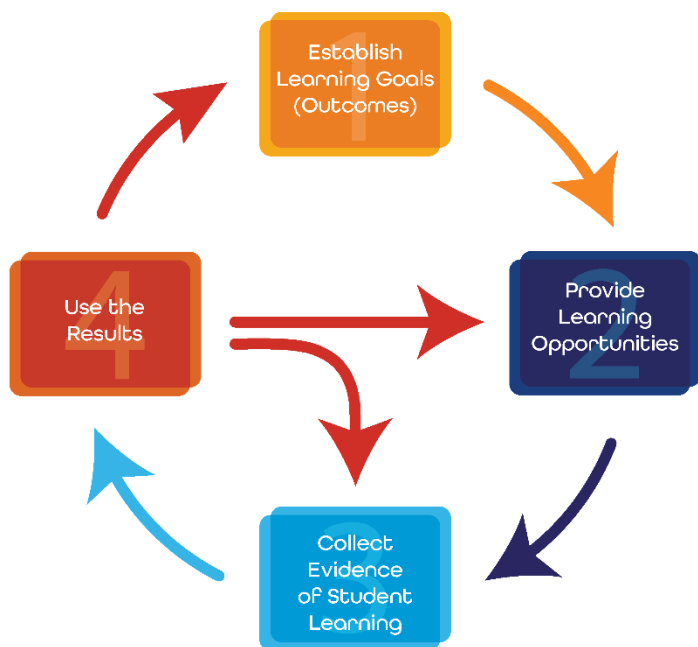


Figure 4: The Assessment Cycle

Lane's system of assessment is organized around programs and program learning outcomes (PLOs). Individual courses and program or field of study elements are aligned with program learning outcomes and/or [Institutional Learning Outcomes \(ILOs\)](#), which were previously referred to as Core Learning Outcomes (CLOs)¹¹. To document this alignment, faculty within individual academic programs map individual courses to demonstrate how each course in a program contributes to attainment of program and institutional learning outcomes, how each individual course learning outcome

is assessed, and how course learning outcomes contribute to PLO/ILO attainment. To begin the mapping process, program faculty review and revise their PLOs to ensure they reflect currency in the field, use measurable/observable language, and provide appropriate rigor, depth of engagement, and attainability. In order to help faculty identify areas for improvement, the Office of Curriculum and Assessment provides a [Program Outcomes Rubric](#) and support from assessment liaisons. All updated PLOs appear in the current [Lane Community College Catalog](#) (link goes to example program page). Course outcomes curriculum mapping will take place throughout the first rotation of each individual program assessment plan. Assessment Plans are living documents, updated at least annually by program faculty; the OCA maintains an archive of program assessment plans on an internal Google website. Beginning in fall 2021, all program assessment plans will be migrated to Watermark for consistency in reporting and ease of access. The [Commercial Cooking Program Assessment Plan](#) and the [Early Childhood Education Program Assessment Plan](#) provide examples of program level assessment planning at Lane.

Annual assessment reporting informs curriculum updates, Academic Program Review (APR), and biennial budgeting. Starting in July 2021, assessment results and reports will be collected

¹¹In an effort to align with common language used by NWCCU and others, Lane is in the process of transitioning to describing the College's highest-level learning outcomes as Institutional Learning Outcomes (ILOs). Previously, these outcomes were referred to as Core Learning Outcomes (CLOs). Publications and websites will be updated to reflect this change by the start of fall 2021. References to Core Learning Outcomes or CLOs will remain in archived materials.

and tracked using Watermark's Assessment and Accreditation Planning tools. All areas of the College will enter data into Watermark, allowing for department- and division-level tracking of results and requests in addition to institutional tracking and resource allocation. Further integration is planned for the 2022–2023 academic year when the College plans to implement Watermarks' SmartCatalog. SmartCatalog provides deep integration and system-wide tracking not enabled by the College's previous software systems. Putting all of this together in one system will enable the Office of Curriculum and Assessment and the Office of Planning and Institutional Effectiveness to ensure that resource requests are linked to assessment data, where appropriate.

[Program assessment plans](#) include an annual review of program learning outcomes, the creation of more specific course-level outcomes maps, a schedule for examining programmatic and institutional learning outcomes through the lens of program core courses, and a description of the program faculty's process to collaboratively analyze collected evidence and close the assessment loop. The assessment planning system is easily scaled to the diverse array of award types (short-term certificates, 1- and 2-year certificates, Career Pathways Certificates, Associate's degrees, etc.). Faculty can choose to engage in up to a five-year rotation to assess all core courses in their program, depending on factors such as faculty availability, credit load, and overall number of component courses.

A thirty-six-month plan was embarked upon in fall 2020 to onboard all award-granting programs (programs that culminate in a certificate or other non-degree credential), FOS and SD areas by spring 2023. A number of CTE programs have already completed their assessment plans, and all degree-awarding programs are on track to submit completed plans by the end of June 2021. Fields of Study (FOS) and Skills Development areas (SD)--including Adult Basic and Secondary Education (ABSE) and English as a Second Language (ESL)--will engage in assessment planning beginning fall 2021. See Table 2: Thirty-Six Month Assessment Implementation for additional information. Additional details about the implementation of Lane's Assessment system can be found in the [2020–2025 Institutional Assessment Plan](#).

Year	CTE (award granting programs)	FOS/SD (non-award academic units)
2020–2021	Review and revise PLOs Complete program outcomes curriculum maps Complete assessment plans Complete course curriculum maps for courses in plan year 1	Identify faculty assessment facilitators
2021–2022	Complete course curriculum maps for courses in plan year 2 New CTE programs and programs that did not participate in 2020-2021 complete program maps, assessment plans, and course maps Implement year 1 of plan rotation Submit first annual assessment report to OCA on or before October 7, 2022 CTE areas with active assessment plans incorporate assessment report recommendations into annual planning	Review/revise or create DLOs (discipline-specific learning outcomes) Complete assessment plans with Moodle modules and support from assigned liaison Complete course curriculum maps for courses in plan year 1
2022–2023	Complete course maps for courses in plan year 3 Submit second annual assessment report to OCA on or before October 6, 2023 All departments with active assessment plans incorporate assessment report recommendations into annual planning	FOS/SD that engaged in plan development in 2021–2022 implement year 1 of plan rotation; collect and analyze evidence Complete course maps for courses in plan year 2 Submit first annual assessment report to OCA on or before October 6, 2023 Departments with active assessment plans incorporate recommendations into annual planning Any FOS/SD that did not participate in 2021–2022 complete PLO development, assessment plans, and course maps for courses in plan year 1

Table 2: Thirty-Six Month Assessment Implementation

In previous assessment efforts, faculty mapped their courses to CLO/ILOs. Faculty acknowledged and documented where they explicitly taught aspects of the CLO/ILOs and identified examples of assessing CLO/ILO attainment in their courses. However, the College did not have a consistent and quantifiable way to systematically document that this alignment and assessment was occurring. In order to capture the assessment of ILOs and encourage

faculty communication and collaboration, the Office of Curriculum and Assessment drafted a set of standard [ILO Rubrics](#) meant to yield a holistic picture of how well these outcomes are being met across the institution. These rubrics are meant to heighten faculty awareness and appreciation of ILOs, encourage faculty to think more deliberately about how they deliver ILOs in their courses and programs, and supply the Office of Curriculum and Assessment with data that will be analyzed and used to inform the development of broader College initiatives to improve student achievement.

As part of the implementation of program assessment plans, faculty will select 1-2 ILOs to focus on as a program. The faculty assigned to the courses assessed in a given year will choose one summative assessment measure against which they will apply the appropriate ILO rubric. This rubric is not expected to replace the feedback and evaluative tools faculty already use; they will simply tally how many students in the class achieved the ILO at each given level, or band, of the rubric. The four bands of the rubric (Initial, Emerging, Developed, and Highly Developed) are characterized by three unique strands of defining criteria for each ILO. The language was inspired by the [Valid Assessment of Learning in Undergraduate Education \(VALUE\)](#) rubrics created by the Association of American Colleges and Universities (AAC&U) and by work that Lane faculty have done over the past decade to define and apply the ILOs across academic units.

Evaluation of Transfer Credit and Prior Learning

Lane Community College has established criteria and standards that allow students to utilize earned credit from other accredited colleges that are described on [the Enrollment Services pages](#) of the Lane Community College Website and in the Lane Community College Catalog. Lane degree evaluators review transcripts and consult with deans and faculty members to assess and apply transfer credit. Lane's [transfer tool](#) is kept up-to-date and is accessible for students to consult for planning purposes; the information in the transfer tool reflects the expertise and knowledge of the academic advisors, degree evaluators, and faculty who determine eligibility of transfer credit. In cases where General Education course descriptions match Lane's descriptions at 75% or more, the degree evaluators can determine transferability of a specific course. Faculty determine transferability of courses that are less clearly aligned or courses that Lane does not offer. Faculty are the first reviewer of all Career Technical courses to determine transferability.

Transcripts are reviewed for transfer only when received as official and in accordance with the American Association of Collegiate Registrars and Admissions Officers' guidelines. Evaluation of credit occurs within the first two terms of a degree-seeking student's attendance at Lane. To qualify for transfer credit, the following criteria must be met:

- Coursework must be completed at a regionally accredited¹² institution.
- Grades of "D" or better are required for transfer coursework to be considered.
- Pass/No Pass grades are only transferable when the issuing institution defines the Pass grade as "C-" or better.
- Upper-division coursework (usually 300-400 level) will be evaluated on an individual basis and may require the instructional department's review.
- The college or university must have been regionally accredited or be a candidate for accreditation when the course work was taken.

Lane also evaluates its list of [College-Level Examination Program, Advanced Placement and International Baccalaureate](#) annually in collaboration with department faculty to determine if any changes need to be reported to the Oregon Higher Education Coordinating Commission (HECC). Lane evaluates non-US transcripts when accompanied by an evaluation from an approved service through an agency approved by National Association of Credential Evaluation Services (NACES). A course-by-course evaluation from the service is required. Military Service Credit is evaluated based on American Council on Education recommendations.

Lane Community College recognizes the validity of granting [credit for prior learning](#), provided the practices for granting credit through [Credit by Assessment](#) (CBA) and [Credit by Exam](#) (CBE) are carefully monitored and documented by Lane faculty. Students may receive credit for prior experiential learning through CBA and CBE when a prior institution is not regionally accredited. A maximum of 25% of program requirements can be satisfied with CBA/CBE. When credit is granted, it is only for documented prior learning that falls within Lane's regular course offerings, as described in the current Lane Community College Catalog. Miscellaneous credit for experiential learning is not awarded. When credit is granted, it is only for documented learning which ties the prior experience to the theories and data of the relevant academic fields. Credit for prior learning may be granted for college level transfer courses and courses required in career technical programs, excluding 199 (special topics) courses and 280 (cooperative education) courses. Credit is granted only upon the recommendation of teaching faculty who are appropriately qualified and who are on a continual, regular appointment with the College. Any division that uses documentation and interviews (CBA) in lieu of examinations must retain the documentation and interview notes in the division office to provide academic assurances of equivalence to credit earned by traditional means. Records may be archived after the student's degree/certificate completion or after five years, whichever comes first.

¹²The new Credit for Prior Learning Policy removes the term "regionally-accredited" and replaces it with a list of specific accrediting agencies that will be accepted. The complete list of accepted accrediting agencies can be found on the [Council for Higher Education Accreditation \(CHEA\) website](#).

Lane recently reviewed its [Credit for Prior Learning](#) policy which has been approved through the appropriate governance process and published in COPPS. The next step will be for Lane to continue its review of CBA, CBE, and Transfer of Credit procedures in accordance with the new Credit for Prior Learning policy.

STUDENT ACHIEVEMENT



Recruitment

Recruitment of new students begins with building and maintaining relationships with area high school and community partners. The College's recruitment efforts prioritize the Lane County service district but extend across the state of Oregon and out-of-state as well. Lane participates in and coordinates multiple events throughout the year with its high school and community partners, including FAFSA nights, college nights, career fairs, and high school visits. These events are structured to inform prospective students and parents about academic program offerings, the admissions process, financial/scholarship information, and general information needed for new student onboarding. Prospective students and families are invited to connect with the College community through campus tours, Lane Preview Days, and online information sessions designed to support students in their college decision process.

To track recruitment of students, the admissions and recruitment department utilizes a Customer Relationship Management (CRM) software which tracks prospective students from inquiry to application and admission. Prospects can contact Lane with a Request for Information (RFI), and active recruitment efforts also help identify prospective students; these prospects receive targeted email communications about the College with actions to request info, visit, and apply.

The current CRM, Keap, was implemented in April 2017. Keap tracks inquiries from RFI's, event registrations, and attendance. However, Keap has several limitations. While Keap tracks a student's progress through application submission, it does not link to the next steps required for a student to ultimately enroll or register for classes. Additionally, Keap does not provide a comprehensive data source that would allow the College to thoroughly understand the student populations coming to and interested in Lane. It also does not integrate with Lane's new student application or to the Banner SIS. To address these limitations in order to improve the new student experience, Lane purchased the TargetX Salesforce platform CRM and application software in 2021. TargetX will follow the entire new student lifecycle and guide students from inquiry through the Steps to Enroll to registration. The first phase of implementation will begin in July 2021 with full implementation targeted for October 2021.

Orientation and Advising

Lane has eight [Career Communities](#) through which students can explore multiple degree and program offerings. Each Career Community guides a student through the degree and program requirements and offers options for transfer within an area of interest.



Figure 5: Lane's Career Communities

As part of the student onboarding process, students walk through [Steps to Enroll](#). Each step guides their experience of admission from completing placement processes for writing and math to registering for the appropriate classes based on their chosen program of study. Students also complete [orientation](#) as part of the process for enrolling in the first term of classes. Lane's orientation process is currently under review and will be redesigned with an emphasis on providing flexibility for students, including ensuring that students have both online and in person options.

In order to ensure that students understand the requirements related to their programs of study, students are provided first term [advising guides](#) which outline recommended courses for their first term at Lane. Students and advisors also use the Ellucian product Degree Works to list degree and program requirements and track individual progress in a program or transfer degree. This product is updated annually with the academic catalog cycle and is accessible to all students admitted to Lane. All students have access to an [academic advisor](#) and are encouraged to meet with an advisor to get assistance building a term-by-term course planner using Degree Works.

Student Achievement Indicators

Student achievement is evaluated using metrics that align with the College mission in order to evaluate mission fulfillment and student success. In alignment with best practices, Lane employs a mix of leading and lagging indicators to identify equity gaps or systemic failures. Leading indicators of student success are essential to implementation of just-in-time strategies that support course success and retention. Lagging indicators of student success

help the College understand and celebrate students' goal achievement. Both are essential to understanding the holistic experience throughout the student lifecycle at Lane.

Mission Fulfillment Indicators (MFIs): In 2019, Lane elected to transition away from Core Themes toward indicators that are more meaningful, reliable, and rigorous; the development process was undertaken with an emphasis on transparency and increased stakeholder engagement. The [Institutional Effectiveness Commission](#) (IEC), in collaboration with [Institutional Research](#) (IR), developed [Mission Fulfillment Indicators](#) (MFIs) that are thematically aligned with the College's mission. Using the Core Theme Indicators as a starting place, substantial changes were made to ensure methodologies and data sources are better aligned with the indicator language and are available for analysis. Revisions focused on improving student outcomes by providing meaningful data that is accessible for campus wide use to inform decisions about the best approach to closing student achievement gaps. During summer 2020, an IEC subcommittee collaborated with the IEC and IR to finalize the methodology, data point(s), and factors to disaggregate; establish goals to evaluate success of each institutional indicator; and develop a proposal for peer-to-peer comparisons. When possible, MFIs provide regional comparisons; for MFIs that do not currently have regional comparisons, research is being undertaken to see if such comparisons will be possible in the future. Where applicable, Lane utilized Voluntary Framework of Accountability 2017 cohort data for peer comparisons, such as in Figure 6.

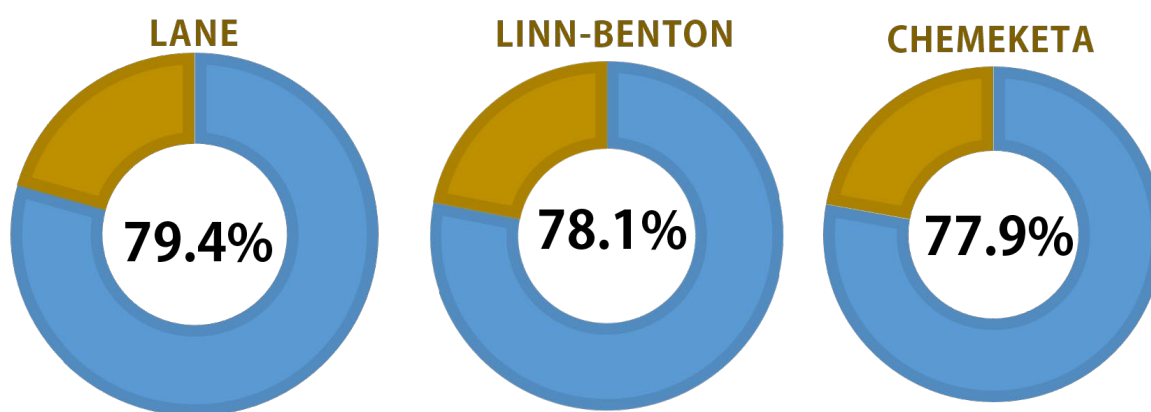


Figure 6: First time in College Success Rates, VFA 2017 Cohort

Mission Fulfillment Indicator Scorecards¹³: [MFI Scorecards](#) were created to improve data transparency and inform Lane employees, key stakeholders, and the community. These two-page snapshots consist of an overview with definitions of key terms, discussion and investigation into the data, peer comparison where applicable and available, and lessons learned and next steps. The MFI Scorecards will be updated annually.

¹³A complete set of the 2021 MFI scorecards in .pdf format is archived in the [Standard 1.D: Student Achievement Exhibits](#) folder on Box.com.

Key MFI Components for Disaggregation and Identifying Achievement Gaps: While all student data is disaggregated across a number of factors, several MFIs are designed with a specific focus on identifying achievement gaps. For example, MFI 4 compares the demographics of Lane Community College to the demographics of Lane County to provide a measurement of Lane’s effectiveness in recruiting and supporting all groups that compose the Lane County community. It is essential that Lane’s demographics reflect the community to ensure Lane meets its mission of serving as “the community’s college.” Additionally, MFI 4 aligns with the College’s Diversity Core Value, which calls on Lane to: “welcome, value, and promote diversity among staff, students, and the community; cultivate a respectful, inclusive, and accessible working and learning environment; work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community; and develop capacity to understand issues of difference, power, and privilege.”

Mission Fulfillment Indicator (MFI) 5 compares the College average across influential factors (race/ethnicity, socio-economic status, first generation status, age, and legal sex) with the averages of individual programs. The College’s overall demographics and deviation from that average (organized by division) are shown in Table 3: Percent Deviation from College Average.

College Overall Demographics	46%	29%	39%	37%	52%
Divisions/Departments	Male	Minority	Age >= 25	Pell Award	First Generation
Advance Technology/Aviation	✗ 95%	⚠ -17%	✗ 30%	✓ -4%	✓ 11%
Arts & Humanities	✓ 4%	✓ 7%	✗ -28%	✓ 10%	✓ -9%
Business/CIT/Culinary	✗ 36%	✓ -2%	✓ 2%	✓ 0%	✓ -3%
Counseling	✓ 5%	✓ -7%	✗ -43%	✗ -82%	✗ -48%
Health & Health Professions	✗ -45%	✓ 0%	✗ 28%	✓ 5%	⚠ 17%
Science/Math/Engineering	✓ 10%	✓ 7%	⚠ -12%	✓ 3%	✓ -5%
Social Science	✗ -26%	✓ 3%	✓ -9%	✗ 23%	✓ 4%

Table 3: Percent Deviation from College Averages by Division

In considering the reasons for differences across programs, it’s worth acknowledging that beliefs around work remain embedded in cultural contexts and changing these attitudes and beliefs will take time and effort beyond the scope of the College. However, there are important steps individual programs can take to ensure they are serving diverse communities, including external strategies like targeted advertising and recruiting. In order to ensure all of Lane’s students have opportunities to succeed, Lane is also examining its climate through a Campus Climate Study, discussed in more detail later in this section.

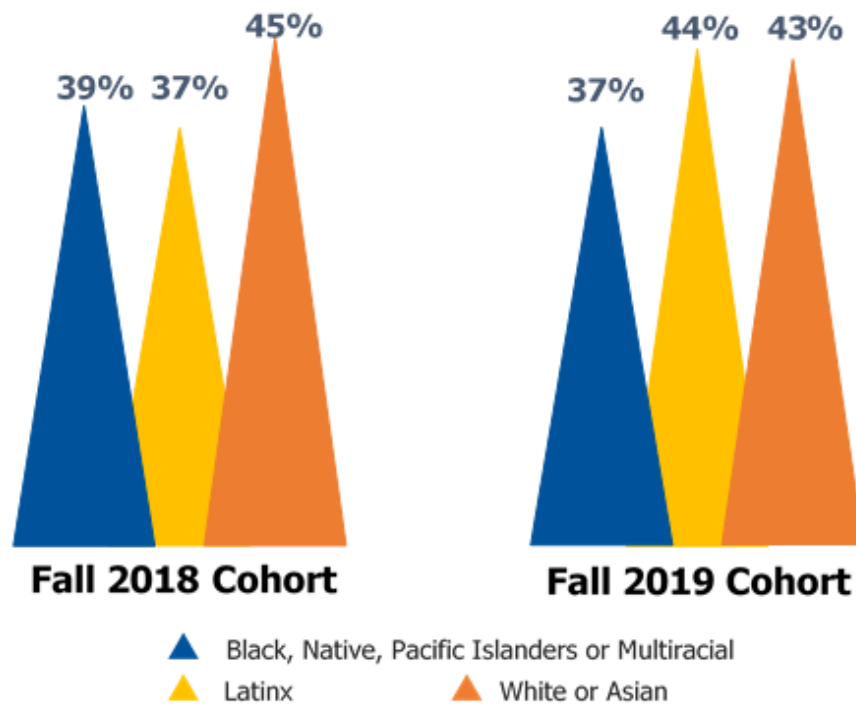


Figure 7: First Year Math Success Rates by Race/Ethnicity

Disaggregation of data at the student level allows the College and programs to identify achievement gaps across areas that are leading indicators of completion and success. Student level leading indicators are described in MFI scorecards 12 & 13 (first year math & writing completion) 14 (retention), while MFIs 15 & 16 (award and transfer achievement) are lagging indicators. Figure 7 shows data from MFI 12 broken out by

race/ethnicity. Over the past several academic years, first year math and writing completion rates have driven changes to placement and advising. These reforms have focused on encouraging early enrollment in required foundational skills courses correlated with higher rates of student success. Examining disaggregated student success rates in these courses through the APR process will allow these programs to develop and implement targeted strategies for improving student outcomes.

Additional Data Sources Accessible to the Campus Community

Standard Data Package & Tableau: For the past four years IR has created an extensive Excel spreadsheet with a wealth of institutional data, known as the standard data package. The standard data package includes student demographics, course enrollment, capacity and success rates, graduation and transfer data, employment opportunity data as well as staffing and financial data. These excel worksheets are flat files and do not have drill-down capabilities. During this time, IR worked with Program Review teams to answer student achievement queries; however, these were one off analyses, and the system was not sustainable year over year. With the recent rollout of Tableau, Lane employees are able to easily access disaggregated student success data (course success, retention, and award achievement) and view gaps based on factors such as race/ethnicity, SES (based on PELL status), reported legal sex, and first-generation status.

APR (Program Level) Data: APR inquiry questions are focused on issues related to the student learning experience, student achievement, and issues of access and equity. Disaggregated student data at the program level is a standard part of Academic Program Review during the Year One Self-Study. Updated data is often supplied during subsequent years, but unfortunately not for every program; providing data at this level is not currently a sustainable process for IR, nor is such information readily available to all Lane employees.

As part of the Academic Program Review Oversight Committee's evaluation of the self-study year, APR faculty leads were surveyed about their experiences working with IR during research and writing of the self-study. Faculty reported overall positive experiences with IR and suggested their own data literacy and familiarity with important tools for planning and evaluation—including the Standard Data Package (SDP)—was improved by their engagement with the APR process. Areas for improvement were also identified, including

- Recognition of the broad range and variety of additional information-gathering processes needed to augment the SDP and generate useful data for APR.
- The necessity and utility of multiple touch points with IR to understand the SDP and to generate additional data to augment the SDP.
- Recognition that information in the SDP may not be accurately aligned for some programs due to subject codes that may be used by multiple programs and financial reports organized by department rather than at the program level.

TIPSS/Data Summits: The [Timely Information Promoting Student Success](#) (TIPSS) series began during Lane's participation in Achieving the Dream and is continuing through the College's Guided Pathways work. TIPSS are one-page summaries of critical issues at Lane designed to spark conversations about student success and increase data literacy. Before campus closures in spring 2020, data summits were held to increase data literacy and have open discussion of such topic areas as successful completion of math and writing during a student's first year.

CCSSE/SENSE: These surveys have been conducted every three years with the most recent—including the addition of the Faculty CCSSE survey—taking place during spring 2021. The scores from these two surveys provide a partial indicator of the health and educational practices of the College surveyed from the perspective of a first term student and a seasoned student. Data from both SENSE and CCSSE suggest that the student's experience with the application, financial aid, enrollment, and retention processes are not satisfactory. The College is undertaking several efforts to improve the student experience in these areas.

Campus Climate Study: Lane is currently developing an RFP to identify firms with experience designing and implementing climate surveys to conduct a Campus Climate Study. The Campus Climate Study will include surveys and focus groups of students, faculty, and staff and will ask participants to evaluate their campus experience. The resulting data will provide insight across multiple participant factors, including employment/student status,

race/ethnicity, gender identity, disability and others. The results will be used to better align operations with the College's Mission. In addition, this information will inform the 2022–2027 Strategic Plan as well as resource allocation.

Organizational Health Survey: During spring 2021, Lane conducted an Organizational Health Survey to assess the campus climate for issues impacting employee morale and engagement. The survey findings will serve as a benchmark for a group of stakeholders from across campus to evaluate problem areas and make recommendations for interventions to address any issues identified.

Strategies and Allocation

As described in [Standard 1.B: Improving Institutional Effectiveness](#), Strategic Priorities identify areas of focus for Lane based on assessment of progress toward strategic direction and internal and external environmental scanning. Program Review and Department Planning support strategic directions and priorities by operationalizing priorities and improvements at the program and service level. The following College programs and college-wide initiatives specifically support student achievement and implementation of strategies to decrease gaps in achievement.

Equity and Inclusion:

Lane has a series of programs and functions designed to develop equitable pathways for student success, including [Equity Lens](#) training and Affinity-based programming in collaboration with Student Affairs and Academic departments. Program success is measured by the

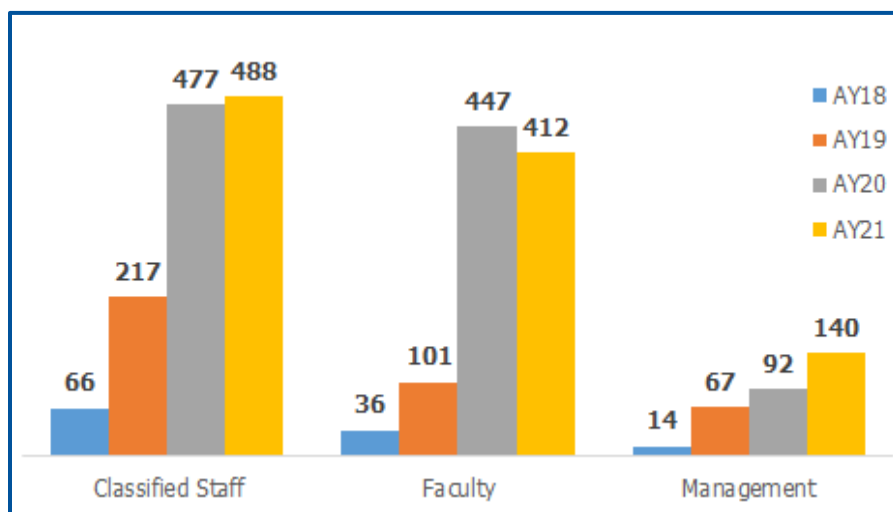


Figure 8: Equity Training Attendance by Employee Group

number of multicultural events that are developed and delivered as well as active participation with affinity-based student clubs and organizations. As described above, the College is in the process of conducting a campus climate study that will provide critical information for improving the student experience and making Lane a more supportive workplace. In addition, campus wide conversations about equity as well as focus group conversations are needed to provide information about what the College can do to provide a more welcoming and supportive environment. Finally, more work needs to be done to identify and implement effective approaches to targeted marketing and recruiting.

Early Alerts (EOR): The Early Outreach and Referral (EOR) program exists specifically to address access, inclusion, and equity gaps at the institution, and EOR staff go through rigorous training and professional development that ensure they are culturally responsive. Using the success plans that they create with students, EOR Specialists work from a holistic perspective to connect students with resources that are specific to students with consideration to a range of intersecting aspects of their identities. As part of Lane's Title III grant, the College has purchased [EAB Navigate](#) to better connect and enhance Lane's student success efforts. EAB Navigate's robust early alert system will supplement Lane's existing EOR program and enable better integration of support services. EAB Navigate will mostly replace several of Lane's data collection and student appointment systems on campus and is being implemented in phases from summer 2021 through fall 2022.

APR Implementation Plans: The APR process is inquiry based and evidence oriented. Inquiry questions guide data collection for the self-study, which, in turn, informs the development of an implementation plan to guide program improvement efforts. An estimated 200+ faculty have participated directly in some part of the APR process, thereby increasing campus wide awareness of student achievement as well as potential gaps within individual programs. The APR Implementation Themes chart shows the percentage of programs that identify each of the following themes in their Year 2 Implementation Plans among areas that submitted Implementation Plans in 2019.

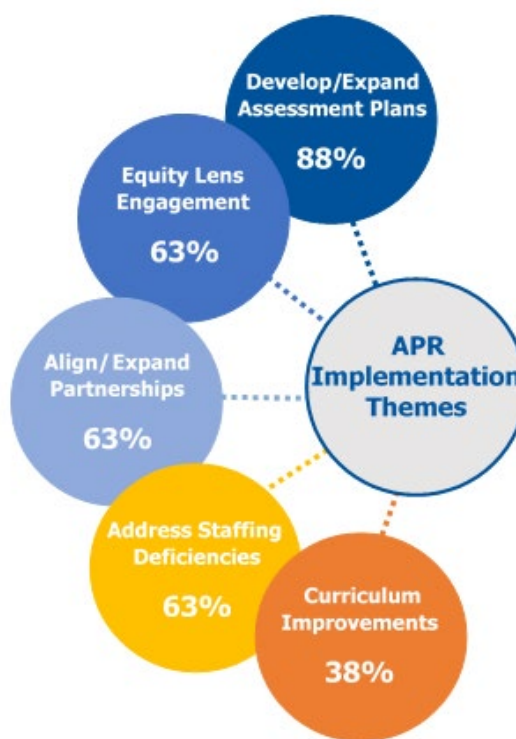


Figure 9: APR Implementation Themes

Student Entry Process Reform: Lane has invested in several software applications designed to create more seamless paths into the College. Implementation of the Target X platform will incorporate revisions to the current Steps to Enroll, writing and math placement, orientation, and any documents or special admission that may be a part of the student onboarding experience. Additional information about Student Service redesign efforts are described in [Standard 1.C: Student Learning](#).

CONCLUSION





Since 2014, Lane Community College has made critical improvements to systems and processes required to meet the needs of students and the community and achieve mission fulfillment. Developing a culture of self-correction has allowed the College to take a critical look inward to identify areas of weakness and develop

mitigation strategies. The shift toward data-driven decision making has enabled the College to identify strategic investments in software and services that support student success. Efforts across the College to increase efficiency and leverage the knowledge and talent of employees aim to create a more sustainable workplace and more positive learning environment. Laying the groundwork for an effective and sustainable assessment and program review system, modernizing and integrating the College's software systems, and creating more accessible and centralized access to information have each presented challenges as well as opportunities. While there remains much work to be done, these self-improvements have created a more student-ready institution poised to successfully navigate the changing landscape of higher education.

In 2020–2021 Lane Community College showed itself to be creative and nimble in navigating change and challenge; the global COVID-19 pandemic, historic wildfires, social unrest, and economic upheaval were met with innovation and dexterity. At the close of this historic year, the College mission of student success remains unshaken and squarely focused on accessible and equitable learning opportunities, a quality educational environment, individual student achievement, and responsive community engagement. Lane continues its fundamental purpose to provide comprehensive training and education. In its planning, decision-making, resource allocation, and focus on student success, the College continues to provide access to higher education to the community, particularly underrepresented and nontraditional students, and looks to the future with unwavering courage and optimism.

APPENDICES



Appendix A: Response to Recommendation 1

On July 6, 2021, Lane Community College received the PRFR Evaluation Committee Report, detailing the Committee's feedback on Lane's 2021 Policies, Regulations, and Financial Review. The committee offered one recommendation that identified four areas where the College is "substantially in compliance but where improvement is needed." This addendum provides the College's response to each of the Standard elements identified in Recommendation 1.

Standard 2.C.3

PRFR Committee Evaluation

"The Evaluation Committee found significant evidence of policies and procedures concerning admittance and placement of students. However, the Committee did not find evidence of recruiting policies and procedures."

LCC Response

As described in the Recruitment section in Standard 1.D, Lane Community College has an active team that engages in community wide recruitment designed to reach both traditional and non-traditional student populations. Lane uses Customer Relationship Management (CRM) software which tracks prospective students from inquiry to application and admission. In addition to proactive recruitment efforts to identify prospective students, prospects can reach out to Lane with a Request for Information (RFI). Prospects receive targeted email communications about the College with actions to request info, visit, and apply. The College also composes thoughtful advertising campaigns that represent the diverse and inclusive student populations Lane serves.

During a recent review with a partnership program, the College identified the need to formally document a recruitment policy separate from its existing admissions policies. In order to both satisfy the partnership agreement and to address NWCCU Standards 2.C.3 and 1.D.1, a subgroup of the appropriate governance council will immediately commence work on a proposed procedure to be added to the current admissions policy. The admissions policy will expand to address how the College recruits prospective students and their admission process into the College. Policy and procedure development and approval is anticipated to be complete by the end of the 2021–2022 academic year. Once approved by the Council and ratified through the governance system, the policy will be adopted and reviewed in accordance with Lane's policy review guidelines. In order to support implementation of the policy, procedures will be developed for specific populations to address the recruitment of athletes, military and competitive program recruitment as well as procedures for compliance with OCR requirements.

Standard 2.E.3

PRFR Committee Evaluation

"The Review Committee found evidence of financial policies both institutional and state. While LCC has completed annual financial reports and external auditors have determined that there are no internal controls concerns, the Review Committee could not identify any internal controls policies or procedures."

LCC Response

Lane has internal controls policies/procedures that should have been more thoroughly enumerated under Standard 2.E.3 of Lane's 2021 Policies, Regulations, and Financial Review. The following sections provide links to relevant policies and a more detailed discussion of the College's internal financial controls.

Following [BP250 Financial Integrity](#), Lane has financial controls that minimize risks and protect assets, ensure accuracy of records, and encourage adherence to policies, regulations, and laws. Evidence of compliance of finance controls is reported in the [Comprehensive Annual Financial Report \(Annual Report\)](#) and annual accountability reports done by management to the Board of Education ([Report on BP260](#) and [Report on BP205](#)).

[BP205 Asset Protection](#) sets control expectations for the College's assets and directs the College to adhere to [Oregon Revised Statute 294.035](#) Investment of funds. This policy requires the College to receive, process, or disburse funds under sufficient controls to meet the board-appointed auditor's standard. [BP285 Purchasing Procedure](#) requires purchasing to be executed in accordance with the requirements of [ORS 279A](#), [ORS 279B](#), and [ORS 279C](#), the Oregon Community College Rules of Procurement ("CCRP"), OAR 125, and relevant Lane Community College policies and procedures.

The path for budget development has also been clearly established at Lane through Board Policy and the governance process. Board Policies [BP215 Budget Officer](#) and [BP220 Budget Preparation and Adoption](#) designate the budget officer and provide board direction to the president for preparing budget recommendations and developing and preparing a balanced budget that considers requests of various constituencies. [BP260 Financial Planning and Budgeting](#) provides the president with guidelines and accountability measures regarding current and multi-year financial planning and budgeting. Finally, Board Policies [BP225](#) through [BP295](#) provide specific guidance on creating a balanced budget and permanently stable College finances. Board policy directs that the budget be prepared in accordance with the College's strategic plan.

To meet current and future obligations, the College has the following fund balance and reserve policies set by the Lane Board of Education:

- [BP245 Ending Fund Balance](#) requires a sufficient operating fund to avoid short-term borrowing.
- [BP290 Stabilization Reserve Fund](#) articulates conditions under a reserve fund may be established to provide short-term stabilization.
- [BP295 Unappropriated Ending Fund Balance](#) requires the College to maintain a minimum estimate of unappropriated ending fund balance.
- [BP230 Capital Reserve Funds](#) establishes reserve funds for replacement of facilities, equipment, and technology infrastructure.

[BP235 Debt Issuance and Management](#) requires that sufficient funds are available to meet current and future debt service requirements on all indebtedness while adequately providing for recurring operating requirements. The issuance of debt limits the College's flexibility in responding to future learning priorities; consequently, the College shall issue and manage debt in a manner that maintains a sound fiscal position, protects its creditworthiness, and complies with [ORS 341.675](#) and [ORS 341.715](#).

Standard 2.F.3

PRFR Committee Evaluation

"LCC disclosed that they have been restructuring in an effort to improve institutional communication. LCC acknowledges difficulty assessing staffing sufficiency due to the recent restructuring. The Evaluation Committee found evidence of well documented hiring policies as well as an Instructor Certification Process. LCC also maintains a current Academic and Student Affairs Organizational Chart."

LCC Response

On a quarterly basis, the College reports staffing levels to the Board of Education; see for example the [Employee Dashboard](#) presented at the June 16, 2021 Board Meeting. Over the past ten years, the College's employee base has remained remarkably stable despite significant declines in enrollment, allowing organizational changes to realize efficiencies within a similar staffing footprint. While a partial hiring freeze has been in place for the past year due to the impact of the Covid-19 pandemic, the College has restored departmental control over refilling vacancies or repurposing them to better meet departmental needs. For new position requests, the College has adopted a scoring mechanism that prioritizes mission fulfillment and emphasizes the position's impact on student success and investment in the Strategic Plan goals of the College. Please see the [Rubric for Consideration of New Classified or Management Position](#) for additional information about how new positions are evaluated. Faculty position requests are submitted by departments each fall and are prioritized based upon areas with the highest need, with input from stakeholders across campus. Minimum qualifications for employees are consistently applied across employee groups to ensure employees are qualified to carry out the mission of the College.

Standard 2.G.7

PRFR Committee Evaluation

“While the Evaluation Committee found a description of a verification process, the Committee did not identify evidence of policies or procedures concerning identity verification.”

LCC Response

The 2021 PRFR described Lane Community College’s student identity verification process, which takes place during admission. At the time any potential student applies for admission, the College requests information that is uniquely known to the student. This information is used to generate a secure username and password for the student to access all College web properties. To ensure both privacy as well as identity verification, the College has inserted security questions into its application and admissions processes. In addition, the College will transition to single-sign-on (SSO) in September 2021 which will significantly decrease risk of identity fraud. With the implementation of SSO, the College will begin to explore dual factor authentication. In order to further develop these practices in support of the requirements laid out in Standard 2.G.7, the Registrar’s Office will collaborate with Information Technology to develop a draft identity verification policy and procedure for all students for presentation to the appropriate Council. Policy and procedure development and approval is anticipated to be complete by the end of the 2021–2022 academic year. Once ratified through the governance system, the policy will be adopted and reviewed in accordance with Lane’s policy review guidelines.

Appendix B: NWCCU PRFR Evaluation Committee Report



July 6, 2021

Margaret Hamilton
President
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

Dear President Hamilton:

Attached please find the Policies, Regulations, and Financial Review (PRFR) Evaluation Committee's review of Lane Community College's Spring 2021 Policies, Regulations, and Financial Review. The attached report documents areas where the institution was found to be in compliance with the NWCCU Standards for Accreditation and where additional opportunities for improvement exist. Please note that the Year Seven Evaluation of Institutional Effectiveness (EIE) Evaluation Team will receive a copy of this report, as will the NWCCU Board of Commissioners at your Evaluation of Institutional Effectiveness (EIE) evaluation by the Commission in roughly one year's time.

NWCCU asks that you address any areas of needed improvement that the PRFR Evaluation Committee has noted in this report in your Evaluation of Institutional Effectiveness (EIE) self-evaluation. Please reach out to your NWCCU Staff Liaison if you have questions.

Standards Substantially in Compliance but in Need of Improvement

- Recommendation 1: Spring 2021 Policies, Regulations, and Financial Review - The following standards are areas substantially in compliance but where improvement is needed. (2020 Standard(s) 2.C.3;2.E.3;2.F.3;2.G.7)

Future Evaluations

- Year 7 - Evaluation of Institutional Effectiveness Fall 2021
 - Recommendation 1: Spring 2021 Policies, Regulations, and Financial Review

Thank you for your commitment to the process of peer evaluation and continuous quality improvement. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Pamela Goad, at pgoad@nwccu.org.

Sincerely,

Mac Powell
Senior Vice President

cc: Dr. Richard K. Plott, Chief Strategy and Planning Officer

Standard 2: Governance, Resources, and Capacity



NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Criteria for Review (1)	Evidence (2)	Team Verification (3)
<p>2.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.</p>	<div><input type="checkbox"/> Institutional governance policies and procedures</div> <div><input type="checkbox"/> System governance policies and procedures</div> <div><input type="checkbox"/> Multiple board governing policies and procedures (if applicable)</div> <div><input type="checkbox"/> Board’s calendar for reviewing institutional and board policies and procedures</div> <div><input type="checkbox"/> Bylaws and Articles of Incorporation referencing governance structure</div>	<div><input type="checkbox"/> Compliant</div> <div><input type="checkbox"/> Needs improvement</div> <div><input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</div>
<p>RATIONALE: This is our team’s rationale for rating this institution as we did.</p>		
<p>2.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.</p>	<div><input type="checkbox"/> Leadership organizational chart</div> <div><input type="checkbox"/> Curriculum vitae of executive leadership</div>	<div><input type="checkbox"/> Compliant</div> <div><input type="checkbox"/> Needs improvement</div> <div><input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</div>
<p>RATIONALE: This is our team’s rationale for rating this institution as we did.</p>		

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an <i>ex officio</i> member of the governing board(s) but may not serve as its chair.	<input type="checkbox"/> Curriculum vitae of President/CEO	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.A.4 The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.	<input type="checkbox"/> Institutional governance policies & procedures (see 2.A.1)	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.	<input type="checkbox"/> Academic freedom policies and procedures <input type="checkbox"/> Transfer of credit policies / procedures	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.		<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.C.1 The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.	<input type="checkbox"/> Transfer of credit policies procedures	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.C.2 The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.	<input type="checkbox"/> Documentation of students’ rights and responsibilities policies and procedures, which include: <div><input type="checkbox"/> Academic honesty <input type="checkbox"/> Appeals, grievances <input type="checkbox"/> Accommodations for persons with disabilities</div> (Student handbook or Catalog; links to webpages – please note specific pages or areas)	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.C.3 The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.	<input type="checkbox"/> Policies and procedures for recruiting, admitting, and placing students (If Catalog, please note specific pages.) <input type="checkbox"/> Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures (If Catalog, please note specific pages.)	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.C.4 The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.	<input type="checkbox"/> Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.	<input type="checkbox"/> Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.	<input type="checkbox"/> Policies/procedures for reviewing internal and external complaints and grievances	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.	<input type="checkbox"/> Policies/procedures prohibiting conflict of interests among employees and board members	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.	<input type="checkbox"/> Policies/procedures that articulate the oversight and management of financial resources <input type="checkbox"/> Latest external financial audit including management letter <input type="checkbox"/> Cash flow balance sheets <input type="checkbox"/> Audited financial statements <input type="checkbox"/> Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments <input type="checkbox"/> Significant contracts/grants <input type="checkbox"/> Endowment and giving reports <input type="checkbox"/> Investment revenue	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.	<input type="checkbox"/> Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution’s governing board(s), governance structure(s), and applicable state and federal laws.	<input type="checkbox"/> Description of internal financial controls <input type="checkbox"/> Board approved financial policies, state financial policies, or system financial policies	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		

<p>2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.</p>	<input type="checkbox"/> Human resource policies / procedures <input type="checkbox"/> Policies/procedures related to teaching, scholarship, service, and artistic creation <input type="checkbox"/> Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: This is our team’s rationale for rating this institution as we did.</p>		
<p>2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.</p>	<input type="checkbox"/> Employee professional development policies/procedures	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: This is our team’s rationale for rating this institution as we did.</p>		
<p>2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.</p>	<input type="checkbox"/> Documentation about engagement and responsibilities specified for faculty and staff, as appropriate <input type="checkbox"/> Personnel hiring policy/procedures <input type="checkbox"/> Academic organizational chart <input type="checkbox"/> Administrator/staff /faculty evaluation policies/procedures	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: This is our team’s rationale for rating this institution as we did.</p>		
<p>2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.</p>	<input type="checkbox"/> Listing of programs and services supporting student learning needs	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.	<input type="checkbox"/> Listing of programs and services supporting student learning needs	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.	<input type="checkbox"/> Catalog (and/or other publications) that provides information regarding: <input type="checkbox"/> Institutional mission <input type="checkbox"/> Admission requirements and procedures <input type="checkbox"/> Grading policy <input type="checkbox"/> Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion <input type="checkbox"/> Names, titles, degrees held, and conferring institutions for administrators and full-time faculty <input type="checkbox"/> Rules and regulations for conduct, rights, and responsibilities; <input type="checkbox"/> Tuition, fees, and other program costs <input type="checkbox"/> Refund policies and procedures for students who withdraw from enrollment	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

	<input type="checkbox"/> Opportunities and requirements for financial aid <input type="checkbox"/> The academic calendar (See 2.C.2) (Student handbook or Catalog; links to webpages – please note specific pages or areas)	
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	<input type="checkbox"/> Samples of publications and other written materials that describe: <input type="checkbox"/> Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. <input type="checkbox"/> Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.	<input type="checkbox"/> Published financial aid policies/procedures including information about categories of financial assistance (Student handbook or Catalog; links to webpages – please note specific pages or areas) <input type="checkbox"/> Information to students regarding repayment obligations <input type="checkbox"/> Policies / procedures for monitoring student loan programs	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution’s loan default rate on its website.		<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.	<input type="checkbox"/> Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas) <input type="checkbox"/> Systematic evaluation of advising <input type="checkbox"/> Professional development policies / procedures for advisors	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.	<input type="checkbox"/> Policies/procedures for ensuring identity verification for students enrolling in distance education courses	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.	<input type="checkbox"/> Procedures for assessing adequacy of library collections <input type="checkbox"/> Library planning committee and procedures for planning and collection development <input type="checkbox"/> Library instruction plan; policies/procedures related to the use of library and information resources <input type="checkbox"/> Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.	Facilities master plan, including <input type="checkbox"/> Equipment replacement policies/procedures <input type="checkbox"/> Procedures for assessing sufficiency of physical facilities <input type="checkbox"/> Policies and procedures for ensuring accessible, safe, and secure facilities <input type="checkbox"/> Policies/procedures for the use, storage, and disposal of hazardous waste <input type="checkbox"/> Technology master plan and planning processes	<input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: This is our team’s rationale for rating this institution as we did.		
Concluding Comments:		

Appendix C: Lane Community College 2021 Policies Regulations and Financial Review

POLICIES, REGULATIONS & FINANCIAL REVIEW

Prepared for the Northwest Commission on Colleges
and Universities by Lane Community College



Submitted September 15, 2020

CONTRIBUTORS

Cover and Section Page Design: Meghan McLaughlin and the Design and Media Center

Accreditation Liaison Officer: Richard Plott

Project Manager: Tammie Stark and Anna Scott

Technical Writer: Gina Szabady

Section Contributors: Bill Schuetz, Brett Rowlett, Carl Yeh, Cathy Thomas, Casey Reid, Dawn Whiting, Elijah Herr, Grant Matthews, Greg Evans, Greg Holmes, Ian Coronado, Jane Reeder, Jenn Kepka, Jennifer Frei, Jennifer Hayward, Josh Baker, Kate Sullivan, Lida Herburger, Lisa Rupp, Mike Sims, Mindie Dieu, Pat Griffin, Paul Jarrell, Richard Plott, Sarah Lushia, Shane Turner, Shannon Ball, Sharon Daniel, Tammy Salman, Tracy Weimer, Zach Evans

Table of Contents

CONTRIBUTORS	0
LANE'S MISSION FULFILLMENT PROCESS	2
STANDARD TWO: GOVERNANCE, RESOURCES, AND CAPACITY	4
Governance	5
Academic Freedom	10
Policies and Procedures.....	13
Institutional Integrity	18
Financial Resources.....	21
Human Resources.....	24
Student Support Resources	29
Library and Information Resources	41
Physical and Technology Infrastructure	44
Clery Act Report.....	46
Title IV Reporting.....	46
MOVING FORWARD	47
ADDENDUM: ELIGIBILITY REQUIREMENTS	49
ADDENDUM: RECOMMENDATIONS	61
NWCCU Recommendation 4	61
NWCCU Recommendation 5	66
ADDENDUM: RELEVANT POLICIES.....	78
NWCCU Policy on Transfer and Award of Academic Credit	78
NWCCU Policy on Record of Student Complaints	78
NWCCU Policy on Institutional Advertising	78
NWCCU Policy on Distance Education	78
ADDENDUM: GUIDED PATHWAYS	81

LANE'S MISSION FULFILLMENT PROCESS

Lane Community College is a comprehensive, two-year, public college founded in 1964. Lane serves a 4,600 square-mile area from the Cascade Mountains to the Pacific Ocean. The district has a population of approximately 356,200. Over the course of the past two academic years, more than 35,500 people took one or more classes at Lane (unduplicated headcount). Congruent with its mission, Lane offers a broad range of educational programs leading to four associate degrees: associate of arts/Oregon transfer, associate of science, associate of general studies, and associate of applied science. All Lane educational program are based on recognized fields of study and are approved by the Oregon Department of Community College and Workforce Development as sufficient in content and length. **The mission of Lane Community College is to provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success**, which aligns with the State of Oregon's purpose for community colleges: "The community college is an educational institution which is intended to fill the institutional gap in education by offering broad, comprehensive programs in academic as well as professional technical subjects" (Oregon Revised Statute (ORS) 341.009).

In order to determine Lane Community College's effectiveness in fulfilling its mission and serving its purpose to the Lane County community, the College uses an integrated planning and institutional effectiveness process that relies on a set of Institutional Indicators to guide continuous improvement efforts.

Institutional Effectiveness Process

Lane's integrated planning and institutional effectiveness process, shown in Figure 1 and described on the [Institutional Effectiveness](#) pages of the Lane website¹, illustrates the College's approach to regular assessment and effective institutional improvement to support student learning and close achievement gaps. Strategic Directions and Priorities guide planning, institutional assessment and decision making and provide a connection between program review, department plans, and institutional plans. Institutional effectiveness is overseen by the Institutional Effectiveness Committee (IEC), Provost and Vice President of Academic and Student Affairs and Executive Director of Institutional Effectiveness. The IEC



Figure 1: Lane's Planning and Institutional Effectiveness Process

¹ Please note: some links lead to a Lane website archive generated in June 2020 to ensure link and information stability. Wherever appropriate, links to the current website have been used.

is an interdisciplinary group that broadly represents key College constituencies. The IEC is responsible for determining mission fulfillment and evaluates the effectiveness of the institutional improvement processes.

The annual Mission Fulfillment and Institutional Effectiveness Report (MFIE) provides an assessment of the effectiveness of the College in achieving its mission. Mission fulfillment has been defined as achieving Core Themes, which are carried out in alignment with College Values. Core Theme fulfillment is demonstrated through the realization of Core Theme objectives, which are measured through a set of indicators and attendant thresholds. The MFIE Report is developed using information from councils and College planning groups, feedback from accreditors, a self-assessment using the [IEC rubric](#), and evaluation of Core Themes data. The recommendations outlined in the report are shared with the Administration who is responsible for implementing improvements to achieve mission fulfillment.

2019 Assessment of Mission Fulfillment and Institutional Effectiveness

Lane Community College's most recent evaluation of mission fulfillment is detailed in the [2019 Mission Fulfillment and Institutional Effectiveness Report](#) (MFIE). The report provides a quantitative determination of mission fulfillment, plans for improvement related to each indicator, and overall findings and recommendations. More detail is in the [2016–2021 Strategic Plan Mid-Cycle Report](#), including specific plans to improve the realization of objectives. In Fall 2020, the IEC will evaluate institutional effectiveness and create a 2021 MFIE Report.

In January 2020, the Northwest Commission for Colleges and Universities provided institutions with the option to use or not use “Core Themes, Objectives and Indicators.” Lane Community College opted to shift from using Core Themes to using a revised set of [Institutional Indicators](#) to determine mission fulfillment. For more information, see the detailed [Core Themes, Objectives and Indicators with Rationale for Changes](#). As a result of accreditation changes, the IEC did not prepare a MFIE Report for 2020, and focused instead on developing more meaningful, reliable, and rigorous College-level indicators of mission fulfillment that address ongoing concerns about the construction of the Core Themes.

The Institutional Effectiveness Committee produced the new institutional indicators. These indicators are used to evaluate mission fulfillment and help the College improve student outcomes by providing data that is accessible for campus wide use to inform decisions about the best approach to closing student achievement gaps. During summer 2020, an IEC subcommittee collaborated with the IEC and Institutional Research to finalize the methodology, data point(s), factors to disaggregate, establish benchmarks to evaluate success of each institutional indicator, and develop a proposal for peer-to-peer comparisons. The Institutional Indicators were distributed in Fall 2020, and the IEC began to educate the campus community about and how they can be used to identify and close equity gaps.

STANDARD TWO: GOVERNANCE, RESOURCES, AND CAPACITY²

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

² Please note: To accommodate the transition to the NWCCU 2020 Standards, this report was compiled during the 2019-2020 academic year, and peer review of this report will take place in spring of 2021. The information in this report is accurate circa August 2020; any institutional changes made after August 2020 will be reported in Lane's 2021 Year 7 Accreditation Report.



GOVERNANCE

Standard 2.A.1: The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The Lane Community College Board has an effective governance structure determined and directed by a set of clearly defined policies. [BP 357, Global Governance Commitment](#) affirms that the Lane Board of Education will “work to ensure that Lane Community College achieves the appropriate results, at an appropriate cost, to advance the College vision, mission, core values, and Strategic Directions. The board shall comply with Oregon Revised Statutes.” [BP 313, Board Member Code of Conduct](#), mandates that the Board “maintain high standards of ethical conduct for its members” including prevention of “conflicts of interest and the perception of conflicts of interest.” Additional information on board appointments and oversight can be found in Eligibility Requirement 9. Board policies also clearly outline the Board’s role and responsibilities in the internal College governance structure in [BP 325, College Governance System](#):

By Oregon statute, authority to govern Lane Community College is vested in the Board of Education. The Board, in turn, delegates authority for the general supervision and control of the College to the President. The President, to achieve the College ends, delegates authority to College administration and the College governance system, while retaining final authority over both. The governance system recognizes the role and authority of the President of the College as being directly accountable and responsible to the Board of Education for the education leadership and effective management of the College’s human, facilities and land and fiscal resources.

The policy also mandates that “the authority, responsibility, accountability, and relationship among and between the Board, managers, faculty, staff, and students are clearly described and communicated.” The Board of Education pages on the Lane website provide the [annual schedule for Board meetings](#) and work sessions and the [Board Policy Review Schedule](#). Board Policy Review was paused in Spring 2020 due to exigencies presented by the Covid-19 pandemic and the passage of Bond Measure 20-306. The Board will consider how to proceed with policy review in Fall 2020.

Six College Councils support the President and the Board with certain aspects of planning, administrative policy, and evaluation. Five “area” councils have responsibility for broad College functions: The Diversity Council, Facilities Council, Learning Council, Student Affairs Council, and the Technology Council. The College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities. The entire governance structure is responsible to the Board of Education through the President. These relationships are explained in more detail for each Council on a decision matrix that clearly articulates the role of the council in College decision making. The [Governance System Manual](#) provides additional information about the shape, scope, and role of each council. The [Lane Governance](#) website provides public access to up to date membership lists for each council as well as each council’s charter, meeting schedule, work plans, and other relevant documents.

Standard 2.A.2: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

As outlined in the [Hiring Process Procedure](#), decisions made at each step of the hiring process are evaluated by staff in Human Resources for adherence to College policy and to ensure that selection decisions are free from bias. Hiring recommendations are evaluated at the Cabinet and Presidential level before an offer is made. In addition, [BP 356, Global Executive Directions](#) requires the President to ensure that every activity, decision, or organizational circumstance shall be lawful, prudent, and in accord with commonly accepted business and professional ethics, thereby ensuring appropriate levels of responsibility and accountability. [BP 555, Treatment of Staff](#) provides important direction for management at Lane because it assures that the President shall operate with written policies that clarify personnel rules for staff and that there is an environment to freely examine and discuss assumptions and data. A report that evaluates adherence with this policy is prepared for the Board annually [Internal Monitoring Report for BP 555, Treatment of Staff](#).

The [Leadership](#) page on the Lane Community College website provides information about the current [organizational structure](#) and identifies accountable parties for each unit. The [Executive Team](#) is comprised of: the President, the Provost and Executive Vice President; the Vice President of Finance and Administration; the Chief of Staff; the Chief Finance Officer; the Chief Budget Officer; the Chief Information Officer; the Chief Human Resources Officer; the Executive Director of Institutional Effectiveness; and the General Counsel. The members of the team have individual accountability and responsibility for and to their assigned areas, and are collectively accountable and responsible for viewing the College as a whole and making or recommending decisions that align the best interests of their units and the College. Executive Team members are responsible for:

- Collaborating with governance councils to assure that information is timely shared with councils to inform decisions/recommendations
- Forwarding issues to governance councils according to their charters
- Sharing perspective and implications with councils prior to making decisions/recommendations
- Consulting with councils on policy and planning implementation issues
- Initiating major collegewide issues in conjunction with the governance system
- Executing major initiatives of the College
- Implementing plans and policies
- Advising the President on matters relevant to their areas of responsibility
- Assisting the President in formulating final recommendations to the Board of Education
- Implementing operational systems and management
- Providing triage on day-to-day management
- Coordinating implementation of plans, projects and operations

Please see Eligibility Requirement 11 for additional information on administrative staffing.

Standard 2.A.3: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

According to [BP 355, Global Board-President Relationship](#) and [BP 345, Delegation to the President](#), the President is directly accountable and responsible to the Lane Board of Education for the educational leadership and effective management of the College's human, physical and fiscal resources. The President ensures that the Board receives timely and thorough information necessary to make decisions regarding policies affecting the operation of the College. [BP 540, Monitoring the President's Performance](#) provides guidance for the evaluation of the President's fulfillment of their duties. The President's role includes but is not limited to:

- Articulation of the vision, mission, core values, and Strategic Directions for the College within which its educational objectives are developed and implemented.
- Formulation of strategic long- and short-range plans for the College.
- Provision of leadership, direction and guidance to the administration of the College, including holding administration accountable for completed work.
- Responsibility for recommending a balanced budget and strategies that lead to fiscal stability to the Board of Education.
- Representation of and primary spokesperson for the College to various external organizations.
- Development and maintenance of a climate in the College conducive to productive learning and effective teaching.

[Dr. Margaret Hamilton](#) holds a Ph.D. in Nursing Education from Widener University in Pennsylvania, a Master of Science in Nursing from the University of Delaware and a Bachelor of Science from the State University of New York at Plattsburgh. Prior to joining Lane Community College as its seventh President, Dr. Hamilton served as Vice President for Academic Affairs, Institutional Effectiveness and Planning at Camden County College. Please see Eligibility Requirement 10 for additional discussion of the chief executive appointment and functions.

Standard 2.A.4: The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Lane has a single-unit governance structure that makes provision for consideration of stakeholders in matters in which they have a direct and reasonable interest. This provision is made by assigning members specific representational roles and by basing their participation on appointment by a stakeholder group. The Lane Community College Employees Federation (LCCEF), Lane Community College Education Association (LCCEA), Associated Students of Lane Community College (ASLCC), Management Steering Committee (MSC), and Faculty Council all have rights to appoint representatives to councils. Moreover, the President appoints Executive Team members to councils. For more information about the role of Lane's six councils as part of the governance structure, please see Standard 2.A.1. Please see Eligibility Requirement 4 for additional information about strategic planning, evaluation, and resource allocation.

The Board is legally vested with final decision-making authority in all matters of College policies, programs, facilities, budget and personnel. The Board is responsible for monitoring the effectiveness of the College, for prescribing policies regarding the effective operation of the College, for reviewing policies, and ensuring that these policies will guide the President of the College. The Board's role and responsibilities in the internal College decision making in [BP 325, College Governance System](#). [BP 030, Educational Programs: Global Directions](#), guides the Board's duties and responsibilities with respect to the educational program while [BP 311, Board](#)

[Duties and Responsibilities: Appraisal and Evaluation of Operation](#), guides the Board's appraisal and evaluative role in College operations. [BP 510, Board Duties and Responsibilities: Personnel](#), describes the Board's role in selection, appointment and evaluation of personnel. The Board's budget authority, duties, and responsibilities are described in [BP 210, Board Duties and Responsibilities: Budget Making](#). The Board delegates to the President of the College responsibility for the educational leadership and effective management of the College's human, physical and fiscal resources; the Board's governing style, relationship with and delegation of authority to the President are defined in [BP 360, Governing Style](#), and [BP 355, Global Board-President Relationship](#). The President is directly accountable to the Board, and the entire governance structure is responsible to the Board of Education through the President.

In accordance with [BP 325, College Governance System](#) and in collaboration with College Council, a comprehensive and inclusive evaluation of Lane's governance system was commissioned in 2018 with the goal of identifying strengths and weaknesses, analyzing feedback, determining best practices, and producing findings that would lead to recommendations for improvement. This review was initially led by a task force and subsequently by the Governance Subcommittee of College Council. The work of the review began in Spring 2018 and continued through May 2019. College Council provided majority and minority recommendations, which were subsequently discussed at a collegewide forum on May 23, 2019. After consideration of the information, recommendations, evidence, and dialogue, preliminary recommendations were submitted for the Lane Board of Education to review in June 2019. Work is currently underway to develop strategies for implementation of recommendations to improve the effectiveness of Lane's governance structures. Recommendations are scheduled to come forward to the College Council and the President in 2021.

ACADEMIC FREEDOM

erse Customer



Standard 2.B.1: Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Community service and educational opportunity are at the heart of the Lane Community College's mission and vision, and the College recognizes that protecting free expression and providing a learning and working environment free from harassment are essential to mission fulfillment. [BP 555, Treatment of Staff](#) articulates the College's support for and protection of individual freedom of expression. The [Freedom of Inquiry and Expression Policy](#) outlines student and faculty responsibilities for maintaining a classroom environment that supports free expression. The [2019–2024 Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Education Association (LCCEA) confirms that faculty are responsible for protecting academic freedom in the classroom in Article 15.2 "Academic Freedom" (page 37) Article 15.3 "Professional Freedom" (page 37) expands on this to note that faculty have the right "to explore and discuss controversial issues and divergent points of view, including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the College, provided action is consistent with the guidelines of the Labor Relations Principles in the appendix of this Agreement." Article 16.3 "Civic Life" (page 38) broadly confirms the right of all employees to participate in civic discourse and bars institutional censorship on the basis of such civic expression. As part of protecting academic freedom, Lane maintains several policies that guarantee the rights of employees and students to work and study in an environment free from harassment. Please see Standard 2.C.2 for detailed information about policies and procedures related to harassment of students, including the complaint resolution process. Please see Standard 2.D.2 for detailed information about the policies and procedures that protect employees from harassment. Please see Standard 2.F.1 for detailed information about employees' rights, responsibilities, and working conditions, including freedom of expression and protection from harassment.

Standard 2.B.2: Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

In addition to the policies related to academic freedom and freedom of expression referenced in Standard 2.B.1, Lane's commitment to freedom of inquiry and expression is affirmed in a [policy](#) that is referenced in the Students' Rights and Responsibilities and other student-facing materials. In order to fully realize Lane's commitment to ensuring that issues of privilege, oppression, and discrimination are recognized, understood, and addressed, Lane's Diversity Council has collaborated with stakeholders from across the College in the development of an [Equity Lens](#). The Equity Lens is a series of questions and considerations that highlight issues and opportunities for improving access, equity and inclusion. This framework will provide structures, systems and support for:

- Advancing individual and collective growth in cultural fluency, agility and competency across the institution
- Bringing stakeholder groups together to identify and remedy barriers to social justice at Lane Community College
- Improving recruitment and retention of diverse students and staff

- Increasing the range, scope and depth of curriculum available to students focused on issues of diversity, equity and inclusion
- Demonstrating leadership in social justice to the communities we serve

Finally, Lane has a procedure for ensuring [Curriculum Equity](#) that provides guidance for academic deans in ensuring that curriculum “promotes an environment where all learners are encouraged to develop their full potential.” Curriculum Equity statements are required as part of the [Curriculum Proposal Process](#). Please see Eligibility Requirement 16 for additional information about Academic Freedom and maintaining a positive work and learning environment.



POLICIES & PROCEDURES

Standard 2.C.1: The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Lane has a clearly defined [list of criteria](#), published on Lane's Enrollment Services Webpage, that students must meet in for their prior college transcripts to be evaluated. Lane uses a [transfer tool](#) for student planning purposes but relies on the expertise and knowledge of its academic advisors, degree evaluators and program coordinators to determine eligibility of transfer credit. Transcripts are reviewed for transfer only when received as official and after the student has attended two terms of meeting the documented criteria and places priority to students using Veterans Affairs Benefits and graduating students.

Students who have attended a college outside of Lane, can submit transcripts to be considered for evaluation and possible transfer of credit. Coursework must be completed at a regionally accredited institution and requires that grades be issued as a D or better to be considered. Lane will only consider grades of Pass/No Pass if the issuing institution defines the grade as a C- or better. Upper division coursework is evaluated on an individual basis and may require the review of an instructional department to determine transfer eligibility.

Lane will evaluate non-US transcripts when accompanied by an evaluation from an approved service through an agency approved by [NACES](#). A course-by-course evaluation from the service is required.

Students can receive credit for prior experiential learning and [Credit by Assessment](#) (CBA) and [Credit by Exam](#) (CBE) when a prior institution is not regionally accredited. A maximum of 25% of program requirements can be satisfied with CBA/CBE.

Lane also evaluates [Advanced Placement, College Level Entrance Examination Program, International Baccalaureate](#) and Military Service Credit based on American Council on Education recommendations.

Standard 2.C.2: The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

[College Online Policy and Procedure System](#) (COPPS) is the main repository for all policies and procedures, including policies for providing access to accommodations for persons with disabilities and specific procedures for appeals, complaints, and grievances. Please see the COPPS policies for additional information on:

- [Student Complaint Procedure](#)
- [Grade, Academic and Degree Appeals](#)
- [Discrimination and Harassment Complaint Procedure](#)
- [Disabilities: Americans With Disabilities Act Complaint Procedures](#)
- [Affirmative Action Guidelines and Complaint Procedures](#).

The [Student Rights and Responsibilities](#) page on the COPPS website provides a basic overview of expectations for student conduct and sanctions as well as the remedies and supports available to them and supplies a link to the [Student Code of Conduct](#) for more detailed information. The Student Code of Conduct offers detailed guidance for students, including definitions of essential terms (page 8) and links to relevant procedures, policies, and forms throughout. In addition, the

Student Code of Conduct provides a detailed discussion of Lane's policies related to academic dishonesty and plagiarism (page 11) as well as a thorough discussion the conduct process (page 16). Please see Eligibility Requirement 7 for additional discussion of Lane's non-discrimination policies and procedures.

Standard 2.C.3: The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

As articulated in the [Admissions Policy](#), Lane Community College is an open admission institution with the primary goal of assisting students in developing programs of study that meet their individual needs and are consistent with feasible College operation. In accordance with [BP 705, Admissions for Credit Students](#), Lane offers admission to students who are 18 years of age or older or have a high school diploma or GED. Students under 18 years of age are admitted under [guidelines specific to students under the age of 18](#).

The [admissions process](#) begins with identifying a student's appropriate acceptance based on their desired goals at Lane. Students may: earn a degree or certificate, take courses for personal enrichment, enroll in apprenticeship courses, earn college credit while in high school, earn internship credit, earn a GED, or learn English as a second language. Students admitted to Lane's credit program will complete the [four steps to enroll](#):

- Application
- Placement
- Orientation
- Registration

Admission and placement information is located on Lane's website and is published annually in the [Lane Community College Catalog](#). Please see Eligibility Requirement 17 for additional discussion of Admissions policies and procedures.

Limited Entry Admission Programs

Some of Lane's programs have limited entry or require a series of prerequisite courses to be completed prior to acceptance. Most of these programs' have an additional application that is to be completed prior to entry. For each of these programs, students are notified of the admission requirements and are notified on the steps needed to earn entry into the program.

Placement

Placement occurs as the second step to enroll. Writing placement must be determined prior to first term registration and math placement can be determined when a prerequisite is required to enroll in a course. Within the work of Achieving the Dream and Guided Pathways, Lane has adopted a placement model that accepts multiple forms of placement and gives students additional methods outside of standard placement testing. Students self-report scores from GED, High School GPA, Smarter Balanced, SAT, ACT, Advanced Placement, and prior college work. The variables that meet each of the placement criteria were developed by faculty and academic deans within the math and writing departments. Students are encouraged to complete a [placement survey](#) before a proctored test is administered. Based on what a student submits within the survey, placement is determined by what results in the highest level of placement for writing and math. Traditional placement testing is available for students who do not place through the completion of the survey, or who may be able to place higher than what the self-reported

placement methods provide. Measures are recorded in the Banner Student Information System to support prerequisite entry into some credit level courses.

Continuation, Termination, Appeal and Re-admission

Students remain active in their program of study unless the student requests a change to their program or course of study. Students who do not enroll for four consecutive quarters are inactivated after the fourth quarter of non-attendance. Students who wish to return to Lane once inactive are asked to reapply for admission.

In addition to Satisfactory Academic Progress (SAP) standards that Financial Aid students are required to meet, the [Academic Progress Standards \(APS\)](#) are based on a student's academic performance for each term. Students are required to attain a minimum GPA of 2.0 and complete at least 67% of the credits that they enroll in each term. Each term students' progress is evaluated and students who do not meet the terms of APS are placed on a series of progressive interventions called an alert. Each alert has an associated action that needs to be completed by the student. When a student reaches [Alert 4](#), they are placed on dismissal and are excused from the College for two consecutive terms. After the student completes the terms of their dismissal they may petition to return to the College through a Petition to Return. Students returning through the petition process do not need to reapply for admission. The [APS Procedure](#) outlines the process and affirms the College's commitment to providing support for students. See Table 1: Academic Alerts for more information about the alerts and interventions.

Term	GPA	Completion Rate	Academic Standing	Intervention
1 st	Less than 2.0	Less than 67%	Alert 1	Requires completion of Keys to Success Workshop (online)
2 nd	Less than 2.0	Less than 67%	Alert 2	Requires completion of Keys to Success Workshop (in person)
3 rd	Less than 2.0	Less than 67%	Alert 3	Requires enrollment in College Success: Back on Course (1 credit)
4 th	Less than 2.0	Less than 67%	Dismissal	Requires Alert 4 Information Session and Petition to Return

Table 1: Academic Alerts

Standard 2.C.4: The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Lane Community College adopts policies and procedures that balance the College's legal responsibility with the use of student records to promote the growth and protect the welfare of students within the mission of the College. The [Student Records Policy](#) affirms Lane's responsibility to abide by all requisite laws in the handling and storage of student information. Lane's [Release of Student Records Procedure](#) provides detailed information about the secure retention of student records, including mechanisms for ensuring Lane follows and adheres to the Family Educational Rights and Privacy Act (FERPA). Information about FERPA and its application at Lane is accessible on the [Release of Records](#) page of the Lane Community College website and is published in the annual Lane Community College Catalog. Lane's primary system of record is the Banner Student Information System (SIS). The College follows state and federal

requirements on records retention and disposition as documented on the [Records Retention & Disposition Schedule](#) page of the Lane Community College website. The Release of Student Records Procedure clearly defines, under the laws of FERPA, what the College will disclose as a public record and what information is protected from being released. The procedure outlines Personally Identifiable Information and clearly defines its list of Directory Information. The College recognizes the Oregon Public Records law and releases the appropriate information upon request and following the laws of FERPA according to the [Public Records Request Procedure](#).

Students have the right to examine their student records and have options to allow for the disclosure of those records with the appropriate consents in place. Records release requests can be performed using the MyLane portal and through submission of the [Authorization and Consent to Release Academic Records](#) form. The College provides annual FERPA training to faculty, staff and managers through Safe Colleges and offers additional training upon request, provided by the Registrar's Office.

Lane utilizes the Ellucian supported Banner SIS as its primary source of retaining student records. The document imaging system is used to image and retain paper documents that are part of a student's record. The imaging is accessible to staff with access appropriate under FERPA and what is considered to be legitimate educational interest. Additional information about security of digital student records can be found in the discussion of Standard 2.G.7.

INSTITUTIONAL INTEGRITY



Standard 2.D.1: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Lane adheres to high ethical standards for accurate representation to its constituencies and the public. [BP 360, Governing Style](#) directs the Board to “govern with an emphasis on meeting community needs.” [BP 720, Treatment of Learners](#) directs the President to assure the accurate and consistent representation of the College through the Lane Community College Catalog, publications and official statements. [BP 330, Communication and Support to the Board](#) provides accountability and transparency by holding the President responsible for submitting timely, accurate, and understandable data to the Board.

The annual review process for [the Lane Community College Catalog](#) requires each academic and student affairs department to provide timely updates related to program requirements, courses, and prerequisites. The annual Lane Catalog includes information about College services for students, requirements for academic programs and degrees, and recommended term schedules that demonstrate degrees and programs can be completed in a timely fashion. Additional information about the College’s self-representation and adherence to publication requirements, including information about the role of the College Catalog in communicating clear and accurate information about programs and services to students and prospective students, can be found in Standard 2.G.2.

The [Marketing and Public Relations Procedure](#) lays out the process for review and approval of communications, including: “media releases and public service announcements; radio, television, print, and other advertising; graphic images and icons; and brochures, posters and other publications created to be distributed off-campus.” This process includes an evaluation for accuracy and clarity of the message. To ensure standards for ethical and accurate representation of the College are uniformly applied, the procedure stipulates that the Marketing and Public Relations Procedure applies to all College departments and to all activities named above whether the work is produced on or off campus and regardless of who pays for it. It also applies to activities that name Lane or a Lane department as a major partner or participant, regardless of the official sponsor.” Please see the [Marketing and Public Relations Department](#) pages of the Lane website for additional information about resources and services.

Standard 2.D.2: The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner. For additional information on the College’s policies to ensure non-discrimination, please see Eligibility Requirement 7.

Lane Community College maintains policies and procedures that ensure the enforcement of high ethical standards in its management and operations, including the College’s ethical obligations to students. Table 2 provides links to Lane Community College’s policies, procedures, and processes for ensuring ethical treatment of staff and students. For additional information about Lane’s adherence to ethical standards, please see Eligibility Requirement 8. For detailed information about ethical standards for student conduct as well as the handling of complaints and grievances, please see Standard 2.C.2. For additional information on Lane’s implementation of

an Equity Lens, please see the Diversity Plan, Equity Lens, and Cultural Competence Professional Development section of the Addendum: Mid-Cycle Follow-up Items.

Information	College Policies and Procedures	Board Policy ³
Ethical Treatment of Staff		BP 555, Treatment of Staff ; BP 655, Whistleblower Protection
Ethical Treatment of Students	Student Rights and Responsibilities ; Grade, Academic and Degree Appeals Process ;	BP 720, Global Directions – Student Affairs
Harassment and Discrimination	Harassment and Discrimination Complaint Process ; Harassment Based Upon Race or Ethnicity or National Origin Policy ; Bias Incident Policy , Bias Incident Procedure	BP 630, Harassment
Complaints and Reporting Procedures	Employee Grievances Procedure ; Student Complaint Procedure ; Harassment and Discrimination and Complaint Procedure ; Disabilities: Americans with Disabilities Act Complaint Procedure ; Affirmative Action Guidelines and Complaint Procedure	

Table 2: Lane Community College Ethics Policies, Procedures, and Processes

Standard 2.D.3: The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Lane adheres to clearly defined policies that prohibit conflict of interest on the part of Board members, administrators, faculty and staff. [BP 313, Board Member Code of Conduct](#) mandates that the Board “maintain high standards of ethical conduct for its members” including prevention of “conflicts of interest and the perception of conflicts of interest.” [BP 610, Conflict of Interest](#) mandates that all employees and board members remain in compliance with the definition of conflict of interest established in Oregon Revised Statute 244.020. [BP 525, Employment of Family Members](#) excludes employees from involvement in personnel issues that would impact members of the employee’s family in accordance with the guidance provided by Oregon Revised Statutes 244.040 on prohibited uses of official position or office.

³ Internal monitoring reports are provided to the Board of Education annually.



FINANCIAL RESOURCES

Standard 2.E.1: The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Oregon Revised Statute (ORS) 341.709 requires an annual financial audit by independent certified public accountants to be presented by December 31. The Lane Board of Education has selected the accounting firm of Kenneth Kuhns and Company as its auditor. The financial audit is conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards (GAS), issued by the Comptroller General of the United States. The purpose of the financial audit and related Independent auditor's report is to express an opinion on the fairness of the annual financial statements prepared by Lane's management. In addition to meeting the financial audit requirements as set forth in Oregon statutes, the audit is designed to meet the requirements of the Federal Single Audit Amendment of 1996 and related OMB Circular A-133. GAS requires further audit procedures be conducted and reported on the existence and maintenance of internal controls over financial reporting, as well as compliance with the laws, regulations, grants, and contracts applicable to each of the College's major federal programs. The purpose of the reports is to describe the scope of auditor testing of internal control over financial reporting and compliance, and the results of compliance with respect to federal funds included in the audited financial statements.

At the conclusion of the annual audit, the Comprehensive Annual Financial Report (CAFR) is completed under the auspices of the Vice President for Finance and Administration. The independent auditor's report is included in the CAFR. Recent reports—including the [2020 Comprehensive Report](#)—can be found on the College Finance page of Lane's website. [BP 255, Financial Condition and Activities](#) sets forth annual monitoring criteria to be reviewed regarding financial activities, and [BP 360, Governing Style](#) designates the Board to serve as the audit committee of the College and establishes board and President roles and responsibilities in the audit process. The CAFR, including the independent auditor's report, is presented to the Board at the next public meeting after report completion (generally targeted for December). The President, Vice President for Finance and Administration, and Chief Financial Officer present and discuss the financial statements with the Board. The independent auditor is on hand to comment and receive questions from the Board. Board policy monitoring reports based on data from the CAFR are compiled and presented to the Board. Procedures for addressing any findings arising from the audit or management letter recommendations are included in the monitoring reports along with a plan of appropriate resolution.

The Government Finance Officers Association of the United States and Canada (GFOA) awarded the Certificate of Achievement for Excellence in Financial Reporting to Lane Community College for its CAFR for the past fifteen consecutive years. In order to be awarded this certificate, Lane must publish an easily readable and efficiently organized comprehensive annual financial report that must satisfy both Generally Accepted Accounting Principles (GAAP) and applicable legal requirements. For additional information on Lane's auditing procedures, please see Eligibility Requirement 20.

Standard 2.E.2: Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

As a part of the financial planning that leads to budget development, the Board of Education updates the five-year long-range financial plan in support of the Strategic Directions, core values, Core Themes and mission of the College. The Budget Development Subcommittee is composed of management, faculty, classified employees and student representatives of the Collegewide governance council. As described on the [Finance Council](#) pages of the Lane Community College website, the subcommittee provides budget development options based on the [long-range financial plan](#) and the financial projections provided through the planning process. College departments and divisions use the department planning process to help communicate budget needs.

The College maintains two databases for budget development. The first maintains the position list and is utilized for forecast in-year labor expenditures as well as building the labor budget for the subsequent fiscal year. The second budget development database is utilized to monitor in-year expenditures, develop financial reports, and financial projections. In order to accurately project labor costs, which account for approximately 82 percent of the appropriated general fund budget, the College budgets and tracks at the position level. Changes are processed through human resources processes and reconciled monthly to the general ledger. During the budget process, board-approved salary adjustments are applied to the most current position list. Decisions regarding individual vacant, ending, new or changing positions require discussion and disposition of the President's Cabinet in consultation with the appropriate department dean or director.

Throughout the budget development process, the President, Vice President of Finance and Administration and/or College Council convene open meetings for information exchange. The [Budget Development page](#) on the Lane website is updated regularly throughout the budget process in order to keep all stakeholders informed of issues, progress, and opportunities to participate. The website is also a way for the College to provide helpful information and links to related information. Budget Development Subcommittee meetings and College Council meetings are open. Interested parties are encouraged to attend. For additional information on Lane's financial planning processes, please see Eligibility Requirement 4.

Standard 2.E.3: Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The path for budget development has been clearly established at Lane through board policy and the governance process. [BP 215, Budget Officer](#) and [BP 220, Budget Preparation and Adoption](#) designate the budget officer and provide board direction to the President for preparing budget recommendations, and developing and preparing a balanced budget that considers recommendations of various constituencies. [BP 260, Financial Planning and Budget](#) provides the President with guidelines and accountability measures regarding current and multi-year financial planning and budgeting. Board Policies [BP 225](#) through [BP 295](#) provide specific guidance on creating a balanced budget that leads to permanently stable College finances. Board policy directs that the budget be prepared in accordance with the College's strategic plan. Additional information about the College's financial management can be found in Eligibility Requirement 19.

HUMAN RESOURCES



Standard 2.F.1: Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Lane Community College employees are apprised of their conditions of employment, work assignments, as well as rights and responsibilities during a new employee orientation for every new employee hired into a budgeted assignment (.50 FTE or greater). The new employee orientation is conducted by the Human Resource department at the very start of each new employee's assignment with the College, using a detailed [New Employee Orientation Checklist](#) to ensure all relevant topics are addressed. In addition, new employees are provided an orientation packet with detailed information about conditions of employment, work assignments, rights and responsibilities, evaluation procedures and criteria, as well as specific policies and procedures related to employment at the College. Job descriptions are provided to all new employees at the start of employment. The College Online Policy and Procedure System provides public access to [human resource policies and procedures](#) and [teaching and service](#) requirements. Article 18 (page 48) of the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA articulates intellectual property rights related to scholarship and artistic creation, and the [Authorization to Conduct Research Procedure](#) outlines the requirements for requesting and conducting human subjects research and surveys. The [Employment Categories Procedure](#) codifies employee types (classified, faculty, and management) and provides definitions for other essential terms related to employee job duties, rights, and responsibilities.

Full-time faculty all go through the new employee orientation process outlined above and are provided with a personnel action form (PAF) as well as a current copy of the current Collective Bargaining Agreement between the LCC Board of Education and the LCCEA, which outlines conditions of employment for faculty. The PAF form specifies the assignment(s), FTE level, start/end dates and compensation level for each full-time employee. Part-time faculty are provided with a part-time statement of appointment (PTSOA) each academic term that outlines their specific teaching responsibilities on a term-by-term basis, and part-time faculty are also provided a copy of the faculty union contract that outlines their conditions of employment. The PTSOA form specifies the assignment(s), FTE level, start and end dates, and compensation level for each part-time faculty employee. All faculty members are also provided access to [the Faculty Evaluation Handbook](#), which describes Lane's developmental and corrective evaluation processes. The steps, procedures, and criteria concerning evaluation of full-time and part-time faculty, as well as the steps that precede discipline or termination, are also outlined in the Collective Bargaining Agreement between the LCC Board of Education and the LCCEA.

Classified employees and managers are provided copies of their respective position descriptions upon initiation of employment. Personnel action forms for each new classified and management employee in a budgeted .50 – 1.0 FTE assignment document the start/end of employment and assignments, FTE level, accrual of seniority, compensation level, probationary period as well as promotions and all disciplinary or termination actions. Copies of the PAFs are also available for management and classified employees to review and retain for their own employment records. New classified employees receive a copy of the current [Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA, which outlines conditions of employment, rights, and responsibilities. The [Classified Employee Evaluation Form](#) and [Performance Level Guidelines](#) provide clear information about the process for evaluation and expected standards of performance for classified staff.

New managers are provided a copy of the management working conditions agreement, which outlines the conditions of employment, rights, and responsibilities for managers. Manager's [Performance Level Guidelines](#), Performance Review Instrument, and other material for evaluation of managers are available on the [Human Resource Forms](#) pages of the Lane Community College website.

Standard 2.F.2: The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

The College provides substantial resources and support for professional growth and development for faculty, staff, and administrators. Professional development information can be found on the [Faculty Professional Development](#), [Classified Staff Professional Development](#), and [Management Professional Development](#) committee pages of the Lane Community College website. In respective contracts and working agreements, professional development funds are designated so as to ensure that adequate resources are available each year. Additionally, the College provides tuition waivers for eligible employees, allowing them to further their educational goals by taking classes at Lane. Each employee group receives a designated pool of money that is managed by their respective Professional Development Committee to ensure that the funds are well spent and distributed equitably among members of the employee group. Individual departments also have some discretionary funds that are available for discipline specific professional development opportunities.

In addition, the College dedicates two days each year for professional development of all faculty and staff. Spring Conference and Fall In-Service provide opportunities for all employee groups to engage in professional development on topics ranging from assessment and program review to cultural competency and campus climate. Spring Conference typically features a keynote speaker brought to campus to shed light on a timely issue.

Standard 2.F.3: Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The College has focused staffing efforts on aligning duties to capture efficiencies, replacing key vacancies, and prioritizing positions in an environment of shrinking revenue. Careful planning and monitoring of instructional capacity have allowed the College to maintain a commitment to its mission in all four core theme areas despite enrollment declines; see Table 3 for additional information about staffing levels from 2016-2020.

Lane's Staffing by FTE Academic Year 2016-2020							
Employee Classification	AY2016	AY2017	AY2018	AY2019	AY2020	% Change FY16-FY20	% Change FY19-FY20
Classified Staff Total FTE	473.2	455.0	437.8	420.7	388.9	-17.8%	-7.6%
Full-time Classified	308.8	302.3	321.8	305.9	303.5		
Part-time Classified	164.4	152.7	116.0	114.8	85.4		
Faculty Total FTE	418.0	413.8	392.1	399.0	394.4	-5.6%	-1.1%
Full-time Faculty	215.7	217.7	203.9	214.3	209.5		
Part-time Faculty	202.3	196.1	188.2	184.7	184.9		
Student Worker Total FTE	0.6	0.5	0.5	0.5	0.3	-43.3%	-24.4%
Management Total FTE	70.4	68.5	69.6	66.5	67.9	-3.6%	2.0%
Collegewide Total Personnel FTE	962.2	937.8	900.1	886.7	851.5	--11.5%	-4.0%

Table 3: Employee Groups by FTE 2016-2020

Lane Community College administrators and instructional deans partner with faculty union leadership to ensure that each faculty assignment, whether full- or part-time, is filled by a fully qualified and properly credentialed professional educator in accordance with the College's [Instructor Certification Procedure](#) and the [Hiring Process Procedure](#). Per standard best practices, official transcripts are required and professional references are carefully checked before the employment recommendations for full-time faculty vacancies are forwarded to the Office of Academic and Student Affairs and the President's Office for final approval. Consistent with Lane Community College's Core Themes and Strategic Directions, the associate vice president(s) and responsible instructional dean(s) oversee each faculty recruitment process, in collaboration with faculty from the respective discipline(s) or program(s) for which the vacancy is posted. Consistent efforts are made to align faculty recruiting efforts with the Strategic Directions related to enhanced student learning outcomes and student success indicators including program completion.

Over the past several years, organizational changes have been undertaken to increase efficiency and support institutional effectiveness. These changes include reducing the number of academic divisions and a corollary reduction in academic dean positions, creation of division advisory boards and faculty coordinator positions to create greater consistency in practices and faculty roles across the College and restructuring of upper-level management positions. While these changes are designed to increase communication and consistency across departments and divisions, the recency of these changes to both institutional structure and individual labor make it difficult to assess sufficiency of staffing at present. Human Resources is currently in the process of collaborating with managers to update all position descriptions in order to clarify individual roles and responsibilities in alignment with the [Employee Job Descriptions](#) and the [Employee Class](#)

[Descriptions](#) procedures. To maintain currency going forward, managers would review position descriptions during evaluations to ensure descriptions are up to date. Please see the current [Academic and Student Affairs Organization Chart](#) for additional information. Additional discussion of faculty staffing can be found in Eligibility Requirement 12.

Standard 2.F.4: Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

The [Performance Evaluation Procedure](#) outlines the process for evaluation of faculty, staff, and managers. Performance evaluations are the responsibility of the management supervisor. While input can be gathered from other sources, it is the manager's responsibility to provide written documentation of each employee's performance. This responsibility cannot be delegated to a classified or faculty employee serving in a lead capacity.

To be effective, the evaluation must be objective and based on good records that document the employee's actual performance with reference to the assigned job duties and responsibilities. Supervisors are encouraged to provide employees with feedback and opportunities for two-way communications on a year-round basis. At a minimum, supervisors are required to conduct formal evaluations as provided in the [LCCEF Collective Bargaining Agreement](#) (pages 13-14) [LCCEA Collective Bargaining Agreement](#) (pages 29-32) or in the [Management Employees Working Conditions](#) page on the Lane Community College website. Written documentation of evaluation results, signed by both the employee and the management supervisor, must be submitted to Human Resources where it will be added to the employee's official personnel file. Detailed information about the evaluation process, including relevant forms, for classified staff, faculty, and managers can be found on the Human Resources pages of the Lane Community College website.



STUDENT SUPPORT

Standard 2.G.1: Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Student Affairs supports Lane Community College's vision, mission and strategic priorities, through seamless, holistic, integrated and engaging services, providing resources with compassion and excellence through intentional advising, mentoring, and advocacy. Student Affairs supports students as they pursue and complete their academic, personal, and career goals. Student Affairs partners with and provides resources to foster the economic and social advancement for the greater Lane community. To accomplish this goal, Student Affairs applies a framework organized around four key momentum points based on a student's progression toward their educational goals.

1. **Start Right**—These are practices that primarily improve students' successful entry into a program that leads to achieving their goal
2. **First Year Focus**—This category is aimed at giving students outstanding curricular and cocurricular experiences in their first year
3. **Maintain Momentum**—Practices in this category are those directed at successfully contributing to student progression
4. **Goal Completion**—This category describes practices that assist continuing students to complete their academic goals.

Although the identification of these momentum points pre-dates Lane's development of [Guided Pathways](#), they are well aligned with the implementation of Guided Pathways at Lane. For more information about Guided Pathways, please see [Addendum: Guided Pathways](#). Figure 2 shows which student resources support each momentum point. Following Figure 2 are a few examples of the high impact practices (those practices broadly defined as being the most effective in aiding student completion and progression) the College currently employs to help students achieve their goals.

During the Covid-19 Pandemic, students encountered new needs for support, and Lane responded rapidly with the development and launch of the Student Support Hub. All students enrolled in classes at LCC have access to the Student Support Hub, an online resource built within the college's Learning Management System (LMS). The most recent data available suggests that 87% of all Lane students are required to use the LMS to access content for at least one course, so providing support resources in that space is both accessible and integrated with their other course experiences. In the Support Hub, students can access live support from tutoring in all subject areas, technical support, and research assistance from a faculty librarian. Students also have access to career counseling and can make referrals to the Mental Health Wellness Center. The Student Support Hub is a joint operation between the Academic Technology Center (ATC), Academic and Tutoring Services (ATS) and the Student Help Desk (SHeD). Each of those service areas monitors the Hub, answering questions within a forum and via live chat. The service is available Monday through Friday from 8-5 and evenings until 8pm Tuesday through Thursday.





Student Support Resource				
Start Right	First Year Focus	Maintain Momentum	Goal Completion	
				
ORIENTATION & ADVISING				
Online Admission/Steps to Enroll Mandatory Online Orientation Mandatory "New to Lane" Advising				
Academic Advising Staged Registration Degree Works & Transcript Evaluation				
ACADEMIC SUPPORTS				
New Student Outreach				
First Year Experience				
Tutoring				
TRiO/TRiO STEM				
Center for Accessible Resources				
Counseling				
	Early Outreach & Academic Progress Standards Alerts (Title III Grant)			
FINANCIAL SUPPORT				
One Stop Enrollment Services (student accounts, basic financial aid questions, student records)				
Financial Aid: Counseling, Satisfactory Academic Progress				
Scholarship Workshops				
Student Payment Plans				
	Career and Employment Services			
STUDENT ENGAGEMENT & OPPORTUNITIES				
	Student Engagement Office			
	Maxwell Student Veteran Center			
	Multicultural Center			
	Gender Equity Center			
	Longhouse			
	International Programs			
	Athletics			
	Council of Clubs			
	ASLCC			
	ASLCCGS			
Child/Family Development Center				
Rainy Day Food Pantry No Cash Clothing Stash				
Cooperative Internships				

Figure 2: Student Support Resources

Tutoring

In the last four years, Lane has created multiple new academic support services and programs that target closing equity gaps in achievement.

- Working from the knowledge that commuter student populations like Lane's are more likely to use services if they are closely connected with classroom instruction, Lane's Writing Center began offering [course embedded tutoring](#) (CET) for its English as a Second Language (ESL) classes, developmental education writing classes, and first-year writing classes. During the pandemic, CET services expanded to most of Lane's highest-enrollment disciplines on campus to make tutoring more accessible.
- To meet the needs of students in online classes and to increase access to tutoring to students who may not be able to travel to campus, Academic and Tutoring Services began offering online tutoring through the [Western eTutoring Consortium](#), and Lane's Writing Center began offering online writing tutoring.
- Recognizing that Lane's evening support is limited, especially for many students who rely on public transportation, Lane's Writing Center partnered with the Eugene Public Library to provide evening homework support and conversation practice for English language learners, a service that has expanded to include Saturday support. The partnership program is open to the community and has been especially successful at supporting marginally housed individuals and individuals interested in obtaining their GEDs due, in part, to a literacy grant the library obtained.
- During the 2019–2020 academic year, Academic and Tutoring Services, including the Writing Center, and International Programs partnered to further expand evening support by acquiring space at Lane's downtown campus to offer regular tutoring for communication, math, science, social sciences, and writing four evenings a week.

Tutoring Services is in its third year of our Academic Program Review, which has included a merger and reorganization of LCC's seven tutoring resource centers under the new umbrella department known as Academic and Tutoring Services (ATS). Creating a more accessible, inclusive, equitable academic support program was at the heart of this work.

- Lane offers a Master-level College Reading and Learning Association (CRLA) certified program and follow [their guidelines](#) in addition to infusing institutionally-supported priorities and culturally-responsive practices into every aspect of tutoring, from the range of ways tutoring centers and individual tutors connect with students (phone, text, email, discussion, Moodle, chat, Zoom, and now Discord) to the way services are publicized (including providing all key info in the Lane Support Hub in Spanish and providing Spanish versions of flyers) to the way ATS adapts when new needs arise (such as our new Saturday Parent Support Time collaboration with the Eugene Public Library and Petersen Barn Community Center).
- CRLA Level 1 tutor training was revamped in 2019-2020 in response to a note from the external reviewer for Academic Program Review Year 1 Self Study: "[o]nly 70% of tutors attend foundational tutor training; and civic/ethical awareness is taught in the second course, which fewer tutors take." In an effort to be as inclusive possible and align the training revamp with a broader, culturally-responsive initiative, [Trauma Informed Oregon](#), tutors devote half (three of six hours) of their CRLA required in-person/Zoom/synchronous training to trauma-informed care as a guiding conceptual framework. Tutors are also required to go through SafeColleges training for implicit bias and microaggression, as well as Title IX.
- ATS has partnered with LCC's International Programs and Multicultural Programs to acquire and use funds to support hiring students from these programs to increase the diversity of staff and to provide embedded tutoring support for students who may initially

feel more comfortable within these programs' spaces--with the goal of expanding students' comfortable in other campus spaces

- ATS is crafting new mission and vision statements and a new assessment plan with student and staff learning outcomes and institutionally-aligned indicators that include disaggregating the more consistent data collected from a new tracking system to make sure resource allocation targets closing equity gaps in achievement.

Early Outreach and Referral Program

During the 2017–2018 academic year, Lane started its [Early Outreach and Referral \(EOR\) Program](#), an early warning program to identify struggling students. EOR is intended to provide proactive, individualized support to students to help them succeed in their coursework and other aspects of college life. The program receives referrals from reports of students who have earned a "C" grade or below in previous terms and from anyone in the College community who is concerned about a student. EOR staff then reach out to the students and offer on-going academic support, as well as referrals to campus and community resources that can support the student in meeting whatever needs (financial/economic, housing, mental health, etc.) may be impacting the student's academic work. Lane has hired EOR Specialists in business, computer information technology, math, science, social sciences, and writing who met weekly with staff from other areas of campus to discuss pressing student needs and to construct supports for those needs. The program has reached out to over 5,000 students so far and has helped students earn higher grades in classes, be retained in future terms, access needed campus and community resources, earn scholarships, finish classes where students earned incomplete grades, and increase their confidence and sense of self-efficacy and agency, among other achievements.

The EOR program exists specifically to address access, inclusion, and equity gaps at the institution; and our staff go through a range of training and professional development opportunities that are culturally responsive to do so. EOR Specialists are trained in student development theories, Mental Health First Aid (including a version specific to working with veterans), and QPR (Question, Persuade, Refer); many of them completed a class about trauma-informed learning and regularly attend Cultural Competency Professional Development trainings; and they meet weekly with staff from the Center for Accessibility Resources, PassLane, the Gender Equity Center, the Veterans' Resource Center (where we placed a staff for two terms), and other areas of campus to make sure we provide service connections and referrals that are as culturally responsive as possible. Using the success plans that they create with students, EOR Specialists work from a holistic perspective to connect students with resources that are specific to students as individuals with a range of intersecting aspects of their identities. That may mean connecting a Black, trans student who is feeling isolated with resources such as the Black Student Union, Multicultural Center, Gender Equity Center, and/or GSA, as well as connecting the student with a variety of other student/campus life activities. Most of the data the EOR Program is provided is related to student academic performance in classes, as we are not allowed access to disability status (if known) or financial aid status, among other information; many of the people who refer students to us do not know exactly how their students identify. Increased access to information about the students who are referred to Early Outreach either through individual referrals or Institutional Research reports would enable the program to better identify the populations being served and to seek support from the College in closing equity gaps.

TRIO/TRIO STEM

The TRIO programs are federally funded with the goal of helping students stay in school and successfully graduate from Lane Community College and/or transfer to a four-year institution. The services are provided free to eligible students to assist them in meeting the varied challenges of college life. Lane hosts two TRIO Programs: TRIO Student Support Services serves any eligible

non-STEM students and TRIO STEM who work with eligible STEM degree seeking students. Both programs offer the same services to all students. The TRiO Learning Center at Lane Community College helps students succeed through academic advising, tutoring, and skill development workshops. Evidence of student success as measured by the standards set by the Department of Education suggest Lane's TRIO and TRIO STEM programs are remarkably effective in supporting student achievement for students in the programs.

TRIO

(Approved Rate is set by the Department of Education)

- Approved Rate Persistence: 70%
 - Actual Attained Persistence Rate: 78%
- Approved Good Academic Standing: 70%
 - Actual Attained: 94%
- Approved Associate Degree or Certificate 40%
 - Actual Attained Rate: 44%
- Approved Rate for an Associate's Degree or Certificate AND Transfer to 4 Year Institution: 18%
 - Actual Attained Rate: 18% (23% if degrees awarded in September are included)

TRIO STEM

- Approved Rate Persistence: 75%
 - Actual Attained Persistence Rate: 76%
- Approved Good Academic Standing: 78%
 - Actual Attained 93%
- Approved Associate Degree or Certificate 30%
 - Actual Attained Rate: 41%
- Approved Rate for an Associate's Degree or Certificate AND Transfer to 4 Year Institution: 20%
 - Actual Attained Rate: 25%

Financial Aid Counseling

Financial Aid Counseling is an important tool to minimize student debt and lower default risk. All students complete mandatory entrance counseling with Financial Aid staff before accepting their first loans. Entrance counselors provide details about the student's debt obligation, grace period, repayment options, and information about loan servicers. Before graduation, students are required to complete exit counseling which reviews all of the information that has been covered in the previous points of contact and sets them up for successful navigation of the repayment period. The recent redesign of the [Financial Aid](#) pages on the Lane Community College website also supports financial literacy by collecting all consumer information and disclosures on the same easy-to-find webpage. Presenting all the information in one spot helps students and their parents understand the financial risks and benefits of attending Lane Community College.

Mandatory Advising and [New Student Orientation](#)

In order for students to "Start Right," Lane invested in a mandatory advising program that was implemented in 2013-14. New students participate in orientations either in person or online, with opportunities for one-on-one advising in either modality. As part of the pivot toward a Guided Pathways framework, in 2019–2020 Lane Advisors have been piloting in-person orientations organized around career communities that help guide students toward programs that meet their professional and learning goals.

First Year Experience

Lane's [First Year Experience](#) (FYE) guides first-year, degree-seeking students in their transition to and engagement with Lane Community College. Through online and in-person activities, First Year Experience supports students in making sound decisions in career, academic and financial arenas. Success coaches and peer mentors provide a welcoming, accessible environment where students can identify and overcome obstacles which could impede progression and goal attainment. Lane's First Year Experience is available to all students at Lane Community College and meets the FYE requirement for the [Oregon Promise Grant](#).

Standard 2.G.2: The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Lane publishes current and accurate information in multiple systems and makes this information available to students through the [Lane Community College Catalog](#), on the [Lane Community College](#) website, and in the [Board of Education policies database](#), all of which are available to the public. Please see Table 4: Required Published Information for links to specific information. See also Eligibility Requirement 18 for additional discussion of the College's publication practices in adherence with NWCCU requirements.

Information	Catalog	Lane Website	College Policies and Procedures	Board Policy
Institutional mission, vision, and values	About Lane	Mission, Vision and Values		
Admission Requirements and Procedures	Get Started	Getting Started	Admissions	BP705: Admissions
Grading Policy	Policies and Procedures		Definitions Academic and Degree Appeals Changing Pass/No Pass Records	
Academic Programs	Programs A-Z Programs by Department Other Learning Opportunities	Programs		
Courses	Course List	Class Schedule		

Information	Catalog	Lane Website	College Policies and Procedures	Board Policy
Degree and Program Requirements	Programs A-Z Graduation and Transfer Requirements		Graduation Requirements	
Program Learning Outcomes	Listed on each program page			
Course Learning Outcomes	Listed on each course page	Outcomes are viewable by clicking on the "Syllabus Available" link within any course.	Course Syllabus Information Procedure	
Required Course Sequences and Timelines for Completion	Listed within programs of study term-by-term printed planners given to students for some programs			
Faculty and Administration Credentials	Administration Instructional Staff			
Rules and Regulations for Conduct		Students' Rights and Responsibilities and Student Code	Students' Rights and Conduct	
Tuition, Fees, and Costs	Career-Technical Education programs include a list of each type of costs (e.g., Health Info Mgmt. AAS)	College Tuition, Fees, and Payments		BP725: Tuition BP730: Waivers BP715: Activity Fee
Refund Policies and Procedures		Refunds	Refunds: General Refunds: Continuing Education	
Financial Aid Requirements	Tuition, Fees, and Financial Aid	Financial Aid		
Academic Calendar	Academic Calendar	Academic Calendar		

Table 4: Publication Information

Standard 2.G.3: Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

The Lane Community College Catalog and Program pages on the Lane website provide descriptions of educational programs including accurate information about legal eligibility requirements for program entry, licensure, and entry into the profession. Special requirements associated with educational programs, both credit and noncredit, are also listed in the Catalog and on Program pages of the Lane website. For an example see the [Dental Hygiene Program webpage](#) and the [Dental Hygiene Program Guide](#) in the Catalog. In some cases, additional clarification is provided on program specific pages on the Lane Community College website. For example, Lane's Health Professions programs have specific sets of requirements students must meet to be able to participate in clinical education and obtain licensure and employment; details about these requirements are published on the [Health Professions](#) pages of website. Similarly, the requirements associated with the [A.A.S. in Nursing](#) are specified in the Catalog, and additional information about state requirements for licensure and entry into the profession is provided on the [Nursing Program](#) pages. Employment requirements, such as successful performance on a licensure exam and completion of internship hours, are specified for each program in the Catalog and/or on the program's webpages. For example, see the [Massage Therapy Program](#). For more information about the College's publication practices related to course and degree outcomes, please see Eligibility Requirement 5 and Eligibility Requirement 13.

Standard 2.G.4: The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Lane offers a variety of financial aid options, including state grants ([Oregon Promise](#) and [Oregon Opportunity](#)), federal grants (Pell and Supplemental Education Opportunity), Federal Work Study, and loans (Federal Direct Subsidized, Federal Direct Unsubsidized, and Parent Plus). Lane's Financial Aid Office actively discourages students from taking private loans and provides information about the risks of such loans on the [Student Loans](#) section of the Lane website. In addition, information about each type of financial aid is available on the [consumer information](#) page of Lane's website and in the [Financial Aid Award Handbook](#).

Moreover, the Financial Aid Office and Recruitment Office collaborate to ensure information about aid is part of all recruiting presentations. Copies of the current Financial Aid Award Handbook are also emailed directly to each newly awarded student.

To ensure effectiveness and compliance with Federal regulations, Lane's Financial Aid Office undergoes annual A-133 audits as well as routine recertification processes and Program Participation Agreement updates and has received no recent negative feedback. In addition, effectiveness of Financial Aid is monitored internally through Lane's Program Review process, which provides insights on ways to improve the student experience. Having the capacity to serve students in a timely fashion is of critical importance to providing an effective financial aid program, so the Financial Aid Office has undertaken many student-first initiatives to better support students and demonstrate accountability. These initiatives support mission fulfillment by aligning innovations with Lane's Core Values.

Standard 2.G.5: Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The Financial Aid Office takes loan management very seriously and has undertaken a series of steps to minimize student debt and lower default risk. As a result, the percentage of financial aid students who have taken out a loan at Lane dropped from 63.04% in 2012-13 to 10.7% in 2019–2020 aid year. Likewise, the cohort default rate is at its lowest level in 10 years (19.2%). To accomplish these goals, the College stopped awarding unsubsidized loans upfront. In addition, students are counseled by Financial Aid staff about the dangers of borrowing and especially default.

To increase financial literacy and planning, students are informed of repayment obligations at multiple points in the financial aid process. The first is federally mandated entrance counseling, which details the debt obligation the student is taking on, covering topics like their grace period, repayment options and their loan servicer. The student is then required to read and sign a Master Promissory Note, which requires the student to read and acknowledge the terms of the loan, including when they need to repay. As of Fall 2019, students are required to review all of their borrowing, their repayment date and their repayment options every year before they are allowed to receive an additional loan. Finally, students are required to complete exit counseling which reviews all of the information that is contained in the previous points of contact. Beginning in 2017, all colleges and universities who issue loans are required to directly mail to students a loan disclosure sheet, again detailing the structure of repayment, deadlines and options.

The Financial Aid Office is offering an additional point of contact this year at the April 25, 2020 Loan Clinic event, where any student with loans from any school can get a free, confidential advising about how to navigate the repayment process. The recent redesign of the [Financial Aid](#) pages of the Lane Community College website also supports financial literacy by collecting all consumer information and disclosures on to the same easy-to-find webpage. Presenting all the information in one spot helps students and their parents understand the financial risks and benefits of attending Lane Community College. Please see the [Financial Aid Consumer Information](#) webpage for public information about Lane's current student loan default rates (CDR).

Standard 2.G.6: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Advising Requirements and Responsibilities

Lane's Academic Advising Department uses an [Academic Advising Syllabus](#) to clearly and consistently articulate information about the advising process. Created in 2012 by Lane Advisors, the syllabus applies core values, concepts, and best practices from the National Academic Advising Association (NACADA). This Academic Advising Syllabus is disseminated to every new student during on-boarding/orientation, and a digital version is housed on the [Academic Advising](#) pages of the Lane website for faculty, staff, and community use.

Personnel and Development of Current Advising Model

Advising is housed in the Student Success Division and consists of ten full-time academic advisors and one part-time academic advisor. Until approximately 2010, Lane relied on counselors to provide advising for most campus programs. However, the College has shifted toward professional academic advisors and most recent hires have Master's degrees or higher in Student Affairs or education-related areas. New advisor training requires 160 hours of engagement with materials on professional standards and responsibilities as well as institutional

expectations. The majority of this training is focused on curriculum, program expertise, and graduation requirements for various degrees and certificates. To ensure quality standards are met, reviews are conducted after the new hire's trial service period concludes. New advisors must demonstrate mastery of curriculum, program, and graduation requirements before they can start working alone with students. More detailed information about the training schedule and topics can be found in the [Academic Advising Training Plan](#).

Program Review and Future Directions

In Fall 2019, Academic Advising formed a committee to work with a Program Review Coach and the Dean of Student Success to create a template for Academic Advising Program Review, to be completed by summer 2020. This is the start of an ongoing 5-year cycle of continuous improvement and refinement to support student development and success. This will be the first time Academic Advising has undergone program review using the metrics set forth by the [Council for the Advancement of Standards](#) (CAS) for Academic Advising as well as the [Core Values](#) and [Core Competencies](#) established by the National Academic Advising Association (NACADA). The Advising Program Review Self-Study will utilize the Standard Data Package⁴ as well as the advising records note keeping system (System for Application Oriented Requirements Specification, SARS) to provide:

- A detailed history and timeline of Academic Advising at LCC
- An overview of program alignment with the College's Strategic Directions
- An examination of student enrollment and demographic shifts impacting advising program
- An analysis of advising productivity and impact, including analysis of:
 - Student success rates (GPA, course completion) compared to advising use rates
 - Student success rates for at-risk students at academic alerts 3 and 4 who completed academic intervention
 - Student learning outcomes for programs and services that include learning outcomes and a timeline for review of services and programs that currently do not have identified learning outcomes
- Departmental procedures and staffing, including supervision
- Equipment needs (facility, technology, software, etc.) forecast
- Future needs and action items

Although the report is still underway, several trends have emerged that have already had an influence on Advising and will likely continue to be key features shaping practices. For example, increases in full-time student demographics of 18- to 19-year-olds from 18% to 39% has required advising to adapt some practices in order to meet the needs of this population. Advising has responded to this trend by hosting high school-specific orientations for graduating seniors.

Another key feature shaping Academic Advising Lane's move toward a Guided Pathways model, which include an emphasis on intrusive advising. Moving forward, Guided Pathways and Advising Program Review will be the guiding principles in development, evaluation, and maintenance of Lane's Academic Advising Program.

Standard 2.G.7: The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students

⁴ For additional information about the Standard Data Package, please see the Build Data Literacy section of the Addendum: Mid-Cycle Follow-up Items.

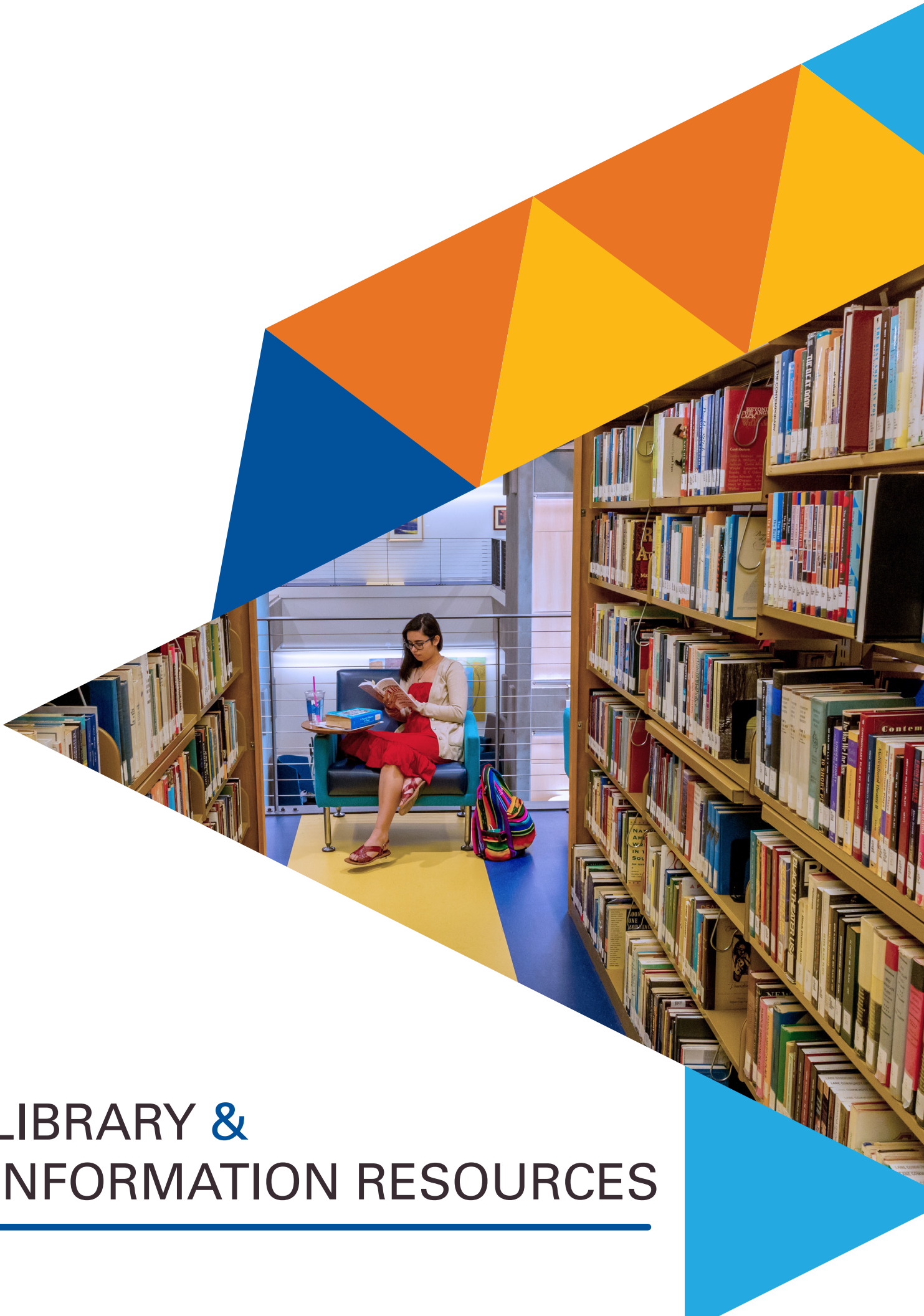
protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Lane Community College verifies student identity during the admissions process. At the time any potential student applies for admission, the College requests information that is uniquely known to the student.

The unique information provided during admission is used to generate a secure username and password for the student to access all of Lane's web properties. To ensure both privacy as well as identity verification, the College has inserted security questions into its application and admissions processes.

Additionally, the College only communicates with distance education students via classes.lanecc.edu, MyLane or their student email account. All of these channels for communication are closed systems that require username and password credentials to access.

Test proctoring is coordinated in various testing centers on the Lane campus and at remote sites. Student identification is checked before students are given access to tests under the supervision of a pre-approved test proctor. Local students generally test in Instructional Testing Services on the main campus, at a Lane outreach center or via remote online proctoring through a partner organization. Tests are proctored for remote students in pre-approved testing centers nationally and worldwide. Protocols for proctored testing are outlined on the LaneOnline website and include a test proctor approval request form as well as strict criteria for qualifying as a remote testing site. Qualifiers include appropriate testing environments as well as appropriate processes for ensuring student identity and protecting student data. There are no charges for identity verification.



LIBRARY & INFORMATION RESOURCES

Standard 2.H.1: Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

As noted in Eligibility Requirement 14, the [LCC Library staff](#) consists of twelve staff members including paraprofessionals and librarians. Three paraprofessionals have MLIS degrees. Of the five faculty librarians, two have a second master's or certification, and two are part-time. Library staff classifications are derived from work assignments and all staff are highly qualified for their duties and responsibilities. Annually, approximately eight students are hired as work-study assistants to support library operations.

The library's collection includes approximately 364,883 titles as of Fall 2019. This number includes approximately 2831 DVD media and 49,785 print titles. The library's virtual collection serves all Lane faculty, staff and students anytime, anywhere with Internet access. This collection directly supports the College's strategic direction for online learning. At this time, the virtual library contains approximately 220,000 e-books and 76 databases that provide access to more than 58,000 electronic serials titles. In addition, Lane is part of the Orbis Cascade Alliance, a consortium of 37 academic libraries across the Pacific Northwest. Participation in the Alliance greatly enhances Lane's interlibrary loan program and increases student and staff access to a much broader range of titles. All materials are discoverable in the library catalog.

A thorough deaccession process was completed in 2019, bringing the average age of the collection from 1997 to 2005. A liaison outreach program connects Lane's program and discipline needs to the collection. The library's procedures for assessing the adequacy of library collections include age of collection reports, librarian liaison work with the academic programs, and the weeding/deaccessioning procedures for maintaining currency of the collection. A detailed description of the collection planning and development process, including [staff assignments](#) for planning and collection development, is described on [Lane Library's Collection Development](#) webpage.

The Library maintains a lively program of activities for library users and the campus community including thematic book displays, promotion of new materials and resources, and a stellar website that features online how-to, tutorials, and research guides. The Library Makerspace was inaugurated in October 2019 and offers both recreational and educational opportunities for hands-on learning and creative exploration. Since opening in Fall 2019, the Makerspace has received approximately 200 visitors. The [Library Information Literacy Mission Statement](#) connects the libraries instructional services to specific learning outcomes. The [Library Policy Manual](#) contains sections with additional information about Reference staff, Library Assignments, and Teaching and Instruction as related to student learning outcomes for library use. Additional facts and trends are shown in Figure 3. Please see Eligibility Requirement 14 for additional information related to the Lane Community College Library.

Lane Community College Library

Quick Facts

Trends

Quick Facts 2019

In Person Visits

150,507

Select Year
2019



Website Page Views

553,070

Class Attendance

2,769

Regular Check Outs

17,747

Class Sessions

134.0

Tutorial Plays

8,166

Study Room Bookings

2,215

Summit/ILL Borrowing

1,697

Summit/ILL Lending

2,419

Average Weekly Hours

48.67

LCC Student FTE

8,237

Figure 3: Library Quick Facts 2019

PHYSICAL & TECHNOLOGY



Standard 2.I.1: Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

Within the last decade, enrollment at the College rose from the relatively stable level of around 9,000 to 10,000 full-time equivalent students (FTE) to a peak of 15,000 FTE during the recession of 2008-2012 back to its current level of around 8,000 FTE. This period also saw several new buildings added to the College’s holdings. In 2017, ISES Corporation conducted a comprehensive Facilities Conditions Assessment to inventory the age and condition of all facilities equipment in buildings. The information from the facilities conditions assessment informed the [2020 Facilities Master Plan](#) which was finalized in April 2020 and is published on the Facilities Management and Planning page of the Lane website; a summary of the ISES assessment can be viewed in an [Appendix to the Facilities Master Plan](#). More detailed information on the process used to assess sufficiency of physical facilities can be found in Chapter 7: Space Needs Assessment (page 38-57) of the 2020 Facilities Master Plan. The Facilities Master Plan and Appendix was also used to determine projects to include in [Bond Measure 20-306](#), a \$121,500,000 bond passed in May 2020 that provides funding for equipment replacements.

The 2020 Facilities Master Plan included a detailed analysis of this space including a complete inventory of all spaces at Lane’s main campus and all branch campuses; see 10d Space Standards (pages 128-136) of the Appendix to the Facilities Master Plan for detailed information. The College’s current assignable space was compared with the amounts of space that should be assigned per the Space Standard shows the College to be within 10% of the standard. While the College as a whole meets the guidelines of the Space Standard, within the College, there are some individual divisions that have excess space and other divisions that are overcrowded. The Facilities Master Plan includes a reorganization of existing space that seeks to level out many of these space inequities. See 10e Space Utilization Reports (pages 136-200) of the Appendix to the Facilities Master Plan for more information about current space utilization.

In order to ensure that the technology needs of Lane’s students and staff are met, the College charges a \$9 per credit Technology Fee that funds necessary technology replacements. The [Technology Council](#) is charged with developing, reviewing, and evaluating the College technology strategic plan and technology policies in accordance with the vision, mission, core values, learning principles, and strategic directions of the College. Since the [2015-20 Strategic Technology Plan](#) is reaching its expiration date, the Technology Council is currently in the process of approving a new Strategic Technology Plan. However, disruptions in governance work during Spring 2020 as a result of Covid-19 delayed this work; new work plans for governance councils will be available in Fall 2020.

Lane’s Information Technology Department maintains a [Computer Replacement Plan](#) and [Hardware Count and Replacement Plan](#) that outline the computer replacement cycle and identify estimated replacement dates for all computers on campus. Additionally, the Information Technology Division developed a plan for needed IT replacements totaling \$8,000,000 that will be funded by Measure 20-306. The [Information and Technology Use: Rights and Responsibilities Policy](#) and [Software Purchasing and Requests Policy](#) provide additional information about the appropriate uses of College technology resources and the College’s approach to allocating available resources. The Procedures for [Computer Replacement](#), [Software Requests](#), and [Information Technology: Use of Services](#) provide specific guidance for how technology requests are prioritized and assessed.

In addition to ensuring sufficiency of space and equipment, Lane is committed to providing an accessible, safe, and secure learning and working environment. [BP 105, Facilities: Global Directions](#) mandates that “Lane Community College’s physical facilities will be accessible, safe, secure, and adequate, and provide healthful working and learning environments that support Lane’s mission, programs, and services.” Lane has several policies, procedures, and committees to ensure this Board Policy is met. The [Building Access Procedure](#) outlines safety and security procedures related to campus facility access, and [the Open Access Restroom Policy](#) outlines requirements for ensuring safe restroom access for all students and staff regardless of gender identity. The [ADA/504 Compliance Committee](#) ensures compliance with ADA and other standards for [campus accessibility](#). The [Accident Reporting Procedure](#) outlines protocols for addressing accidents involving non-employees, and the [Occupational Injuries and Illnesses Procedure](#) outlines the process for addressing employee injuries and accidents. The [Emergency Plan Procedure](#) provides detailed protocols for addressing a variety of emergency situations on campus. Lane follows the law regarding use, storage, and disposal of hazardous waste, as outlined in the [Hazardous Waste Procedure](#) and the [Hazard Communication Procedure](#). Please see Eligibility Requirement 15 for more on Lane’s facilities.

Clery Act Report

The Campus Public Safety Department completes the [Annual Clery Security Report](#) by September 30th and publishes the report on the Lane Community College website. Data collected for the Annual Clery Security Report comes from reportable incidents on campus and within the jurisdictions of the following law enforcement authorities at Lane Community College owned or operated locations:

- Lane County Sheriff’s Office
- Eugene Police Department
- Florence Police Department
- Cottage Grove Police Department

Title IV Reporting

Facilities Management and Planning, Risk Management, Public Safety, Director or Student Standards, Title IX Coordinator, and Titan Court all play a role in Title IV Compliance. Each respective unit is responsible for their part in the checklist. All of them are up to date with their reports. Public Safety is currently working with Titan Court to update the Annual Fire Safety Report. Please see the [completed Title IV Report Checklist](#) for additional information.

MOVING FORWARD

As demonstrated in the [2019 Mission Fulfillment and Institutional Effectiveness Report](#), Lane Community College has increased its capacity to self-correct using evidence-based decision-making and implementation processes. To further develop the College's culture of self-correction, the following three focal areas have been identified as essential to a "Culture of Inquiry" at Lane:

1. leverage the College's institutional knowledge to effectively apply "what we know" in the decision-making process.
2. integrate Planning with Budget Development to create Strategic, Measurable, Attainable, Relevant, and Time Bound (SMART) goals.
3. implement continuous improvements that support the successful and sustainable operation of the College.

Leverage Institutional Knowledge

The President and Cabinet have reorganized Planning and Institutional Effectiveness to better leverage the knowledgebase of the College in decision-making. Multiple initiatives are already in process that provide assurance of an informed, evidence-based decision-making process, including:

- automating goal-tracking to increase stakeholder access and engagement.
- standardizing assessment, program review, and curriculum management to support effectiveness.
- implementing self-correction in areas identified for instruction, services, and operations through program review.

Integrate Planning with Budget Development

Integration of the College's budget building and alignment with strategic goals is being addressed through the acquisition of Software as a Service (SaaS), which will standardize institutional knowledge management and enable accessibility by multiple stakeholders. Additionally, the College is integrating the institution-wide program review of instruction and services with the budget building process to increase transparency in operations and provide expanded stakeholder engagement. In short, to move forward with this strategy, the College is:

- expanding the use of technology through SaaS (Cloud Application) to provide access to stakeholders.
- increasing transparency for and communication with stakeholders.
- integrating institution-wide instruction and services program review with the budget building process.

Implement Continuous Improvements

Application of continuous improvements is now being expanded and tracked through the Office of Planning and Institutional Effectiveness. Improving the College's capacity to demonstrate and evaluate outcomes in order to support continuous improvement will be accomplished by:

- standardizing goal-tracking to include scheduled progress reports from the executive offices of the College (i.e. Academic Affairs, Business & Finance, Student Affairs).
- communicating changes and providing for evaluation by stakeholder communities using visualization from the expansion of Lane's Business Intelligence Model.
- providing attainable targets for completion of improvements within the revised objectives and goals.

By leveraging what we know, integrating what we know into the planning and budgeting process, and applying improvements to what we know demonstrates to all stakeholders that the College is actively engaged in self-correction. Lane is becoming better positioned to support the upward social and economic mobility for students through this expansive transition into a “Culture of Inquiry.”

ADDENDUM: ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Eligibility Requirement 1 has been met. Lane County citizens voted in 1964 to establish Lane as a comprehensive community college. The Northwest Consortium on Colleges and Universities first accredited Lane in 1968. The [State of Oregon Higher Education Coordinating Commission](#) (HECC) grants authority to Lane Community College and its governing board to operate and award degrees by approving mission statements and academic programs (ORS [350.085](#), [352.089](#), [341.465](#), [350.075](#)).

Eligibility Requirement 2: The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.

Lane's mission statement, programs and services are focused directly on higher education; therefore, Eligibility Requirement 2 has been met. Evidence of this focus is shown in the mission: "Lane is the community's college: we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success." The principle programs at Lane lead to recognized degrees or certificates. In 2018–2019, 10,779 enrolled in credit classes at Lane, and an additional 4,612 enrolled in dual credit classes; 7,613 enrolled in Continuing Education courses; and 1,399 students enrolled in non-credit skill development courses. The adopted general fund revenue budget for fiscal year 2018–2019 was \$72,875,448 million; 68.3% of which was allocated to instruction and instructional support activities.

Eligibility Requirement 3: The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.

The State of Oregon Higher Education Coordinating Commission (HECC) grants authority to Lane Community College and its governing board to operate and award degrees by approving mission statements and academic programs (ORS [350.085](#), [352.089](#), [341.465](#), [350.075](#)).

Eligibility Requirement 4: The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

[Lane's integrated Planning and Institutional Effectiveness Process](#) forms the basis for regular assessment, improvement, accomplishment, and adaptation of Lane's mission. [Strategic Directions](#) are established every five years to identify priority actions needed to support student learning and success, as measured by verifiable institutional indicators. Lane regularly reviews pertinent data to evaluate mission fulfillment against a benchmark of 70% of indicators at or above

established thresholds. **Strategic Priorities** are established biennially to identify priority areas of focus, based upon assessment of progress toward strategic directions, objectives and outcomes, internal and external environmental scanning. **Program Review** and **Department Planning** support Strategic Directions and priorities by operationalizing priorities and improvements at the program and service level. Each year, the Institutional Effectiveness Committee creates the [Mission Fulfillment and Institutional Effectiveness Report](#), [Strategic Plans](#) and [Strategic Directions](#) are published on the Institutional Effectiveness pages of Lane's website.

Eligibility Requirement 5: The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

Student learning outcomes for courses and programs of study are published in [Lane Community College Catalog](#), on course syllabi, and in program information sheets. Lane has established [Core Learning Outcomes](#) (CLOs)⁵ in partnership with Oregon's public institutions of higher education to serve as Institutional Level Outcomes, similar to General Education Outcomes or student learning outcomes at other institutions. The CLOs fall under five major headings: CLO 1: Think critically; CLO 2: Engage diverse values with civic and ethical awareness; CLO 3: Create ideas and solutions; CLO 4: Communicate Effectively; CLO 5: Apply Learning. The Faculty Assessment Coordinator and Faculty Liaison coordinate assessment outreach and professional development opportunities. Guidance, support, tools, and examples of student assessment are published on the [Assessment](#) pages of the Lane Community College website. Please see the [NWCCU Recommendation 4](#) Addendum for more information about Assessment at Lane.

Eligibility Requirement 6: The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to graduation, retention, completion, licensure, and measures of post-graduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

Lane's Institutional Indicators for student achievement are regularly assessed using Lane's Integrated Planning and Institutional Effectiveness Process which supports continuous improvement, accomplishment, and adaptation through Strategic Directions, Strategic Priorities, Program Review, and Department Planning. Lane publishes [cumulative statistics](#) that track student progress on key Indicators such as degree completion, graduation, and transfer rates, as well as [Core Theme Indicator Worksheets](#) that summarize and evaluate the available core theme indicator data. The Worksheets show the criteria developed and used to score each indicator, along with their rationale and comments about data and methods. Indicators for access and equity assess the College's demographics in relation to the demographics of Lane County, program demographics in relation to the College demographics, and ABSE or ESL students who progress to college-level credit courses or complete Career Pathways certificates. All Indicators relevant to access and equity are disaggregated by student demographics in order to assess student

⁵ Core Learning Outcomes (CLOs) are Lane's Institutional Level Outcomes, similar to General Education Outcomes or Student Learning Outcomes at other institutions.

achievement and close equity gaps. Lane's Strategic Plan, Strategic Directions, and Mission Fulfillment and Institutional Effectiveness reports are made available annually on Lane's website. For additional information about Lane's Institutional Indicators and assessment of mission fulfillment, please see the [Mission Fulfillment Summary](#). Please see Addendum: Data Literacy for more information about Lane's integration of data in campus processes and procedures.

Eligibility Requirement 7: The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.

Lane has met the Eligibility Requirement through policies and procedures reflected in the College Online Policy and Procedure System (COPPS) as well as Lane Board of Education Policies. The policies and procedures in Table 5 guide how the College addresses Access, Equity, and Inclusion; the Diversity Council is responsible for policy development in this area.

Information	Governance	College Policies and Procedures	Board Policy
Affirmative Action		Affirmative Action Guidelines and Complaint Procedure	BP 505, Affirmative Action
Access, Equity, Inclusion	Diversity Council	Disabilities: Americans with Disabilities Act Complaint Procedure; Bias Incident Policy; Open-Access Restroom Policy	BP 520, Cultural Competency and Diversity Awareness; BP 550, Recruitment
Harassment		Harassment Based on Race or Ethnicity or National Origin: General Policy; Harassment based on Sexual Orientation, Gender Identity, Gender Expression, Religion, or Disability Policy; Harassment, Sexual: General Policy; Bias Incident Policy, Bias Incident Procedure	

Table 5: Nondiscrimination Policies, Procedures, and Governance

Eligibility Requirement 8: The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.

Lane has established ethical standards in its academic programs, operations and relationships as delineated in the following Board Policies, and in compliance with applicable Oregon Revised Statutes and Oregon Administrative Rules:

- [BP 030, Educational Programs: Global Directions](#) directs the Board to be responsible for approving all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas and directs the Board to require and consider reports concerning the programs of the College

- [BP 720, Student Services: Global Directions](#) states that with respect to interactions with learners, the President shall assure that procedures and decisions are safe, respectful and confidential
- [BP 555, Treatment of Staff](#) gives the President responsibility to ensure that paid and volunteer staff are able to work in an evidence-based environment and free from discrimination
- [BP 635, Institutional Integrity: Global Directions](#) states that the Board must ensure the integrity of the College
- [BP 505, Affirmative Action](#) directs the College to engage in strict adherence to the principles of affirmative action
- [BP 705, Admissions for Credit Students](#) states that all students over 18 or who have a high school diploma or GED cannot be denied admission

The President is responsible to monitor College activities, decisions, and organizational circumstances for adherence to these ethical standards, and to assure they are lawful and congruent with ethical business standards according to [BP 356, Global Executive Directions](#). For additional information on Lane's ethical standards, please see Standard 2.D.2.

Eligibility Requirement 9: The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such [the] boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

The Lane Community College Board of Education has seven elected voting members who represent five different zones plus two at-large positions that roughly encompass Lane County. The Board's commitment is described in [BP 357, Global Governance Commitment](#):

The Board of Education, on behalf of the district, will work to ensure that Lane Community College achieves the appropriate results, at an appropriate cost, to advance the College vision, mission, core values, and Strategic Directions.

The Board shall comply with Oregon Revised Statutes.

The Board will govern by policy. It will establish appropriate ends policies and executive direction policies and ensure that accountability measures are clearly identified and reported on a frequency and method chosen by the Board.

Board members have no contractual or employment relationships or personal financial interests with Lane. This representative Board's charge is to oversee the development of programs and services that board members believe will best serve the needs of the people of the Lane Community College district.

The Board has primary authority for establishing policies governing the operation of the College and for adopting the College's annual budget. Authority, roles, and responsibilities between the Board and the College are clearly delineated, for all entities, in a written contract, described on

Lane's website in its [Governance System Manual](#) and in [BP 325, College Governance System](#). For more information on Lane's Governance system, please see Standard 2.A.1.

Eligibility Requirement 10: The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.

Lane employs an appropriately qualified chief executive officer, Dr. Hamilton, appointed by Lane's Board of Education, whose full-time responsibility is to Lane. Neither Dr. Hamilton nor any other executive officer of Lane chairs the governing board. As described in [BP 380, Officers of the Board of Education](#), the Board of Education shall have as officers a chair and a vice chair to be elected by the Board at its annual organizational meeting. The Board shall then appoint the College President as the clerk of the district. Deputy clerks may also be appointed at this time to perform such duties as recommended by the President.

Dr. Hamilton holds a Ph.D. in Nursing Education from Widener University in Pennsylvania, a Master of Science in Nursing from the University of Delaware and a Bachelor of Science from the State University of New York at Plattsburgh. Prior to joining Lane Community College as its seventh President, Dr. Hamilton served as Vice President for Academic Affairs, Institutional Effectiveness and Planning at Camden County College. For more information about Dr. Hamilton and the role of the President, please see Standard 2.A.3.

Eligibility Requirement 11: In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.

In addition to Dr. Hamilton, Lane employs a sufficient number of qualified administrators with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Neither Dr. Hamilton nor any other executive officer of Lane chairs the governing board. The [Leadership Organization Chart](#) illustrates the organization's leadership structure, and the [Academic Organization Chart](#) illustrates the organization of Lane's academic units. For more information about Lane's Leadership, please see Standard 2.A.2.

Eligibility Requirements 12: Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

Careful planning and monitoring of instructional capacity have allowed the College to maintain a commitment to its mission in all four core theme areas despite enrollment declines.

Lane's Staffing by FTE Academic Year 2016-2020							
Employee Classification	AY2016	AY2017	AY2018	AY2019	AY2020	% Change FY16-FY20	% Change FY19-FY20
Classified Staff Total FTE	473.2	455.0	437.8	420.7	388.9	-17.8%	-7.6%
Full-time Classified	308.8	302.3	321.8	305.9	303.5		
Part-time Classified	164.4	152.7	116.0	114.8	85.4		
Faculty Total FTE	418.0	413.8	392.1	399.0	394.4	-5.6%	-1.1%
Full-time Faculty	215.7	217.7	203.9	214.3	209.5		
Part-time Faculty	202.3	196.1	188.2	184.7	184.9		
Student Worker Total FTE	0.6	0.5	0.5	0.5	0.3	-43.3%	-24.4%
Management Total FTE	70.4	68.5	69.6	66.5	67.9	-3.6%	2.0%
Collegewide Total Personnel FTE	962.2	937.8	900.1	886.7	851.5	--11.5%	-4.0%

Table 6: Employee Groups by FTE 2016-2020

Decisions made at each step of the hiring process are evaluated by staff in Human Resources for adherence to College policy and to ensure that selection decisions are free from bias. Hiring recommendations are evaluated at the Cabinet and Presidential level before an offer is made. Lane Community College administrators and instructional deans partner with faculty union leadership to ensure that each faculty assignment, whether full- or part-time, is filled by a fully qualified and properly credentialed professional educator in accordance with the College's [Procedure for Instructor Certification](#) and the [Hiring Process Procedure](#). Per standard best practices, official transcripts are required, and professional references are carefully checked before the employment recommendations for full-time faculty vacancies are forwarded to the office of Academic and Student Affairs and the President's Office for final approval.

The [Faculty Evaluation Handbook](#) describes Lane's developmental and corrective evaluation processes. The steps, procedures, and criteria concerning evaluation of full-time and part-time faculty, as well as the steps that precede discipline or termination, are also outlined in the [2019–2024 Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Education Association (LCCEA). The [2016–2023 Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Employees Federation (LCCEF) outlines conditions of employment, rights, and responsibilities. The [Classified Employee Evaluation Form](#) and [Performance Level Guidelines](#) provide clear information about the process for evaluation and expected standards of performance for classified staff. The management working conditions agreement outlines the conditions of employment, rights, and responsibilities for managers. Manager's [Performance Level Guidelines](#), Performance Review Instrument, and other material for evaluation of managers

are available on the [Human Resources Forms](#) webpage. For more information on sufficiency of staffing and human resource management, please see Standards 2.F.1 through 2.F.4.

Eligibility Requirements 13: Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

Lane Community College offers associate degrees which include appropriate content and rigor consistent with its mission. The College offers three statewide transfer degrees: Associate of Arts Oregon Transfer (AAOT) degree, Associate of Science Oregon Transfer-Business (ASOT-BUS) degree, and the Associate of Science Oregon Transfer-Computer Science (ASOT-CS). Lane also offers the statewide Oregon Transfer Module (OTM), which is a transcript notation consisting of 45 credits of coursework, equivalent to three academic quarters, and is designed to improve student transfer to a four-year college or university.

The College also offers two general education degrees: The Associate of Science (AS) degree and the Associate of General Studies (AGS) degree. In addition to statewide transfer and general education degrees, the College offers a variety of industry-specific career-technical programs, including: 34 Associate of Applied Science (AAS) degrees, 21 one-year certificates (45-60 credits), 3 two-year certificates (61-108 credits) 26 Career Pathway certificates (12-44 credits), and 4 standalone short-term certificates (12-44 credits).

These educational programs culminate in achievement of clearly identified student learning outcomes, which are published in the Lane Community College Catalog and lead to collegiate-level awards. Each career-technical program has been developed with expert advice and oversight from a program advisory committee within Lane's recognized fields of study, requires use of a variety of learning resources, and is reviewed and approved through the College's curriculum approval process. This process includes review by the Curriculum Committee and approval by the Academic and Student Affairs administration and Lane Board of Education. Final state approval is granted by Oregon's Higher Education Coordinating Commission (HECC) and the Office of Community Colleges and Workforce Development (CCWD). Degree and certificate completion requirements are reviewed approximately every 3-5 years, and all AAS and Certificates of Completion awards are reviewed annually by the owning department to ensure continued alignment with industry standards, emerging trends, and with any program-specific accrediting agencies or state-level consortia.

Eligibility Requirements 14: Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The [LCC Library staff](#) consists of twelve staff members including paraprofessionals and librarians. A detailed description of the collection planning and development process, including [staff assignments](#) for planning and collection development, is described on [Lane Library's Collection Development Webpage](#). Information about the collection can be viewed in Table 7: Library Collections. For additional information about the library, please see Standard 2.H.2.

Library Collections/Circulation	Physical Collection		Digital/Electronic Collection	
	2018–2019	Prior Year	2018–2019	Prior Year
Books	49,785	60,900	219,543	200,037
Databases			76	112
Media	2,831	2,711	33,611	26,572
Serials	301	291	58,736	54,733
Total Collection	52,917	63,902	311,966	281,454
Total Circulation	20,081	21,176	25,820	23,355
Interlibrary Loan Services				
	2018–2019		Prior Year	
Total interlibrary loans and documents provided to other libraries	2,705		2,613	
Total interlibrary loans and documents received	1,453		2,071	
Source: IPEDS Data Center, Lane Community College 2018–2019				

Table 7: Library Collections

Eligibility Requirements 15: The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Lane's [Facilities Council](#) develops, reviews, and evaluates plans and policies and sets directions for facilities in accordance with the vision, mission, core values, institutional indicators, learning principles, and strategic plan. The [Technology Council](#) develops, reviews, and evaluates the Technology Strategic Plan and technology policies in accordance with the vision, mission, core values, learning principles, and Strategic Directions. The Facilities Council also works in conjunction with the [Emergency Planning Team](#) (EPT), which is responsible for coordinating and managing campus emergencies, and coordinating with local emergency agencies/officials. The EPT comprises key decision-making and emergency response personnel. The EPT Team follows the Federal Incident Command Structure during emergencies. The Lane Community College Emergency Procedures Guide, also known as the Red Book, is a resource guide for the Emergency Planning Team to prepare for and respond to emergencies. Because emergency events can include loss of network connectivity or power, all EPT members keep a current, printed copy of this manual in their work area for reference.

Eligibility Requirements 16: Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and

independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

As described in Standard 2.B.1 and 2.B.2, Lane maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

These articles of the [Collective Bargaining Agreement](#) between the Lane Community College Board of Education and the Lane Community College Education Association (LCCEA) delineate contractual protections of academic freedom:

- 15.2 Academic Freedom (page 37): Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter
- 15.3 Additional Rights (page 37): The professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the College
- 16.3 Civic Life (page 38): Each faculty member is also a citizen of his or her nation, state and community; and when he or she speaks, writes or acts as such shall be free from institutional censorship

The [Student Rights and Responsibilities](#) policy is located in the COPPS, and the [Student Handbook](#) as well as the [Lane Community College Catalog](#) and describe students' rights as related to academic freedom:

Protection of Freedom of Expression

Students are responsible for learning the substance of any course of study for which they are enrolled. However, students are free to state any reasoned exception to data or views offered in any course of study and to reserve judgment about matters of opinion. See also [Freedom of Inquiry and Expression](#).

Lane's core values of diversity and integrity allow staff and administrators to engage in the open examination of ideas. [BP 620, Freedom of Inquiry and Expression](#), states that

The College does not promote any particular political or religious point of view, but rather encourages exploration of many points of view. Discussion and expression of all views within the College shall be limited only as allowed by law. Members of the campus community shall have the right to freely and peaceably assemble in accordance with the exercise of their constitutional rights.

Specifically in regard to staff, the Board of Education also maintains policies that support individual freedom including [BP 555, Treatment of Staff](#).

Eligibility Requirements 17: The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.

Lane Community College is an open [admission](#) institution with the primary goal of assisting students in developing programs of study that meet their individual needs and are consistent with feasible College operation. [BP 705, Admissions for Credit Students](#) requires that admission is offered to students who are 18 years of age or older or have a high school diploma or GED. Students under 18 years of age are admitted under [guidelines specific to students under the age of 18](#). Admission and placement information are located on Lane's website and is published in the annual release of the [Lane Community College Catalog](#). Most limited entry programs have an additional application that is to be completed prior to entry. For each of these programs' students are notified of the admission requirements and are notified on the steps needed to earn entry into the program.

Eligibility Requirements 18: The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The [Lane Community College Catalog](#) publishes current and accurate information regarding the College's: Mission and institutional indicators; admission requirements and procedures; grading policies, including definitions, pass/no pass option, grade reports, and posting of grades; information on academic programs and courses; names and academic credentials of administrators and faculty and names, academic credentials, and titles of deans and executive deans; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. These policies and procedures are published in the Lane Community College Catalog and on the Lane Community College website, as described in Standard 2.G.2.

Eligibility Requirements 19: The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.

Lane Community College Board policies provide executive directions in [BP 260, Financial Planning and Budgeting](#), [BP 255, Financial Condition and Activities](#). Several policies under the [BP 200, Budget and Finance](#) heading provide detailed requirements related to the management of College finances. A detailed analysis of policy compliance is presented to the Board annually, as mandated by Board Policies. The financial parameters and expected outcomes are incorporated in day-to-day fiscal operations through preparation of daily cash flow reports and the related investment of excess cash balances which optimize flexibility and proper management of funds. This work is prepared by the business office and supervised by the Chief Financial Officer. The Board receives quarterly financial reports of operations as part of the compliance reporting. The Board of Education maintains a rolling five-year Long-Range Financial Plan. Please see Standards 2.E.1, 2.E.2, and 2.E.3 for additional information about Lane's financial resource management.

Eligibility Requirements 20: For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter

recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Oregon Revised Statutes (ORS) 341.709 requires an annual financial audit by independent certified public accountants to be presented by December 31. The Lane Board of Education has selected the accounting firm of Kenneth Kuhns and Company as its auditor. The financial audit is conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards (GAS), issued by the Comptroller General of the United States. The purpose of the financial audit and related Independent auditor's report is to express an opinion on the fairness of the annual financial statements prepared by Lane's management. In addition to meeting the financial audit requirements as set forth in Oregon statutes, the audit is designed to meet the requirements of the Federal Single Audit Amendment of 1996 and related OMB Circular A-133.

At the conclusion of the annual audit, the Comprehensive Annual Financial Report (CAFR) is completed under the auspices of the Vice President for Finance and Administration. The independent auditor's report is included in the CAFR. Recent reports, including the [2020 Comprehensive Report](#) can be found on the College Finance page of Lane's website. [BP 255, Financial Condition and Activities](#) sets forth annual monitoring criteria to be reviewed regarding financial activities, and [Board Policy BP360, Governing Style](#) designates the Board to serve as the audit committee of the College and establishes board and President roles and responsibilities in the audit process. Please see Standard 2.E.1 for additional information about financial reporting.

Eligibility Requirements 21: The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.

Lane Community College accurately provides NWCCU with all information it may require to carry out evaluation and accreditation functions. This Policies, Regulations, and Financial Review, all annual reports, major substantive change proposals and any documentation requested by evaluators have been prepared with candid contributions and the engagement of many faculty, staff, students, and Board members, in an honest effort to accurately represent the strengths, challenges, and plans to improve the College.

Eligibility Requirements 22: The institution understands and accepts the standards and policies of NWCCU and agrees to comply with these standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

Lane accepts the standards and policies of NWCCU and agrees to comply with these standards and policies. Further, Lane agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the College's status with NWCCU to any agency or members of the public requesting such information; Lane itself may choose to release the documents.

Eligibility Requirements 23: The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Lane was first accredited by the Northwest Commission on Colleges and Universities in 1968 and has been in continuous operation since that time. Please see Standard 2.E.1 for additional information about fiscal resources; Standard 2.F.3 for more information about human resources; and Standards 2.H.1 and 2.I.1 for additional information on institutional capacity. For additional information about Mission Fulfillment, please see [Lane's Mission Fulfillment Process](#).

ADDENDUM: RECOMMENDATIONS

NWCCU Recommendation 4

Fully engage faculty in developing a periodic and systematic process for assessing student learning at the course, program and College level (2010 Standards 2.C and 4.A).

Lane has made substantial progress in developing systems and structures to support assessment of student learning since the 2017 Mid-Cycle Report and continues to work toward full implementation of integrated, comprehensive, and systematic assessment. This addendum will report progress in key areas, describe challenges we have faced, plans to address these challenges, and provide information about Lane's Assessment Plan Project developed as part of a 2019 NWCCU Mission Fulfillment Fellowship.

Assessment Policies/Procedures

[BP 015, Assessment](#), which was adopted in 2014 and reaffirmed in 2019, mandates the creation and maintenance of a system for engaging in regular, outcomes-based assessments of student learning. To support this policy, the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA amended contract language to include “assessment of student learning outcomes” to the list of items included in Section 35.3.2 (page 122), which details the requirements and limitations for how faculty shall employ the 15% of their labor designated for service to the College. As the contract notes, although service hours are not tracked on an hourly basis, 15% represents roughly 6 hours per week of faculty time during the contract period (typically 171 days per year or roughly 34 weeks). Since this time can be applied flexibly throughout the year, the Faculty Assessment Coordinator is working with programs and departments to help create assessment plans that fit the exigencies of the College without creating an undue burden on faculty leading assessment efforts for their programs.

Staffing and Coordination of Assessment

As noted in the 2017 Mid-Cycle Report, Lane's Assessment Team (A-Team) coordinates assessment outreach and professional development opportunities. In 2015, the A-Team submitted a proposal for a Core Learning Outcomes (CLO)⁶ Coordinator position that provided a full-time faculty member with a 25% course reassignment to support faculty and programs engaged in assessment. This proposal was approved, and a CLO Coordinator position was created in 2015–2016. In a move toward establishing a more stable, permanent assessment infrastructure, Lane hired a full-time Coordinator of Student Learning Assessment and Curriculum Development in 2016 whose time was divided between supporting assessment efforts and managing campuswide curriculum processes, structures, and deadlines. Part of the responsibilities for the assessment portion of this position included chairing the A-Team and supporting assessment efforts for the entire campus. In 2019–2020, the CLO Coordinator position was phased out and replaced by a Faculty Assessment Coordinator, staffed by a full-time faculty member. The Faculty Assessment Coordinator was expected to continue the liaison and professional development work that had been done by the CLO Coordinator with expanded time to be devoted to development of systems, tools, and resources necessary to support sustainable, systematic assessment at the program and institutional level. Beginning in 2020–2021, the Assessment and Curriculum Coordinator will transition to supporting the College's curriculum

⁶ Core Learning Outcomes (CLOs) are Lane's Institutional Level Outcomes, similar to General Education Outcomes or Student Learning Outcomes at other institutions.

initiatives full time, and the Faculty Assessment Coordinator will continue coordinating assessment work on campus in a full-time capacity. To provide supplemental support and mentoring for assessment, the 2018–2019 Annual Assessment Report laid out a vision for an Assessment Liaison Program, wherein faculty would receive professional development and reassignment time in order to provide ongoing support for assessment, develop support tools, and carry out assessment awareness activities. A pilot version of the program was launched with one liaison in a half time position during 2019–2020. The Assessment Liaison supports Community of Practice participants and works directly with Program Leads in the first year of Academic Program Review to help them address the Assessment Question in their Self-Study. The Assessment Liaison and Faculty Assessment Coordinator began supporting Student Affairs Programs in year one of the review process during 2019–2020 as well. A half-time Assessment Liaison will continue to support campus assessment efforts in 2020–2021.

These hires increase the College's capacity to develop systems and structures needed to support continuous improvements and build a culture of assessment. Starting in 2020, the need for more effective workflows for assessment, strategic planning, and resource allocation in alignment with institutional priorities is now being met by the Executive Director of Institutional Effectiveness. The Executive Director leads the College's institutional effectiveness efforts, including oversight of assessment and program review.

Campus Outreach and Professional Development

In Fall of 2017, the CLO Coordinator and Coordinator of Student Learning Assessment and Curriculum Development created curriculum for five workshops to support Faculty Professional Development and help build a campus culture of assessment. Workshop sessions included: Meaningful, Measurable, Manageable Course Learning Outcomes; Introduction to Core Learning Outcomes; Rubric Fundamentals; Go Deeper with Rubrics; and Inspired Assignments, and opportunities to participate in workshops were offered during Winter and Spring term of 2018 as well as throughout the 2018–2019 academic year. For more information about these workshops, please see the [2017–2018 Annual Assessment Report](#) and the [2018–2019 Annual Assessment Report](#). In 2019, Lane was awarded a NWCCU Mission Fulfillment Fellowship to support development of the Assessment Plan Project. A Community of Practice was a key element of that project and was the primary vehicle for professional development in 2019–2020. A pilot cohort of eleven faculty representing ten academic programs completed a beta version of the Community of Practice in Winter and Spring terms in 2020 and worked on developing assessment plans for their respective programs. More information about that project is provided in the NWCCU Mission Fulfillment Fellowship section.

Assessment Projects and the Assessment Fellowship Program

Prior to 2017, Assessment funding was offered using a project model, where interested individuals could apply for funding to support assessment projects in a somewhat ad hoc fashion. However, beginning in 2017–2018, the Assessment Team began shifting toward offering Assessment Fellowships in addition to project based funding. Assessment Fellowships were designed to provide a pipeline for program assessment by focusing initial attention on course level assessment, and, ultimately, assessing attainment of program and institutional outcomes through intentional alignment of student learning outcomes at the course and program level with the Core Learning Outcomes. Fellowships provided programs substantial support during the planning, development, and pilot stages to ensure programs completed their fellowship with the tools, knowledge, and experience required to carry out meaningful, ongoing learning outcomes assessment. Alignment with Core Learning Outcomes is accomplished through the creation of Core Learning Outcomes maps, which programs could develop using Assessment Project

Funding or using program resources. In addition, the application for funding for both projects and fellowships requires applicants to select one of the Core Learning Outcomes to align with so that the plans and tools they developed have a clear connection to student attainment of the College's Core Learning Outcomes. Fellowships and projects were important in helping programs develop usable tools and approaches to learning outcomes assessment, and they were essential in creating awareness of assessment and building relationships with faculty and staff leading assessment efforts in individual programs and departments. In 2019–2020, Assessment Fellowship and Project funding was reallocated to support the Assessment Community of Practice component of the Assessment Plan Project.

Institutional Assessment Plan

The Institutional Assessment Plan submitted with the [2017 Mid-Cycle Report](#) (see page 22 for the response to Recommendation 4) articulated a vision for assessment at Lane and provided a blueprint for how to achieve this vision. Changes in leadership at many levels since 2017 have meant that, while the vision for institutional assessment remains intact and has more support than ever, the anticipated timelines have necessarily been altered and some projects have been substantially revised. This period of change has necessitated a grassroots approach to assessment where Coordinators and Liaisons worked directly with faculty, staff, and deans to develop plans that would fit their individual program needs and context. The downside of this approach has been that assessment plan development has been uneven across campus and has not accelerated at the pace anticipated in the Institutional Assessment Plan. However, one upside of this approach has been the opportunity to build good will and trust. While changes in culture can be difficult to measure, this person-to-person contact created space for Assessment Coordinators and Liaisons to develop sustained and meaningful relationships with assessment leads in many programs that have supported their willingness to invest in rigorous, sustained assessment. Moving forward, having institutional research, assessment, program review, and strategic planning consolidated under the Director of Institutional Effectiveness will support systematization and integration of assessment efforts. With this new leadership in place, the 2017–2022 Institutional Assessment Plan is under review to determine how to meet changing exigencies going forward.

Supporting Assessment with Technology

In 2016, the Chair of the Assessment Team worked with the IT department to begin development of a Curriculum Management System (CMS) database in FileMaker Pro. The purpose of this database was to provide a single clearinghouse for course and program level student learning outcomes, Core Learning Outcomes, and learning outcomes maps connecting assessment of course and program outcomes to the Core Learning Outcomes. The project was stopped during beta testing due to lack of funding, limited stakeholder acceptance/adoption, and lack of awareness of how this system could improve student learning or institutional effectiveness.

Based on lessons learned from the CMS project and identified need, the College has approved and provided funding for an integrated technology solution. The Request for Proposal will be presented for vendor consideration in Fall 2020. The software solution is targeted for pilot in Spring 2021 with a campus-wide implementation in Fall 2021. This work will be a collaborative effort involving accreditation, assessment, curriculum management, academic technology, and the Office of Institutional Effectiveness. Current priorities for creating increased efficiency and consistency using technology include:

1. Development of common syllabi template and repository (target rollout Spring 2021)

2. Creation of a centralized inventory of course learning outcomes with a crosswalk connecting both programmatic and core learning outcomes
3. Creation of a repository of assignments and assessment tools (e.g. rubrics) used to determine student learning outcomes

More detail will be provided in the Year Seven Evaluation of Institutional Effectiveness Report to the Northwest Commission on Colleges and Universities in 2021.

Integration of Assessment and Program Review

Starting in 2018, the Academic Program Review Oversight Committee (APROC) required programs to address a question asking programs to examine the ways in which they assess student learning to promote curricular alignment and continuous improvement in their year one self-study. The assessment question for programs initiating the Academic Program Review process in 2019–2020 was:

According to Board Policy and NWCCU standards, assessment of student learning at Lane should be ongoing, systematic, guide all curricular activities, and be used to improve the teaching and learning process. Given this context, how does your program assess student learning to accomplish these goals, including ongoing and systematic improvement of program curriculum and the teaching and learning environment? (2018–2019 Annual Assessment Report)

A survey of faculty who completed Implementation Plans in 2018 show that 96% of respondents list assessment as an area of focus for their program in the next five years. In 2019, 71% of respondents report that assessment was a key area of focus in their program review implementation plans. These data support program recognition of the importance of assessment to make informed decisions related to program development.

In 2019, Student Affairs and Hybrid Program Reviews with teaching elements or student learning outcomes were required to include an assessment of student learning. The [Student Affairs Onboarding Guide](#) lays out the criteria for addressing assessment of student learning outcomes in the Guiding Questions section (page 2). A pilot program for integrating Assessment Liaisons into the year one process for Student Affairs Program Review also began in 2019. These connections have increased focus on assessment as a critical component of the self-study in SAPR and provided support and guidance so that programs can build meaningful assessment into their implementation plans from the ground up. Please see the Addendum on Recommendation 5 for more information about how assessment data is being used to inform program review.

NWCCU Mission Fulfillment Fellowship

Building on the work of the A-Team and APR, the Assessment Plan Project developed a plan for a meaningful, sustainable, faculty-led system for conducting and documenting inquiry-based, collaborative assessments of student learning that are grounded in discipline-based approaches and enable continuous quality improvements in equity, student learning and achievement. The outcome of this project was for Lane Community College's instructional programs to have a functional, sustainable, and meaningful assessment plan. The Assessment Plan Project divided the College's academic programs into five cohorts with similar strengths and needs in the area of outcomes assessment. The expectations for assessment plans include a/an:

- Framework for collaborative work among program faculty

- Statement of program outcomes
- Selection of one or more of the Core Learning Outcomes to assess
- Explanation of the direct and indirect evidence they will use to show student attainment of program outcomes and priority Core Learning Outcomes
- Plan for using the evidence for future improvements

Assessment plans emphasize alignment of course and sequence outcomes with program outcomes as well as the Core Learning Outcomes with the ultimate goal of engaging in continuous improvement of teaching and curriculum in response to identification of specific needs. Each participating program will submit annual assessment reports that will include recommendations for improvement based on analysis of assessment evidence. This evidence can also be used to identify and support resource requests as part of annual department planning and Academic Program Review.

Goals for the Community of Practice include support for participants in the creation of an assessment plan for their respective program to be submitted to the Faculty Assessment Coordinator by the end of Spring 2020. The Faculty Assessment Coordinator extended invitations to twenty APR leads who were in their third and fourth year of the process. Eleven faculty members participated in the Community of Practice. Over a series of five work sessions, discussion was centered on Learning Outcomes Assessment at the course, program, and institution level. Participants tested materials created as part of the Assessment Plan Project and gave feedback on the content of the Community of Practice, the tools they were testing, and the assessment planning process overall. By the close of spring term, nine programs submitted Program Assessment Plans for the 2020–2021 academic year and will move into the Implementation phase in 2020–2021.

The Community of Practice has been a valuable opportunity for programs which participated in the pilot to address multiple structures needed to create a sustainable and inclusive approach for assessment. It is clear that Lane's instructional programs need more support to develop a sustainable and systemic approach for assessment at the class, course, program, and institutional level. To facilitate this work, interviews were conducted with the Deans and faculty members representing 59 academic programs which were unable to participate in the pilot for the Community of Practice. Information was assembled about how each program is currently engaging or supporting assessment, including feedback related to on-boarding, professional development, curriculum development and course planning. Deans were asked to collaborate with faculty to identify appropriate leads for assessment work; these leads will participate in the Community of Practice and take a leadership role in collaborating with colleagues to develop a plan for program assessment. Additional program cohorts will be brought in to participate in the Community of Practice and develop program level assessment plans during the 2020–2021 Academic Year.

NWCCU Recommendation 5

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 planning and institutional effectiveness processes (Standard 2.C and 4.A).

Program Review Overview

There are three types of program review at Lane Community College: Academic Program Review, Student Affairs Program Review, and Finance and Administration Program Review. Academic Program Reviews began in 2015-2016. A Memoranda of Agreement (page 141) in the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA asserts that academic program reviews are faculty led with oversight by the Academic Program Review Oversight Committee (APROC) in collaboration with the Provost. Student Affairs Program Reviews started in earnest by 2018. Finance and Administration Program reviews began in 2012. Finance and Administration, Student Affairs and Hybrid Program Reviews are led by managers and classified staff overseen by the Office of Institutional Effectiveness. As of June 30, 2020, there were a total of 106 programs in some phase of review: 13 in College Services, 23 in Student Affairs, and 70 in Academic Program Reviews. All Lane programs have been scheduled in the program review cycle. The [Program Review](#) pages on the Lane website provide links to detailed information about each type of review and a full schedule. A more detailed visual depicting the [APR Cycle](#) is also available online and in hard copy. Figure 4 shows the major steps for all program reviews.

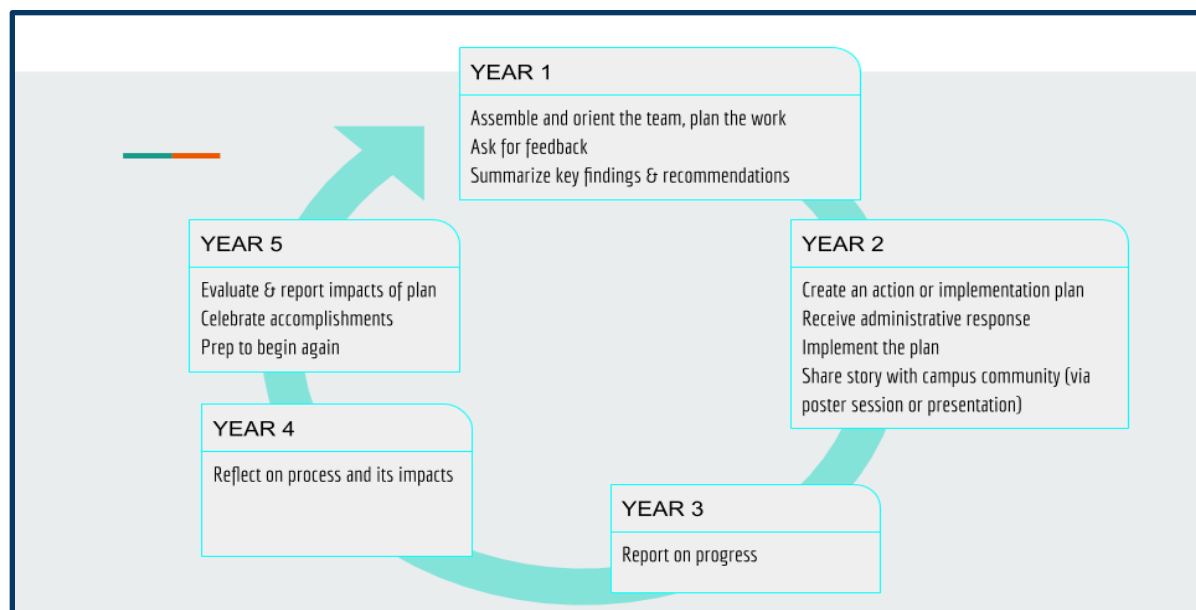


Figure 4: Five Year Program Review Cycle

In addition to applying a standard five-year cycle, all program reviews are comprehensive, use data and evidence to identify areas for improvement and are connected to planning and resource allocation. The essential steps for all program reviews include:

1. A collaborative research process
2. Composition of a rigorous self-study

3. Solicitation of feedback from students and/or an external source—other employees, peer reviewer(s), community member(s)— to assist with identification of key findings
4. Development of recommendations for implementation
5. Presentation of an implementation/action plan to administration

All program reviewers, in consultation with Institutional Research (IR), use data and evidence to identify areas for improvement, including key performance indicators. All employees have access to two common data sources: the Standard Data Package and Department Datasheets⁷, and [Timely Information Promoting Student Success \(TIPSS\)](#). The Standard Data Package and Department Datasheets are prepared annually and provide a compilation of data elements used in program review, annual department planning, and budget development. These data elements include student demographics; course enrollment, capacity and success; conferred award by department and graduation rates; student employment opportunities in Lane County; and department level staffing and financial data. This resource is shared broadly with the campus community through a password protected portal on the Institutional Research website, and promoted through announcements in *The Lane Weekly*—a weekly email newsletter distributed to all employees—and in orientations with Deans, Directors, Managers, and program review participants. Department Datasheets compliment the Standard Data Package by providing information at the department level that examines trends in enrollment, course success, transfer rates, completion/award conferral, and other data that informs department planning, program review, and department-level dialogue about program performance, goals, opportunities, and improvement efforts. In addition, the Department Datasheets provide comparisons with the rest of the College⁸.

These are rich information sources that can be useful for evaluation purposes, but program review leads often need guidance to connect their inquiry questions with appropriate data sets. To help fill this gap, IR works with programs undergoing a self-study to provide a deeper dive into enrollment and success rates across demographic factors within the program as well as collaboratively developing program-specific surveys for faculty, students, and/or advisory committees or focus groups. These surveys provide insight into areas of specific interest to the program and may include issues like faculty and student experiences within the program, student goals, and other qualitative and quantitative data that help support assessment efforts and highlight potential areas of growth. While this process has helped foster relationships and trust among faculty and Institutional Research staff, it is also time and labor intensive and has led to a dramatic increase in requests from faculty and administrators about student outcomes within their programs in order to assist in addressing equity gaps and improving student learning. The Institutional Research department is currently investigating software options that can increase efficiency through automation and the production of more user-friendly data interfaces. Such efficiency would enable IR staff to focus on increasing data literacy across campus and performing more in-depth data analysis to support evidence-based decision making.

Academic Program Review

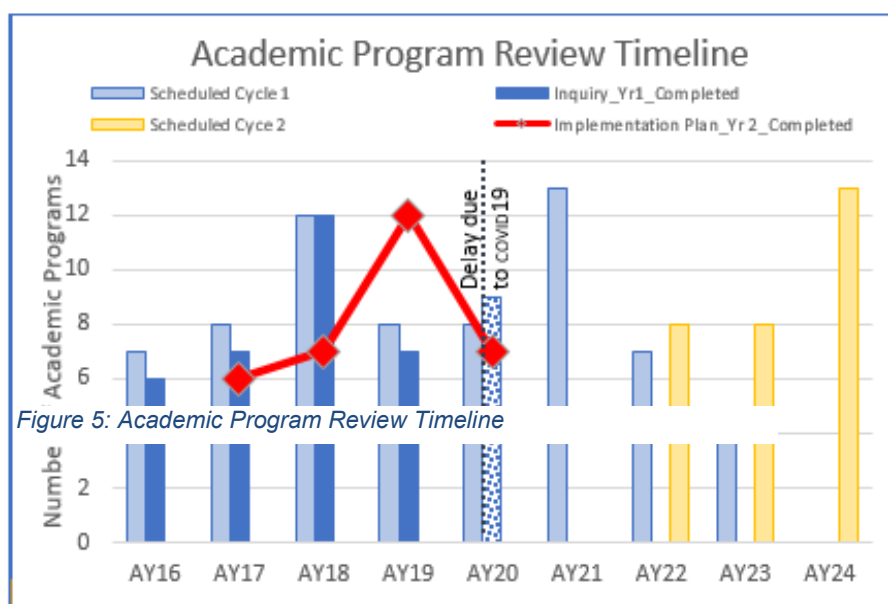
Academic Program Review began as a pilot in 2014–2015, with a collaboration among the Assessment Team, Institutional Research, and two academic programs: Early Childhood Education and Drafting. Since its inception, the goal of the APR process has been to develop an informed understanding of the strengths and weaknesses of each program by engaging in an

⁷ Please note, the Standard Data Package and Department Datasheets can only be viewed via secure login using employee credentials.

⁸ In 2019–2020, Department Datasheets were only prepared for academic departments due to limitation in Institutional Research capacity.

inquiry-driven, data-informed process. With the establishment of the Academic Program Review Oversight Committee in 2015–2016, the APR process began to develop more robust tools, supports, and systems while simultaneously shepherding academic programs through the review process. The 2019–2020 academic year marked the fifth cohort entering year one of the APR cycle. As of June 30, 2020, 32 of Lane’s 70 academic programs, approximately 46%, completed the self-study phase, as shown in the Academic Program Review Timeline. An additional nine programs were signed up to complete the year one self-study phase in 2019–2020, bringing the total to 59% of academic programs at or beyond year one of academic program review. However, as a result of disruptions to College operations and travel during the Covid-19 pandemic, these nine programs are in the process of adapting their timelines; all of these programs are on track to complete the self-study process by the close of the 2020–2021 academic year. All of Lane’s academic programs are scheduled to have completed the year 1 self-study process by the end of the 2022–2023 academic year, as shown in Figure 5. Please see the [APR Program List by Year of Review](#) for a more detailed schedule.

Because APR has continued to develop as programs move through the process, programs that initiated the review process in the first few years have not completed all of the milestones that are currently used for tracking and data reporting because those requirements were not yet in place. This presents some challenges in tracking progress for early completers. As programs enter their second APR cycle, tracking data will become more consistent across programs.



APR teams have used or are in the process of using the results of their self-study to inform planning and implementation of a variety of initiatives, including: developing or refining plans for assessment of student learning, identifying needs for curriculum development, enhancing community outreach efforts, applying Lane’s Equity Lens, and evaluating technology use. Figure 6 shows the areas of focus from implementation plans for the first four cohorts to complete Implementation Plans based on surveys of APR leads.

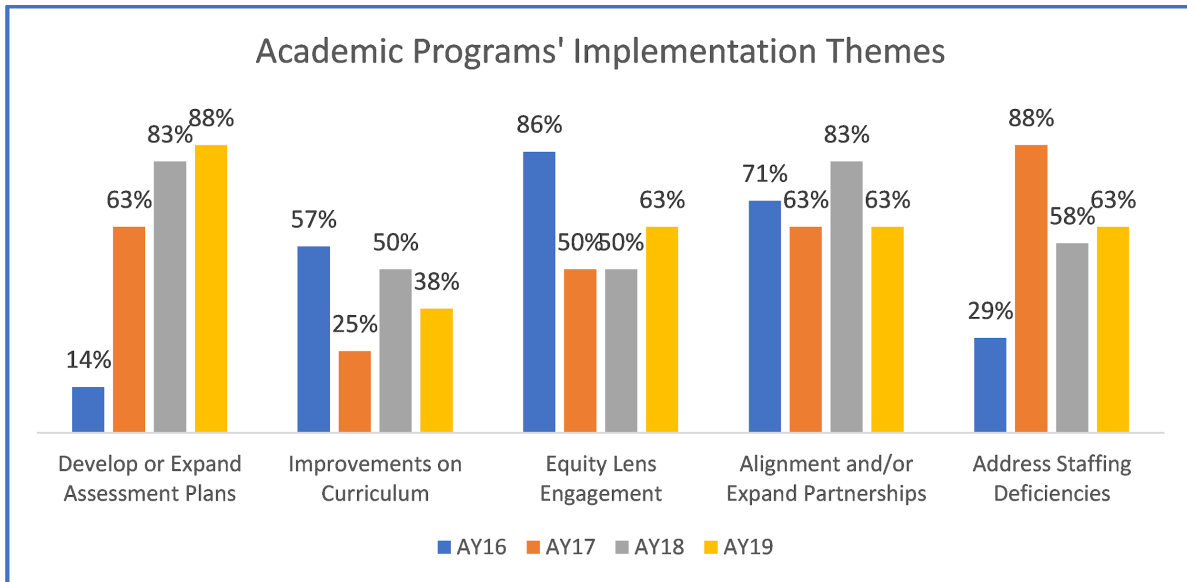


Figure 6: Academic Programs' Implementation Themes

Increasingly, APR inquiry questions are focused on issues related to the student learning experience, student achievement, and issues of access and equity, and, as such, address two of Lane's Strategic Priorities ("Student Learning and Achievement" and "Access, Equity, and Inclusion"). Of the 43 programs that have crafted inquiry questions, 81% have focused on understanding their student demographics; 79% have focused on persistence and completion; 88% address assessment of student learning at the course level and 86% at the program level; 63% focused on indirect measures of student success such as transfer rates. These inquiry questions guide data collection for the self-study, which, in turn, informs the development of an implementation plan that will guide program improvement efforts.

Since 2014, the percentage of programs that include development of a student learning assessment plan in their implementation goals has increased remarkably, from 16% of reviews completed in 2014 to 71% of reviews completed in 2019. This indicates a significant shift in the culture of assessment at Lane Community College. When APR first began, programs did not necessarily include direct-assessment-focused inquiry questions or recommendations to develop direct assessment plans in their reports. However, Implementation plans from the past two years present an understanding of assessment as part of a cycle of continuous improvement of teaching and learning. According to estimates by APROC, 200+ faculty have participated directly in some part of the APR process to date. The [Academic Program Review](#) pages of the Lane website provide detailed information about the process,

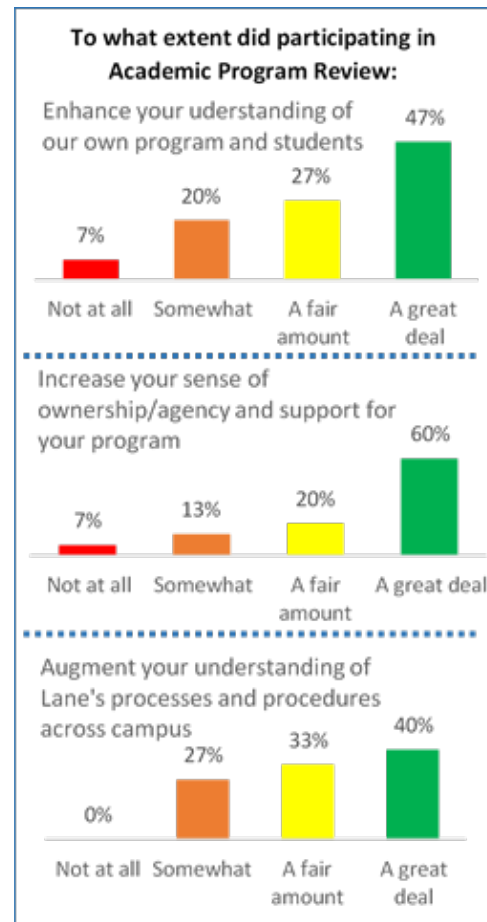


Figure 7: Themes from Faculty Reflections

resources for programs and APR leads, and online forms for submitting Program Review Materials.

One strength of the APR process has been the willingness of participating faculty to provide input to guide APROC leadership in continued development and refinement of the APR process. APROC regularly solicits feedback via surveys and during an annual retreat attended by faculty, staff, and administrators. The 2019 survey of APR lead faculty asked participants to reflect on their experience navigating the program review process. Key themes from those responses are shown in Figure 7.

As is the case broadly with program review processes at Lane, there is a need to continue to develop and strengthen the APR process in order to support continuous improvement. Some areas of concern to APROC leadership include ensuring that program review leads receive sufficient support beyond the year one self-study process and ensuring transparency and consistency in responding to program review requests as part of resource allocation and strategic planning process.

Student Affairs Program Review

The Student Affairs Program Review (SAPR) process utilizes the [Center for the Advancement of Standards](#) (CAS) in Higher Education framework to complete the reviews. Although most (20 of 23) of the programs are student support services based, there are a few that provide student support services and teach classes. These “hybrid” programs undertake a customized program review process that combines CAS Standards with other frameworks that include tools to assess student learning. For example, several departments within the Academic Technology Division are undertaking program review together using CAS Standards plus the Online Learning Consortium (OLC) Scorecard to evaluate the effectiveness of their distance education components. The [Student Affairs Onboarding Guide](#) requires program review teams to review Institutional Indicators and other key performance indicators related to their program. The SAPR schedule from 2015 to 2022 is shown in Figure 8.

The SAPR process includes written guidelines and process documents as well as one-on-one coaching. In 2018–2019, the College began developing support systems and infrastructure by creating the onboarding guide, [resources](#) for the Student Affairs pages on the Lane website, customized kickoff meetings, and individualized support as well as a [SAPR Coach job description](#) and [summary of roles, responsibilities and time commitment](#). The College is also in the process of recruiting and training additional coaches and developing new materials and resources to support development of the SAPR process.

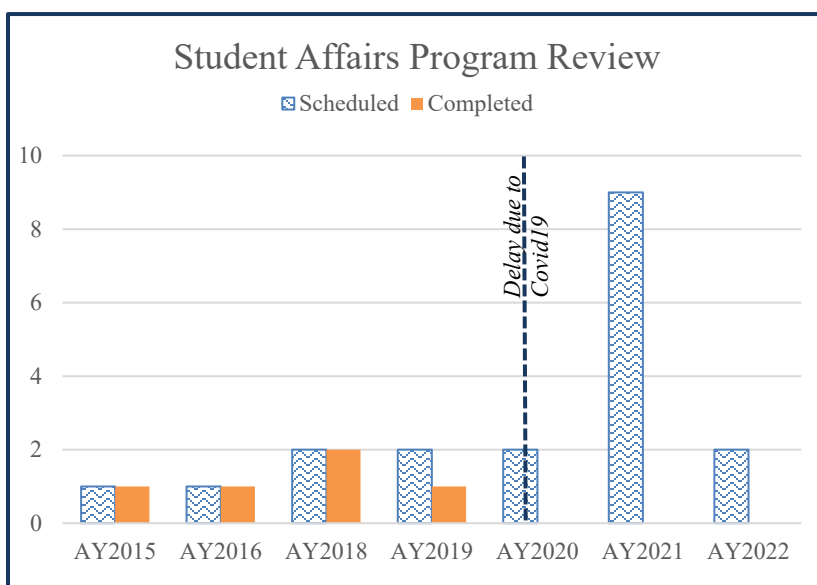


Figure 8: Student Affairs Program Review Schedule

Strengths of the SAPR process include willingness of staff and faculty to engage in the review process; flexibility in the process that allows programs to use multiple frameworks for evaluation and develop program specific key performance indicators; manageability of process scope; and the availability of tools and systems to support the process. As in other areas of program review, there have been issues with consistent tracking of milestones for programs that started the review process before milestones were established, and a lack of transparent links to strategic planning and resource allocation. In addition, SAPR to continue to develop and integrate robust learning outcomes assessment to guide continuous improvement and close equity gaps.

Finance and Administration Program Review

Finance and Administration Program Reviews use a five-year process similar to APR and SAPR. In certain cases, programs apply additional standards relevant to their work or integrate existing reporting and planning structures into the program review process. The [Finance and Administration Program Review Outline and Guide](#) requires teams to describe the key performance indicators used to assess the quality and effectiveness of their program relative to its core purpose and the College mission. The guide lists the following example indicators:

- Student progression and completion
- Core theme objectives and indicators
- Program certification/accreditation standards
- National, state, or disciplinary benchmarks
- Financial performance
- Efficiency measures
- Department planning data elements
- Other benchmarks as appropriate

To help overcome challenges faced by some programs, FAPR coaches support participants throughout the process.

As shown in Figure 9, from 2013 to 2015, eight programs were identified and completed one program review cycle. In 2019 the College identified five additional programs that need

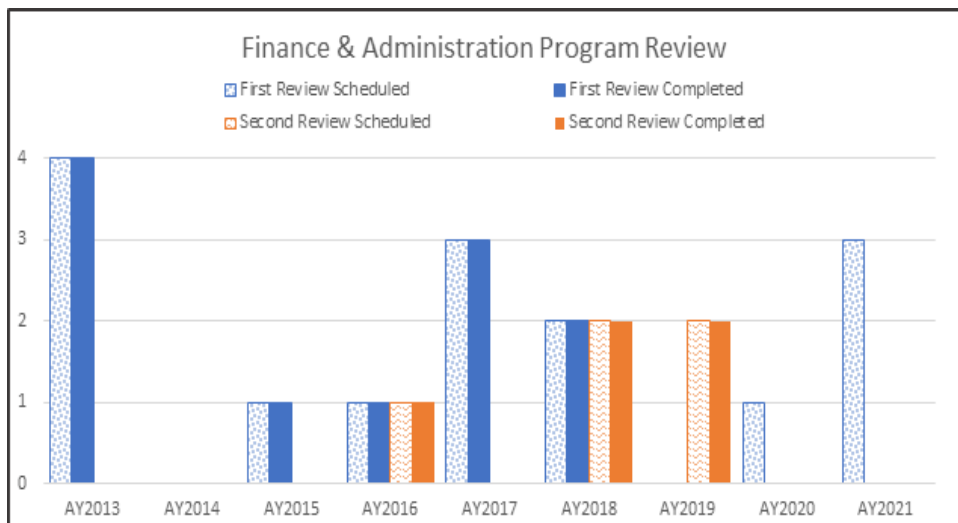


Figure 9: Finance and Administration Program Review Schedule

to be reviewed. Three were scheduled to begin review but delayed due to the COVID-19 pandemic; work plans and timelines will be updated during the Fall 2020 term.

The [Finance and Administration Program Review](#) page on the Lane website includes: the complete program review schedule, tools to support participants, and an archive of reports submitted for programs undergoing the FAPR process. Figure 10 shows the top eight thematic areas addressed in Implementation Plans for FAPR.

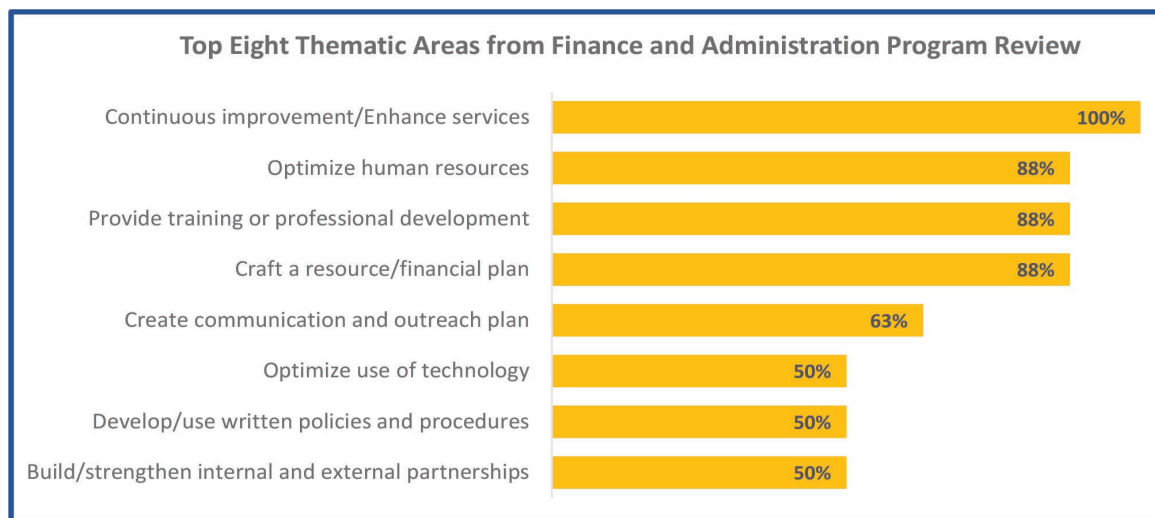


Figure 10: Themes from FAPR Implementation Plans

The strengths of the FAPR process are a willingness by departments and personnel to embrace continuous improvement, develop strategic plans, and implement improvements identified. However, as with other types of program review, the links to strategic planning and resource allocation have not been transparent or consistent, and there have been limitations on capacity due to limited resources, and inconsistency of leadership due to high turnover, especially in administrative positions. Similar to APR and SAPR, the development of milestones after some programs started the review process has presented some challenges in consistent data tracking.

Program Review and Institutional Indicators

Program review teams employ key performance indicators relevant to their work to assess priority areas relevant to the discipline or service area. Student achievement data are disaggregated by gender, ethnicity, race, first generation, Pell eligibility, enrollment, completion, retention, course success rates and other meaningful sectors. In functional areas, key performance indicators may be highly specialized and specific to the area. For example, the [College Finance Department Program Review](#) used performance metrics (page 9) such as error-free audits, on-time budget uploads, account receivables, number of coding/data entry errors, etc. These indicators measure important work functions and are combined with activity metrics (page 14) to demonstrate the impact of enrollment changes. Program review teams are asked to align with College strategic directions and priorities and/or values and mission. For example, academic program review teams align with mission, vision, values, and goals of the College.

A synthesis of APR reports indicates that 98% of teams met Indicator 1.3, “Percentage of Program Review Reports that address feedback from advisory boards and external sources” by integrating feedback from external sources into their program recommendations. Lane’s career technical education programs have or are in the process of constituting advisory committees who can provide industry input on their inquiry questions and implementation plans. Lane’s new Institutional Indicators will measure the efficacy of program review using the following metrics:

- Percentage of educational programs that have developed and implemented student learning assessment plans
- Percentage of program reviews that are on target in attainment of program review milestones

The College is currently in the process of mapping program review indicators to the Institutional Indicators in order to assess the degree to which the program review processes are aligned with mission fulfillment.

Continuous Improvement of the Program Review Process

Lane's work toward developing sustainable systems for routine program review has provided many valuable learning opportunities that will inform the continued development of program review moving forward. The number of employees across the College who have experience with program evaluation as well as working with institutional data to evaluate their effectiveness in terms of achieving mission fulfillment and supporting student success has substantially increased over the past five years. This hands-on participation has been an important force for disseminating knowledge that will support the continuous improvement of Lane's programs as well as the program review process. Recognizing the importance of working with faculty, staff, and managers across the College to develop a clearer understanding of the role of program review in the continuous improvement cycle in order to increase buy-in to the program review process has been and will continue to be an important part of maintaining a sustainable system. While high administrative turnover has created some challenges to the development of consistent, accountable program review processes in the past, the current administration is dedicated to supporting continuous improvement and continued investment in increasing efficiency and effectiveness of Lane's program review process.



Figure 11: Lane's Planning and Institutional Effectiveness Process

While high administrative turnover has created some challenges to the development of consistent, accountable program review processes in the past, the current administration is dedicated to supporting continuous improvement and continued investment in increasing efficiency and effectiveness of Lane's program review process.

However, Lane is still working to address several areas of weakness in the current program review system. First, there is inconsistency across the different kinds of program review. Although the same basic elements are present in all program review types, the expectations for reporting, support structures, and oversight mechanisms are not consistent, which creates challenges both in tracking program review progress for the College as a whole and in prioritizing resource requests. Second, there is a lack of clear connection between strategic planning and program review as well as a lack of transparency around allocation of resources. Recommendations from all program reviews are compiled, reviewed, discussed and prioritized by administrators as part of Lane's Planning and Institutional Effectiveness process, but there is no documented procedure

or technological infrastructure to ensure that the strategic planning and resource allocation process is both consistently applied and transparent. Finally, there is a need for clearer criteria and processes related to program review, including how programs in different areas of the College are defined and assessed as well as how different programs engage with institutional data. To address these concerns, an evaluation of all program review processes has been initiated to ensure the College's programs are aligned with state requirements, increase efficiency and efficacy, and determine appropriate structures for ensuring consistency and transparency.

ADDENDUM: MID-CYCLE FOLLOW-UP ITEMS

Diversity Plan, Equity Lens, and Cultural Competence Professional Development

Since the 2017 Mid-Cycle Report, Lane Community College has begun implementation of [Lane's Equity Lens](#), which is designed to make policy development, decision making processes, and other College processes and procedures more accessible, equitable, and inclusive for all employees and students. Part of this work included the in-house development of an Employee Experience Survey in fall of 2017, and a [report](#) was issued the following spring. In order to continue to monitor Lane's climate and build upon the lessons learned in the 2017 employee survey, the College is working with a consulting firm to develop plans for a larger scale climate survey in the coming year.

The College has also continued to advance the Cultural Competency Professional Development program for Faculty, Classified Staff, Managers, Administrators and Students. [BP 520, Cultural Competency and Diversity Awareness](#) affirms the College's commitment to cultural competency and diversity awareness and mandates ongoing professional development for all employee groups. In the [2019–2024 Collective Bargaining Agreement](#) between the LCC Board of Education and the LCCEA, Section 23.16 "Diversity/Social Justice Education Professional Development" (page 57) establishes the requirement for a minimum of 12 hours of Cultural Competency Professional Development for each member of the faculty. Current faculty have from July 1, 2019 to June 30, 2022 to complete the requirement, and, going forward, newly hired faculty will be required to complete the 12 hours of professional development within three years of hire. To support BP 520 and these requirements, the [Office of Equity and Inclusion](#) has established multiple points of contact for employee and student engagement with cultural competency education. These engagement strategies include: [workshops](#) (both in-person and virtual formats); [Safe Colleges](#) on-line training modules; and promoting attendance at conferences, workshops, and other activities as well as direct involvement with social justice focused events and organizations. The [Credit by Attendance](#) form allows employees to report and get credit toward their 12 hours of cultural competency professional development requirement for such activities. Progress toward achieving these goals is reported annually in Cultural Competency and Professional Development (CCPD) Program Monitoring Reports published on the [Cultural Competence and Professional Development Program](#) page of the Lane Community College website.

The Cultural Competency Professional Development Program and rollout of Lane's Equity Lens have raised awareness of the issues and challenges with regard to diversity in the College. These two programs have helped the College identify and address gaps in training and professional proficiency among employees and students and provide tools to create a strategic plan that will achieve the College's goals for access, equity and inclusion. In order for these efforts to be sustainable, the College will need to continue to invest in strategies to promote attendance and engagement in Cultural Competency Professional Development for all employee groups and promote other alternatives for staff to engage in cultural competency training. Moving forward, particular attention should be paid to creating opportunities for part-time faculty and classified staff to participate in this work. For detailed information about attendance at various professional development opportunities broken down by employee group since 2016, please see the [Cultural Competency and Professional Development Program Spring 2020 Monitoring Report](#).

Build Data Literacy

Data Literacy, Collaboration, and Communication

[The Institutional Research Department](#) (IR) at Lane Community College provides a number of tools and resources designed to improve data literacy among faculty, staff, and managers. All employees have access to two common data sources: the [Standard Data Package and Department Datasheets](#), and [Timely Information Promoting Student Success \(TIPSS\)](#). The Standard Data Package and Department Datasheets are prepared annually and provide a compilation of data elements used in program review, annual department planning, and budget development. These data elements include student demographics; course enrollment, capacity and success; conferred award by department and graduation rates; student employment opportunities in Lane County; and department level staffing and financial data. This resource is shared broadly with the campus community through a password protected portal on the Institutional Research pages of the Lane Community College website, and promoted through announcements in *The Lane Weekly*—a weekly email newsletter distributed to all employees—and in orientations with Deans, Directors, Managers, and program review participants. Department Datasheets compliment the Standard Data Package by providing information at the department level that examines trends in enrollment, course success, transfer rates, completion/award conferral, and other data that informs department planning, program review, and department-level dialogue about program performance, goals, opportunities, and improvement efforts. In addition, the Department Datasheets provide comparisons with the rest of the College. In order to support just-in-time decision making, IR also provides weekly registration updates via email to all relevant managers from the start of open registration through week four of each term.

TIPPS are one-page datasheets that explore data points impacting student success with the goal of starting campus wide conversations about student success data. TIPPS are distributed via email twice per term and archived on the Institutional Research pages of the Lane Community College website.

Institutional Research also provides regular [Board Reports](#). These reports are posted on the IR pages of the Lane website and delivered directly to the Board of Education and include consistent reporting on progress indicators such as quarterly enrollment, retention, completion rates, and data on other key momentum points.

In addition to maintaining an up-to-date web presence and regular publication of essential information, Institutional Research staff provide in-person training and orientation sessions to departments which assist faculty and academic deans in interpreting data elements and applying them in assessment, planning, and professional development.

Institutional Effectiveness

At the Institutional level, Institutional Research works collaboratively with the [Institutional Effectiveness Committee](#) (IEC) to develop and evaluate institutional metrics. Over the past 4 years, IR has worked together with faculty, staff, and managers in the creation and refinement of Core Themes, metrics, benchmarks and evaluation of those data points. During the past 6 months the Office of Institutional Effectiveness, IEC, and IR have collaborated on revision and addition of metrics in order to more effectively evaluate Lane's mission fulfillment.

Assessment

Institutional Research works collaboratively with the Assessment Team and the Assessment Office to support assessment efforts at the course, program, and College level. At the course and program level, IR assists with evaluation of interrater reliability using standard rubrics to support consistency in faculty evaluation of learning outcomes.

Program Review

For programs undergoing Academic Program Review, IR provides a deeper dive into enrollment and success rates across demographic factors within the program as well as collaboratively developing program-specific surveys for faculty and/or students. These surveys provide insight into areas of specific interest to the program and may include issues like faculty and student experiences within the program, student goals, and other qualitative and quantitative data that help support assessment efforts and highlight potential areas of growth. This process has helped foster relationships and trust among faculty and Institutional Research staff, leading to a dramatic increase in requests from faculty and administrators about student outcomes within their programs in order to assist these programs in addressing equity gaps and improving student learning.

Software and Data Access

Currently, the Institutional Research Department uses Evisions Argos, an enterprise reporting tool, to run queries in order to meet data needs across campus. However, access to Argos is limited to academic deans and staff with Banner access, and the system itself has some limitations which may inhibit user's ability to accurately interpret data. In order to provide consistent, reliable data, Information Technology and Institutional Research are collaborating to overhaul data management systems including Argos. In addition, the College is currently developing data dashboards in order to provide access to data that will be universally available, clear, and easily understood by all staff, faculty, and managers. As part of a Title III Grant, the College is currently preparing to purchase a student success intelligence platform that will optimize collaboration and outcome measurement using de-siloed data collection systems and supporting integration of large-scale initiatives such as Guided Pathways. As a precursor to further broadening data access using a dashboard or other interface, the Registrar and IR are collaborating to create documentation to ensure ethical stewardship of student data. Online training for FERPA and Implicit Bias is being required annually for all faculty, staff, and managers.

ADDENDUM: RELEVANT POLICIES

NWCCU Policy on Transfer and Award of Academic Credit

Lane Community College provides several options for students to utilize prior coursework through a [Transfer of Credit Policy](#) that considers U.S. and International transfer credits, [Credit for Prior Learning](#) and [non-traditional transfer work](#). The [Lane Community College Catalog](#) and [Enrollment](#) pages of the website include both the process for students to submit transfer work for review and the standards it follows to evaluate this work.

NWCCU Policy on Record of Student Complaints

Students who feel they have been discriminated against or treated in an unfair manner have access to formal and informal grievance procedures. Specific procedures are outlined in: [Student Complaint Procedure](#); [Grade, Academic and Degree Appeals](#); [Discrimination and Harassment Complaint Procedure](#); [Disabilities: Americans With Disabilities Act Complaint Procedures](#); and [Affirmative Action Guidelines and Complaint Procedures](#). Lane students are asked to use the online [Complaint Form](#) to report academic issues, discrimination or harassment, disability issues, faculty/curriculum, as well as general concerns.

In addition, student complaints or concerns related to College processes are handled by independent committees: the Academic Requirements Review Committee reviews requests to waive or alter graduation requirements, and the Refund Committee reviews requests for refunds via the [Refund Dispute](#) process.

NWCCU Policy on Institutional Advertising

The [Lane Community College Catalog](#) is published annually and provides current and accurate information regarding: the College's mission and Core Themes; admission requirements and procedures; grading policies, including definitions, pass/no pass option, grade reports, and posting of grades; information on academic programs and courses; names and academic credentials of administrators and faculty and names, academic credentials, and titles of deans and executive deans; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. Lane publishes up-to-date information about current status of accreditation by the Northwest Commission on Colleges and Universities can be found on the [Accreditation](#) pages of Lane's website; Lane's current status is reported under the heading "About Lane's Accreditation Status." Additional information about the College's self-representation and adherence to publication requirements, including information about the role of the College Catalog in communicating clear and accurate information about programs and services to students and prospective students, can be found in Standard 2.G.2 and Standard 2.D.1.

NWCCU Policy on Distance Education

Lane's distance education programs are an extension of the College's traditional programs. The program and course level outcomes and course offerings are consistent across modalities. The College does not offer programs exclusively in one modality. All Distance education programs are

integrated into the regular planning processes of the institution. Planning for program and course level offerings happens in the academic divisions, regardless of modality. As programs address needs through regular planning processes and Academic Program Review (APR), academic programs can consider how to offer instruction and plan for distance offerings for individual courses or entire programs. Multiple staff in the Academic Technology Division are a part of Lane's current governance structure. The Dean of the Academic Technology Division is a member by position in Learning Council and an ex-officio member of Technology Council. Several faculty members participate in Faculty Council and Student Affairs council as the AT division is afforded positions within governance. Lane's Academic Technology Division is organized under Academic Affairs. The Dean of Academic Technology reports to the Provost and Executive Vice President of Academic and Student Affairs. The College has consortial partnerships with other Oregon community colleges through the [Oregon Community College Distance Learning Association \(OCCDLA\)](#). Through OCCDLA, LCC has access to software that enhances the distance education learning environment with tools like Zoom for remote/virtual meetings, Kaltura for video tools, Ally for accessibility tools within the LMS, and Films on Demand streaming media. Lane's Nursing Program is part of [Oregon Consortium for Nursing Education \(OCNE\)](#), which provides a shared curriculum framework for nursing programs in Oregon. Each institution participating in OCNE maintains direct and sole control of and responsibility for the academic quality of their program and individual course offerings. NWCCU has been appropriately informed of all formal consortial agreements.

Lane provides funding for professional development to expand distance education offerings, improve existing offerings, and staff to train and assist with the development and upkeep of those courses. Faculty training and support for building and maintenance of distance education courses is handled by the Academic Technology Division, which employs three full-time faculty instructional designers and five full-time support staff. Faculty are paid for training and course revision opportunities that help ensure courses follow the latest research-based practices and pedagogical strategies. Courses built in conjunction with Lane's Academic Technology team make use of the [SUNY/OSCQR](#) standards for organization, accessibility and instructor engagement/presence within distance learning courses.

Faculty within academic divisions and programs have the sole responsibility for the program and course level outcomes, as well as the course content and design of the assessments for both traditional courses and their distance education equivalents. All academic programs are required to have an assessment plan for program-level and institutional-level outcomes. The [assessment website](#) has guidance for faculty, support, tools, and examples. Lane's faculty assess student attainment of course objectives/learning outcomes. The Standard Data Package, released annually, shows course completion rates disaggregated so that student success rates by modality can be viewed by instructors, program coordinators and deans. Lane surveys students about their experiences in distance learning courses near the conclusion of each term.

Students enrolled in traditional and distance education classes and programs at LCC have access to the Student Support Hub, an online resource built within the college's Learning Management System (LMS). In the Support Hub, students can access live support from tutoring in all subject areas, technical support, and research assistance from a faculty librarian. Students also have access to career counseling and can make referrals to the Mental Health Wellness Center. The Student Support Hub is a joint operation between the Academic Technology Center (ATC), Academic and Tutoring Services (ATS) and the Student Help Desk (SHeD). Enrollment Services assists students with registration, holds, and student records related information by creating Zoom appointments where students can meet virtually with an Enrollment Services advisor. They also use electronic forms and a workflow with electronic signatures to collect important and required

documents. Course registration is a self-service model for all students including those enrolled in distance education. Students needing extra assistance with registration steps can contact Enrollment Services via telephone, email, and Zoom. For additional information about support services available to students in both online and traditional courses, please see Standard 2.G.1.

Lane's website is in a process of redevelopment to be more student focused and accessible. Within each program page, student's will be able to find information about each program's goals, prerequisite requirements, and requirements to complete the program. In addition, program pages will list program faculty, information about the expected earnings from degree or certificate completion, program costs and other relevant information for prospective students. The refreshed website will provide up to date information for students in an easier to navigate interface.

ADDENDUM: GUIDED PATHWAYS

Background

Guided Pathways is a nationally recognized strategic framework for student-centered, holistic institutional redesign focused on helping students graduate and achieve their goals. Guided Pathways identifies four pillars for supporting a successful student experience: helping students choose a curricular path; helping them enter that program of study; supporting persistence in their chosen degree path; and ensuring that learning happens. The entire framework is built to center the student's experience in college in evaluating institutional effectiveness and driving changes designed to improve student success.

Lane's Guided Pathways focus began in 2018. As a transformational change process, early work has centered on case making and institutional capacity building for undertaking this strategy. The college has participated in state-wide Guided Pathways professional development since 2018. Early goals focused on educating the campus community about the framework and engaging employees in the process of designing changes. During 2018–2019, nearly 30 open forums were held with over 440 attendees, and eight (8) design teams were formed involving 85 employees from throughout the College. During 2019–2020, capacity building continued as the teams investigated Lane's systems through the lens of the student experience and developed campus-specific goals, with an ideal launch date of Fall 2021 for Version 1. In December 2019, teams worked with national Guided Pathways experts to develop a set of design principles, including clear decision-making and equity review processes for all proposed actions.

Key Findings

During conversations and team formation in 2018–2020, a lack of inter-department and cross-campus communication was identified as a barrier to student success. As a result, the student experience at Lane varies broadly depending on how a student begins their journey. Staff and faculty in different areas had developed multiple workaround methods to assist students with processes such as enrollment and placement. This led to gaps in how students experience Lane. Guided Pathways, with an emphasis on silo-busting and cross-area team membership, is providing space for inter-departmental collaboration to address these issues while focusing efforts on creating equity in the student experience.

Faculty, staff, and administrators consistently report a desire for more local data both as justification for implementing changes and to describe the impact of proposed changes. The Guided Pathways Data Team developed metrics that provide both leading and lagging indicators of student success. In addition, Guided Pathways continued publishing the Timely Information Promoting Student Success (TIPSS) series, which began as part of Lane's participation in Achieving the Dream. These regular one-page summaries of critical figures at Lane are designed to spark conversations about data among members of the College Community. Going forward, the Data Team will guide the content of the TIPSS series to identify and emphasize equity gaps that can be narrowed through implementation of Guided Pathways redesign. This will include establishing current benchmarks for important progress indicators.

Moving Forward

Although case making and capacity building are ongoing throughout a long institutional change process, in 2020–2021 the work will transition toward implementation. Design teams will present plans for changes to placement and first year experience to support student's successful attainment of their defined career and educational goals. This includes smoothing registration and orientation pathways for students who come to Lane through non-traditional paths such as GED,

adult basic education, and other on-ramps. In addition, students entering in Fall 2021 will use clear program-of-study maps to make informed course choices. Table 8 provides a brief summary of Guided Pathways work in 2020–2021.

Fall 2020	Winter 2021	Spring 2021
Program map development for AAOT programs/fields of study	Program map review and incorporation into 21-22 catalog	Version 1 maps (AAOT) published in catalog
First year experience course outcomes	Continued work with transfer institutions on map/course articulation	Staff training on program maps, including software incorporation through Title III
Data metrics presentation and communication	First year experience course development (coordination with Title III)	Work with high schools and transfer institutions on career community integration, marketing

Table 8: Guided Pathways 2020–2021 Timeline

The strategy of designing and implementing Guided Pathways at Lane is dynamic, involving areas throughout the College and engaging many employees. Please see the [Guided Pathways Blog](#) for answers to [Frequently Asked Questions](#) and additional resources and information.