



Ad Hoc Report

Prepared for the Northwest Commission on Colleges and Universities

Lane Community College

March 1, 2016

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Introduction

In 2013-14, Lane Community College undertook its comprehensive evaluation and submitted its Year Seven Self-Evaluation Report on September 2, 2014. The peer evaluation team conducted the onsite visit October 29-31, 2014, and as a result of the evaluation and visit, the college received seven recommendations. In a January 28, 2015 letter to the college's president, Dr. Mary F. T. Spilde, NWCCU President Sandra E. Elman reaffirmed the college's accreditation and also requested that the college address the seven recommendations. Responses to Recommendations 1 and 3 appeared in the 2015 Year One Self-Evaluation Report. This Ad Hoc Report describes the work completed in response to Recommendations 2, 4, 5, 6, and 7 as well as plans for further improvements.

Response to Recommendation 2

Recommendation 2: In order to ensure a widely understood and effective system of governance that supports mission fulfillment, the evaluation committee recommends that the College review and clearly define the authority, roles, responsibilities, and communication methods associated with its adopted decision-making structure (Standard 2.A).

The governance system at Lane was developed in 2003-04. A task force of all the stakeholders – faculty, classified staff, students, managers and administration – collaborated to design the system in alignment with Board Policy 325. A comprehensive [governance manual](#) was written to guide the system. The manual covers the principles, features, and foundations of the system; describes the design; and fully explains the responsibilities of councils and members, as well as the roles and responsibilities of the board, president, Executive Team, students, faculty, staff, and managers. It also identifies council operations, the decision-making model and protocols. A charter and decision matrix for each council was developed. All of these materials are posted on the [governance website](#).

Just prior to the NWCCU evaluation visit, a contentious policy issue arose in the governance system. Members of the college community called into question the functioning of the governance system. This issue led to a survey of the governance system in spring 2014, and the College Council invited each stakeholder group to provide feedback on the system. It became clear that not every member of the councils or the college community was fully familiar with the governance manual and operational processes. Following the NWCCU recommendation, it was agreed that this issue would be taken up in the 2015-16 academic year. Several efforts are underway to address the concerns but there was general agreement in College Council that many of the issues being raised had already been considered and addressed in the governance manual and that prior to making fundamental changes to the system every effort should be made to fully implement and comply with the governance manual. In addition, steps were taken to improve communication both among councils and with the broader college community.

Specific steps that have been taken to improve the system and address the NWCCU recommendation are:

- The Lane Board of Education reviewed its [policy](#) and amended it to clarify the role of the board and the president. The amended policy was approved January 14, 2015.
- All-council meetings have been convened in the 2015-16 academic year. The most recent meeting was held February 18, 2016 to provide training on the governance system.
- An all-council chair and vice chair meeting was held on December 3, 2015 to present work plans and provide training on governance protocols.

- All councils are in the process of posting agendas and minutes to the governance website.
- The Lane Weekly has posted information about the governance system to drive the college community to the website periodically.
- All councils have been directed to develop work plans with time lines early in the term and they will be posted to the website.
- The Governance Subcommittee of College Council, which is responsible for continuing the work on improving the governance system, has developed a work plan.
- The board policy now requires an annual monitoring report to the board to hold the president accountable for the effectiveness of the governance system according to its policy. The report will be submitted to the board in June 2016 and discussed at that month's board meeting.

Response to Recommendation 4

Recommendation 4: In order to ensure that the programs offered reflect appropriate content and rigor, it is recommended that the College fully engage faculty in developing a periodic and systematic process for assessing student learning at the course, program, and College level (Standards 2.C and 4.A).

In response to this recommendation, Lane is building upon the long-term body of work completed by the Assessment Team to develop collegewide [core learning outcomes](#) (CLOs) that guide student learning and to strengthen and deepen faculty engagement in assessing student learning at multiple levels. This work has been a necessary precursor to implementing meaningful assessment of student learning to improve instruction. Lane is undertaking collaborative visioning and planning to fully develop a periodic and systematic process for assessing student learning at the course, program, and degree level.

Over the past year, collaborative teams of faculty, staff, and managers have successfully developed a new program review process and procedures for assessing institutional effectiveness, including new core themes, objectives, and indicators. This work also supports a framework for how assessment of student learning will be integrated into measures of program success and mission fulfillment. Assessment Team leaders and members were integral to these collegewide conversations.

During this same time, the Assessment Team, along with staff in Information and Academic Technology and Institutional Research, Assessment and Planning (IRAP) have continued to make progress in the following areas:

- Building capacity for more widespread assessment of student learning at the course, discipline, program, and degree levels.
- Integrating assessment of student learning outcomes into relevant college procedures.
- Engaging in visioning and planning that brings together faculty, staff, and executive administrators to develop a plan of action for systematic faculty-level assessment activities with periodic institutional reporting and analysis aimed at improving student learning at the course, program, and degree level.

These activities build upon the 10-year history of Lane's Assessment Team. Chartered in 2005-06, the mission of the Assessment Team is to:

- Create, support, and sustain a culture of assessment.
- Facilitate systematic assessment of student learning outcomes across programs, general education, and instructional modalities.
- Promote and disseminate evidence of assessment of student learning.

- Serve as liaisons to broad college initiatives on student success, progression, and completion.

The Assessment Team provides professional development for assessment of student learning. Past examples include all-campus events, periodic workshops, invited speakers, term-long assessment seminars, and one-on-one coaching with individuals and small groups working on assessment projects. From 2005 through 2007, the team sponsored an assessment seminar and a variety of assessment projects, generally at the course or course-sequence level. The team also gathered division-level assessment plans and reports for Lane's accreditation report.

Beginning in spring of 2008 the Assessment Team assembled a cross-campus team to develop rubrics for two of the four core abilities for general education at that time. The team realized that the existing language was outdated and difficult to assess. The broad goals of "critical thinking and problem solving" and "communicating effectively," however, were two that could be sustained in some form when new core outcomes were developed. A general education team was formed to develop a rubric for each of these two core abilities. This group led early efforts to score artifacts from a wide range of disciplines in spring of 2009. Over the next four years, assessment projects focused on using rubrics to assess these two core abilities. The Assessment Team explored methods for scoring, continued to evaluate the rubrics, and recognized the need for updating the core abilities. In the final year of this phase, more than 300 artifacts were scored for "communicating effectively," with participation from faculty across the School of Arts and Sciences. Faculty reassignment time was supported for a general education coordinator, a faculty member who led ongoing work for assessment projects and synthesized data annually.

The Assessment Team led the effort to update Lane's core abilities, beginning in fall 2011 with the re-visioning learning conference. Over the course of the year and multiple events for faculty engagement, the college developed the five core learning outcomes (CLOs) that are the broad outcomes expected for learning at Lane: think critically, engage diverse values with civic and ethical awareness, create ideas and solutions, communicate effectively, and apply learning.

In fall 2012, the Assessment Team shifted efforts to professional development for faculty to use the new CLOs. The college invited nationally recognized assessment leader, Dr. Peggy Maki, to campus for a one-day workshop on core learning at Lane. That same year, the general education coordinator position was shifted to become the CLO coordinator. At the end of the academic year (June 2013), five members of the Assessment Team attended the "Institute on General Education and Assessment" hosted by the Association of American Colleges and Universities (AAC&U) in Burlington, Vermont. Over five days, the team learned together, worked with AAC&U mentors, and developed a three-year plan to accomplish the following goals:

- Increase visibility and understanding of the strategic direction, "A Liberal Education Approach for Student Learning."
- Expand visibility and ownership of the CLOs.

- Map courses and/or discipline level outcomes to CLOs.
- Assess CLOs.

Through workshops, Lane conferences, and a range of assessment project formats, the Assessment Team has achieved significant progress on these goals by the third year of its three-year plan. While project participants have mapped many courses and/or discipline outcomes to the CLOs, this goal has not been achieved collegewide. Plans for achieving this important step will be included in the visioning assessment meeting planned for March 9, 2016. The meeting affords the Assessment Team and other stakeholders at Lane with the opportunity to develop a new three-year plan of action that moves Lane significantly forward in achieving periodic and systematic assessment of student learning at the course, program, and degree levels.

1. Capacity Building

Focus on Assessment in Collegewide Professional Development Events

The college has spotlighted professional development for assessment of student learning since the NWCCU site visit in October 2014. The 2015 Spring Conference in May, titled “Think, Engage, Create, Communicate, Apply: Lane’s Core Learning Outcomes,” featured Dr. Nassim Ebrahimi, director of learning outcomes assessment, Anne Arundel Community College.

Members of the Assessment Team led breakout sessions focused on CLOs that included the following topics:

- How to use CLOs effectively in teaching and other areas of college work.
- How students engage with CLOs and what it means to them, featuring an inspiring student panel.
- An overview of types of assessment projects and how to apply for projects for 2015-16.

In an open house session at 2015 Fall In-service in September, Assessment Team members provided a second opportunity for faculty and staff to learn about assessment project opportunities. The spring and fall sessions resulted in a record number of project applications from discipline and program teams.

Expanded Interest and Range of Assessment Projects Among Faculty

Beginning in 2013 the Assessment Team shifted the focus of assessment projects from individual faculty projects to teams of faculty members, representing a sequence or group of courses, a discipline, or a program. Using a reflective-practitioner model, projects provide in-depth professional development while completing important goals for assessment of student learning at the course sequence, discipline, and program levels. Over the past three years, faculty participation has increased and projects have engaged a widening reach of disciplines and programs (see Table 1).

Year	Projects Awarded (#)	Number of General Education Disciplines	Number of CTE or ESL Programs	Number of Faculty Involved
2013-14	8	6	2	30
2014-15	12	8	4	46
2015-16	11	9	2	Approx. 50

Table 1. Assessment Projects Awarded to Faculty in Disciplines and Programs

The request for proposals (RFPs) encouraged projects that develop levels of readiness and skills needed for assessment of student learning. These included:

- a. Development of outcome language for courses and programs.
- b. Development of assessment materials such as signature assignments.
- c. Mapping CLOs to course outcomes and course materials.
- d. Rubric development.
- e. Artifact collection and assessment of student learning.

Levels a) through d) are necessary steps in order to successfully gather student artifacts of learning and assess them using valid, agreed-upon rubrics. Many of the courses and programs included in the projects represent high-enrollment general education courses and high-enrollment CTE programs.

Over the past three-year span, some teams received support in successive years, as they first completed course mapping to CLOs, then developed assessment instruments and rubrics. Some of these teams will score artifacts this year, demonstrating a well-grounded approach to valid assessment of student learning of selected CLOs in their courses and programs.

Assessment Fellows Program

This year, the college committed to initiate an Assessment Fellows Program. The fellows model has been used effectively in other community colleges (for example, Anne Arundel Community College, Maryland). Assessment fellows receive a one-course reassignment for one term, or curriculum development time, as appropriate. Fellows are expected to conduct a program or discipline level assessment project, along with engaging in outreach activities within their disciplines and divisions, and to participating as needed in professional development activities to enhance their skills in assessment. Fellows engaged in artifact scoring will also work closely with the faculty research staff in Institutional Research, Assessment and Planning.

In this inaugural year of the Assessment Fellows Program, four faculty assessment fellows were selected through an application process to lead assessment of student learning in their respective disciplines of biology, dental hygiene, communications, and English as a second language. The CLO coordinator, assessment chair, and members of the Assessment Team will mentor and assist the fellows in winter and spring terms.

Applicants could propose one of three types of projects: (1) planning and mapping core learning outcomes for a program or group of courses; (2) mapping and creating assessment tools; or (3) artifact scoring. The three types are similar to the scaffolded structure the Assessment Team implemented for assessment projects across campus.

Developing Database Tools

In fall 2014, Lane began designing and developing a program update portal (PUP) to provide a web-based database for program information including program outcomes. This tool was initially developed to serve the needs of career-technical education (CTE) programs that are required to provide frequent reports of program data to specialized accreditors and for other institutional needs, and to meet other accountability requirements by the Department of Education. It was also developed to convert program information for the college catalog from a Word-document system to a database. A cross-campus team of faculty, staff, and administrators, including CTE faculty leads, IRAP staff, and Informational Technology staff, collaboratively developed the project. Version 1.0 was introduced to instructional deans in spring 2015. Since then, the PUP has been demonstrated to departmental administrative coordinators and is currently in use for this year's curriculum review and updating of this year's catalog.

The skills-to-course matrix in the PUP will allow programs to map all CTE and general education courses to program outcomes. Version 2.0 is slated for programs to indicate which CLOs are assessed in individual program courses, with options to include notes connecting the assessment to artifacts, such as a shared assignment, signature assignment, or e-portfolio.

Extensions of the PUP are under consideration, such as developing applications for transfer courses and disciplines. At present, the college is also exploring commercial software applications that address the needs of general education/transfer courses and disciplines and that may also be used to provide reporting and analysis systems for assessment of student learning outcomes.

Key Staffing for Strengthening Assessment of Student Learning Systems

The college has identified key staff members to support the work of developing a periodic and systematic process for assessing student learning at the course, discipline, program, and degree levels.

The student learning assessment and curriculum development coordinator position, a contracted faculty position in IRAP, had been vacant since fall 2013 due to a retirement. Posting for the position was delayed until June 2015 because of steep enrollment declines and budget

limitations. Lane has completed the hiring process for this key position. The new faculty member hired for this position began work January 28, 2016. She will lead collegewide work on assessment of student learning and assist faculty in using assessment results to improve curricula. Plans are in place to facilitate her integration into assessment activities and planning, including the Curriculum Committee, governance councils, the Institutional Effectiveness Committee, and academic program review.

Since fall 2011, the position of institutional researcher, also a faculty position in IRAP, has assisted faculty with assessment project design and methods for data collection and analysis. The institutional researcher is a member of the Assessment Team and helped develop the three-year assessment plan that will be concluded in June 2016. He will also provide assistance in developing and/or selecting a data collection system for analyzing and reporting results of faculty-generated assessment of student learning.

Technology analysis and design specialists in Lane's Information and Academic Technology department will participate in evaluating customized assessment reporting tools developed in-house and commercial software tools, and they will assist in other ways as needed. These staff members have worked with the Assessment Team in the past in developing data systems including mapping tools, and in developing the program update portal.

The retired dean of science has been assigned to support assessment work part-time through the remainder of the 2015-16 academic year. She is a former Assessment Team chair and ongoing member, and she has been professionally active in assessment of student learning for many years. She will help orient and mentor the new coordinator for student learning assessment and curriculum development and facilitate various teams working on development of the overall systematic assessment plan.

2. Integrating Assessment of Student Learning Outcomes into Key College Procedures

Curriculum Approval Form

The core learning outcomes coordinator and the Assessment Team chair proposed a new section for the college curriculum approval form at the November 4, 2015 Curriculum Committee meeting. The new section explicitly links course level learning outcomes to core learning outcomes. In doing so, assessment methods for the course learning outcomes are also tied to assessment of CLOs. The faculty-led Curriculum Committee reviewed and approved the new section and language at the December 2, 2015, meeting. This change will be implemented in spring 2016. The curriculum approval form is used collegewide and is the basis for course descriptions, credits, and course learning outcomes (also called objectives). By integrating CLOs into the form, the college has ensured that CLOs are considered during the development of all new and revised course curricula.

Institutional Effectiveness and Core Themes Indicators

Lane's newly implemented institutional effectiveness model involves integrating and aligning institutional planning and effectiveness efforts with a focus on student learning and success.

The Institutional Effectiveness Committee (IEC) membership includes the Assessment Team chair and a member of the team. The IEC is charged with developing Lane's core themes and the core theme objectives and indicators of mission fulfillment. Final language for the objectives and indicators is still under review.

Core Theme 3 is Quality Educational Environment, and Objective 3 states, "Lane's curricula are designed with intention to support discipline-level, program-level, and college-level outcomes." One of the indicators for this objective is the percentage of curricula that is mapped to core learning outcomes. The Assessment Team is planning to review the assessment projects that mapped course and/or program outcomes to CLOs to gather a baseline for the college on the current level of mapping curricula to core learning outcomes.

Development of Strategic Directions

For the past five years, Lane's development of core learning outcomes and assessment of student learning activities have supported the strategic direction, "A Liberal Education Approach for Student Learning." Assessment Team and core learning outcomes coordinator accomplishments have been summarized in three successive years of reporting on progress in achieving our liberal education objectives in the annual [Strategic Directions Report](#).

3. Engaging in Visioning and Planning

The work completed over the past 10 years has yielded the following results:

- A strong cadre of faculty engaged in assessment of student learning outcomes.
- Identification of key faculty and staff resources.
- Core learning outcomes that are highly visible and integrated into essential college processes.

The college will move forward on expanding systematic assessment of student learning across courses, disciplines, programs, and degrees. As previously noted, the vice president for Academic and Student Affairs will convene a visioning assessment meeting on March 9, 2016. This meeting will bring together members of the Academic and Student Affairs executive team; members of the Assessment Team; some current and former assessment project participants; the new assessment fellows; and staff from Institutional Research, Assessment and Planning and Information and Academic Technology. Through a facilitated process, this group will develop a three-year plan of action to continue the work of accomplishing periodic and systematic assessment of student learning outcomes, including core learning outcomes, across Lane's courses, disciplines, programs, and degrees. Initial planning for the visioning assessment meeting occurred on January 19, 2016. Through the planning discussion and the ongoing work on assessment of student learning, the following strategic areas will be addressed in the visioning assessment meeting:

Essential Steps

- Mapping of course, discipline and/or program level outcomes to the core learning outcomes, beginning with developing shared understandings of each CLO.
- Integrating results of assessment of student learning outcomes with curricular changes to improve student learning where needed.

Tools and Infrastructure

- Examining creative solutions to strengthen institutional support for integrating assessment of student learning into all courses, disciplines, and programs (visible space, budget, staffing, professional development mechanisms, reporting and analysis systems).
- Developing reporting and analysis methods that synthesize assessment data at the program and degree level and that track progress toward valid assessment of student learning at all levels.
- Monitoring changes in students' awareness and valuing of core learning outcomes in their classes.

Connections, Roles, and Responsibilities

- Clarifying roles and responsibilities among key players for the shared work of assessment of student learning.
- Capitalizing on the collaborative and collective strengths and assets the college already has.
- Integrating assessment of student learning outcomes, including CLOs, into the college's guiding statements such as Lane's core themes and indicators of mission fulfillment and strategic directions.

Response to Recommendation 5

Recommendation 5: In order to ensure quality and relevancy of its program and service offerings, the evaluation committee recommends that the 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).

As part of Lane's self-study work and continuing interest in ensuring planning processes are meaningful, evidence-based, and appropriately interconnected, the college convened a department planning workgroup comprised of faculty, classified staff, and managers to review and evaluate the effectiveness of unit planning and other department planning processes, research best practices, and develop and implement improvements. The group began work in spring 2014 with a campuswide survey of planning processes and continued work throughout the 2014-15 academic year.

The group recommended transitioning from the college's current annual unit planning process to a five-year program review process with mid-cycle reporting and reflection. The Executive Team approved this recommendation, and the workgroup moved forward with research and development of program review processes, guides, and structures. The group drew heavily from existing work at Lane over the past several years from the Assessment Team, Academic and Student Affairs office, and College Services program review process (established in 2011), and also turned to literature and colleagues from peer institutions.

The emerging work was shared with college governance councils, deans and directors, and the board of education and was piloted with two academic programs, one student affairs program and two college services programs in 2014-15.

Establishment of Academic Program Review

In May 2015, a new structure of academic program review was approved, a new Academic Program Review Oversight Committee established, and initial academic disciplines identified to begin program reviews in fall 2015, in addition to two programs which began reviews in a pilot program. This agreement emerged from Lane's self-study work, wide-spread dissatisfaction with the current unit planning process, and the environment created by the accreditation recommendations.

The new academic program review process is anticipated to encompass up to 20 academic programs per year in a five-year cycle, and it:

- Appropriately engages staff at all levels.
- Encourages robust input and high quality analysis.

- Is informed by data and expertise.
- Consists of both self-study and implementation of recommendations phases.
- Is connected to planning and institutional effectiveness processes (college processes provide input to discipline program reviews and program reviews provide critical feedback to college processes).
- Incorporates external review.
- Is faculty-led with clearly identified responsibilities for both faculty and administrators.

Currently, the academic program review process has wide voluntary faculty support, and after an assessment of experience after the next round of programs are selected for reviews in 2016-17, it is anticipated that the process will be taken up through bargaining as a regular responsibility.

Work began in spring 2014 with the previously-mentioned convening of the department planning workgroup. In addition to key administrators, membership came from a general call to faculty, classified staff, and managers to participate.

As issues involving specific faculty responsibility, authority and leadership emerged as critical to success, the work entered a new phase, which culminated in the key agreements that incorporated elements of the work to that point. These agreements are generally regarded as a major step forward for the college and an example of productive collaboration. They received positive feedback when shared with governance councils.

The academic program review process is outlined and codified in two main agreements, the first listing the key principles to be followed and the second a narrative codifying the process and organizational participants and sequence of work and products. The [final agreement pact](#) also included a list of organizational elements and acronyms, tasks and a flowchart.

College Services and Student Affairs Program Review

The College Services program review process was established in 2011, and in 2014-15, this process expanded to include Student Affairs. Unlike academic program review, College Services and Student Affairs do not have oversight committees. These reviews follow a five-year cycle, and they:

- Appropriately engage staff at all levels.
- Encourage robust input and high quality analysis.

- Are informed by data and expertise.
- Consist of both self-study and implementation of recommendations phases.
- Are connected to planning and institutional effectiveness processes (college processes provide input to discipline program reviews and program reviews provide critical feedback to college processes).
- Are led by managers and classified staff.

Informed by Evidence

At the launch of the review process, program review teams attend an orientation session and receive a [data package](#) that contains the following data elements. These data elements were provided to all college programs in October 2015. In addition to being used for program review, they are being utilized in the annual department-level self-evaluations. They will continue to be updated.

In addition to the standard data package provided to program review teams, the Institutional Research, Assessment and Planning Office; the Budget Office; and coaches from the Academic Program Review Oversight Committee, College Services, and Student Affairs are available to support review teams in additional research and information requests and analysis.

Integration with Institutional Planning and Effectiveness

The self-study phase of the program review process, conducted every five years, provides a structure and process for long-term strategic planning and in-depth consideration of department-specific and cross-departmental issues and opportunities, including college core themes and strategic directions.

Recommendations from program review will flow into the budget development and resource allocation processes and will be reviewed annually through a department self-reflection report.

Summative reports on program review will be provided annually to the Institutional Effectiveness Committee, which develops an annual institutional improvement analysis, summary and recommendations report for the College Council and Executive Team. These findings will inform strategic goals and priorities at the college level, which will flow into the next cycle of program review (see Figure 1).

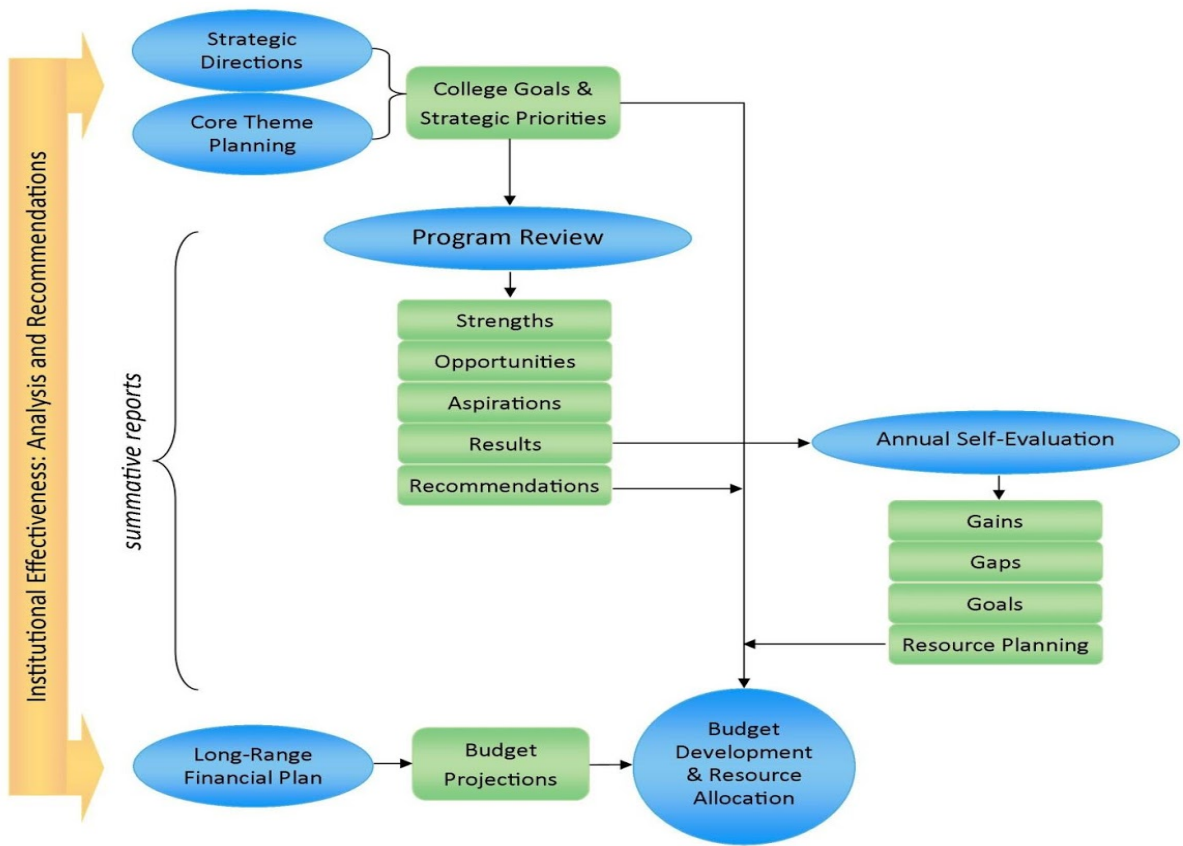


Figure 1: Institutional Effectiveness

Response to Recommendation 6

Recommendation 6: In order to reflect nondiscrimination in practice and to realize accomplishment of its core themes, core values, and strategic directions, the evaluation committee recommends that the college fully implement the board of education policy related to diversity and inclusion (Eligibility Requirement 5 and Standard 2.A.18).

The college has made progress and continues to work on implementing [Board Policy 520: Cultural Competency](#). The policy includes creating a professional development program that offers employees opportunities to participate in workshops, events, and other educational opportunities that help foster lifelong learning in cultural competency. It also includes the development of an evaluation and tracking system to assess program effectiveness and submission of annual monitoring reports to the board.

Development of the Cultural Competency Professional Development Program

In summer 2014, Lane Community College created the Cultural Competency Professional Development (CCPD) Committee. This committee includes subcommittees and work groups covering the following areas of focus: race, ethnicity, culture and language; religion and spirituality; socioeconomic and social class; gender; sexual orientation; accessibility, age, ability, and mental health; veterans and military status; and social justice, understanding the dynamics of power, privilege and oppression. The CCPD Committee leads the college's work in developing a program for cultural competency professional development.

Work completed by the CCPD Committee includes working toward the following core goals and objectives:

- Review and assess “best practices” from other educational institutions and public and private sector entities actively engaged in employee development toward the creation of a “culturally fluent” workforce.
- Create a multimodal culturally competent learning model. This model will include learning opportunities presented for staff engagement during in-service trainings and year-round workshop and conference opportunities.
- Identify institutional assets in the development of a collegewide framework for achievement of the goals and objectives of the cultural competency initiative.
- Assemble and identify college resources that support the committee's work.

The CCPD Committee continues to work on the above goals and objectives and the overall development of the program. The balance of the work moving forward will focus on the implementation of professional development/workshop opportunities that advance the individual and collective growth in cultural fluency, agility and competency across the institution.

Assessment of Program Effectiveness

The CCPD Committee is beginning the process of crafting an assessment system for faculty and staff to engage with and to track their progress. The committee recognizes the need to shift from modifying external tools to developing options specific to Lane's needs, and it is focusing on tools designed for self-assessment. The committee is also discussing how to best internally evaluate program effectiveness and which instruments and resources will be necessary for that process.

Professional Development Opportunities

While creating the cultural competency professional development program and methods of assessing that program, the college continues to craft and deliver a wide range of professional development opportunities for Lane faculty and staff.

Islam Initiative

The Islam initiative is a collaborative effort between Lane Community College and University of Oregon religious and peace studies faculty, staff and administrators. It brings scholarly experts on Islam representing a diversity of backgrounds and offering a plurality of perspectives to the academic study of Islam. The initiative was completed last year. Over the span of two years, hundreds of students, faculty, staff and community members attended scholarly lectures and film discussions, and four classes in Islamic Studies were developed. The ongoing benefits from this work include a library of DVDs of the Scholars on Islam Series that are actively used by instructors (<https://www.lanec.edu/scholarlectures>).

Storytelling Model for Social Justice

After inviting Dr. Lee Anne Bell to campus in 2012 to talk about the "Storytelling Model for Social Justice through the Arts," Lane has continued to build upon this model. The college has hosted a variety of events and speakers that integrated some aspect of this storytelling model and were offered for Lane staff, faculty, students, and the community. In 2014-15, some of these events and speakers included:

- Prof. Gilberto Alexandre Sobrinho: Professor of multimedia, media and communications at Universidade de Campinas, São Paulo, Brazil and a Fulbright Scholar currently in the department of cinema at San Francisco State University. His Fulbright project title is "Brazilian Documentary and Identity Issues: Ideas, Authors, Collectives and Different Approaches to Images and Sounds of the Nation in Film, Television and Video."
- Sonia Nazario: Pulitzer Prize-winning author and journalist and author of "Enrique's Journey," the story of a young boy's journey from Honduras to the United States to reunite with his mother after 11 years of separation. The story deals with the issues of immigration, exploitation and child abuse, part of a larger narrative on the challenges faced by Latino/Latina communities in Oregon and beyond.

- David Barsamian: Nationally known investigative journalist and author and the founder of Alternative Radio. He presented on “Media and Democracy” for the Lane Peace Center.
- Jean Kilbourne, Ed.D.: Internationally recognized for her pioneering work on the image of women in advertising and her critical studies of alcohol and tobacco advertising. She is widely known for her video, "Killing Us Softly," and she is the author of the award-winning book “Can’t Buy My Love: How Advertising Changes the Way We Think and Feel” and co-author of “So Sexy So Soon: The New Sexualized Childhood & What Parents Can Do to Protect Their Kids.” Dr. Kilbourne was the keynote speaker for the 2013 Lane Peace Symposium and presented on “Rising to End Gender Violence.”
- Jensine Larsen: Social media expert, journalist, and global women's empowerment leader. She founded World Pulse after working as a freelance journalist covering indigenous movements and ethnic cleansing in South America and Southeast Asia.
- Dr. Susan Shown Harjo: Presidential Medal of Freedom recipient and instrumental figure in the passing of the Native American Graves Protection and Restoration Act and the American Religious Freedom Act. She presented on “Seeing Red: Indigenous Perspectives on Peace & Justice” at the 2015 Lane Peace Symposium.
- Dennis Martinez: Founder of the Indigenous Peoples’ Restoration Network and Co-Director of the Takelma Intertribal Project. His presentation at the 2015 Lane Peace Symposium focused on bridging Western science with traditional ecological knowledge.
- Katie Singer: Medical journalist and author of “An Electronic Silent Spring.” Her Lane Peace Center presentation addressed the erosion of community rights regarding the placement of cell towers.
- Holly Robinson-Peete: Operator, along with her husband, Rodney Peete, of their foundation, HollyRod, which supports research for children with autism and research for those afflicted with Parkinson’s disease. She is also a civil and human rights activist who speaks on these subjects on college campuses across the nation. Robinson-Peete joined the college community for the 2015 MLK program, focusing her talk on the current events related to police-civilian deaths of unarmed African American men and the general state of race relations in America today.
- Dr. Tricia Rose: Internationally recognized scholar of post-civil rights era African American culture, popular music, social issues, gender and sexuality. She delivered a presentation at Lane entitled “Educational Equality in an Unequal World: Creative Strategies for Making All Students Successful.”
- Dr. Phil Tajitsu Nash: Professor of Asian American and Latin American studies at the University of Maryland. He was the keynote presenter for the college’s 2015 Spring Conference. Dr. Nash delivered an interactive cultural competency seminar for faculty and for classified, management and administrative staff.

The focus on a model incorporating elements of the “Storytelling Model for Social Justice through the Arts” continues into the 2015-16 academic year. Prominent among the events held so far was a presentation given by April Ryan, White House correspondent, journalist, and author, at the annual Martin Luther King Jr. Day celebration. This event was co-sponsored by Lane Community College and the University of Oregon. Ms. Ryan focused her presentation on her coverage of the Clinton, Bush, and Obama presidencies, specifically on the issues of race and the American presidency.

Emotional Intelligence and Resiliency Professional Development

In November 2012, the college partnered with five local agencies to bring in leading emotional intelligence (EI) expert, Suzanne Rotondo, to conduct “Leading with Emotional Intelligence” professional development sessions. During 2013-14 and 2014-15, the college continued partnering with local agencies to offer workshops and training sessions for Lane managers, Aspiring Leaders, classified staff, and faculty. In January 2016, workshops were provided to new Lane employees.

EI sessions offered at Lane for faculty, staff, managers, and board of education members included: “Leading with Emotional Intelligence,” “Deep Dive into the ‘Inward’ Quadrants of Emotional Intelligence: Self-Awareness and Self-Management,” and “Leading Change with Emotional Intelligence.”

In 2016, the college initiated emotional intelligence train the trainer workshops to bring EI training and facilitation expertise in house. EI training for newly hired staff is now part of the new, two-day welcome to Lane orientation instituted this year, and EI workshops will also be available to current faculty and staff.

Spirituality and Religion Series

Lane’s Peace Center and diversity officer continued their collaboration to provide vibrant offerings this year, with highlights including Geshe Thupten Jinpa Langri, Ph.D. addressing “Fearlessness and Compassion,” and the Lane Peace Symposium focusing on “Seeing Red: Indigenous Perspectives On Peace & Justice.”

The cultural competency and diversity awareness education program hosted a successful session for faculty and staff as part of the 2015 Spring Conference entitled “Religion and Spirituality: Exploring Intersections, Dismantling Stereotypes.” The session featured Lee M. Gilmore, Ph.D., lecturer, religious studies/humanities, San José State University. Objectives for the participants included:

- Cultivate a critical understanding of religious and spiritual diversity, both globally and regionally.
- Develop a basic vocabulary for describing religious and spiritual diversity.
- Examine common stereotypes about diverse religious and spiritual traditions, including intersections with race, class, gender, and sexuality.

- Explore the internal diversity of religious traditions, including ethnic, cultural, ideological, theological, practical, and political.

This work continues in 2015-16 under the direction of a religion and spirituality workgroup that includes a broad cross-section of faculty, staff and management.

Cultural Competency Workshops

In January 2016, two representatives of the Cultural Competency Professional Development Committee led workshops for the Lane Board of Education, Executive Team, classified and faculty union presidents, and the president of the student government at the board's retreat. The first workshop addressed race and the second workshop focused on gender. Each hour-long workshop offered beginning-level activities and discussions on its respective topic.

Response to Recommendation 7

Recommendation 7: In order to ensure that student complaint mechanisms are clearly understood by students and staff, the evaluation committee recommends that the college develop effective methods to communicate and disseminate policy and procedure information (Standard 2.A.15 and Standard 2.A.18).

After determining that the student complaint procedure was neither clear nor simple based on both student and staff experience, a work group of academic deans was formed in winter 2014 to propose revisions to the procedure. The proposal included combining the existing informal and formal complaint procedures into one complaint procedure to reduce the number of procedures linked to the process and to provide a more direct pathway for students from a problem-solving stage to a formal complaint. This new version was reviewed by Academic and Student Affairs deans, the Executive Team, the Student Affairs Council, the leaders of both unions, and the president of the student government (ASLCC) throughout 2014 up through spring of 2015.

In 2014, a soft launch began which included placing a new online reporting form in the center channel of the myLane dashboard/homepage. The college's web portal, myLane, is a secure site from which students can conduct all of their college business, including enrollment, finances, and progress toward a degree or certificate. This location made the complaint form more visible and accessible to students.

In 2015, the executive dean of Student Affairs (EDSA) engaged in the following actions to increase the effectiveness of the college's communication and dissemination of complaint policies and procedure information:

- Understanding that students need support in navigating and processing student-based complaints (complaints, grievances, code of conduct violations, gender-based misconduct), the dean proposed revising the job assignment for a support staff member to focus on these procedures. This person would guide individual students through the process when needed, as well as answer questions via phone, email, or in person. The proposal was approved and the program coordinator for conduct and complaints began this new function in October 2014.
- In February 2015, the dean met with student government leaders (senators and executive staff) at a regularly scheduled work session to consult on revisions to several student procedures. The group reviewed a highlight sheet of changes from the old complaint procedure to the new version. The work group affirmed the format of the revisions such as using more Q&A styles as well as more visuals depicting the process. The group also suggested using neutral language for procedures and policies.
- The dean and program coordinator continue to collaborate on making procedures accessible to students. Currently, the Information and Academic Technology department is working on reformatting the style of the online procedure based on

student leader feedback and is updating related links, such as those to the web search function and the Ask Ty intelligent Q&A response system on the college website.

- Communication regarding these procedures is an ongoing project. Preliminary communications prior to this launch included: reviewing the complaint procedure with the Peer-to-Peer Administrative Support Network (spring 2015, February 2016); providing training for managers and departments on gender-based sexual misconduct reporting and response (summer and fall 2015); reviewing the location of reporting forms and procedural processes with Academic and Student Affairs deans and directors (fall 2015); new Faculty Connections mentorship program sessions (2015); sending direct email to students highlighting the changes to the procedures and announcing information sessions where students can ask questions about these procedures (December 2015); holding information sessions for students (January 6, 11, 14, 2016). Additional communications planned for winter 2016 include notice in “News You Can Use,” an informational posting in OrgSync, the student engagement online portal.
- The student complaint web report form will continue to be located in myLane as students have been accessing it there for several terms. Since this is a web-based form, links to the report form are included in other locations, such as OrgSync, and are embedded in related procedures.
- Lane’s college procedures, including the student complaint procedure, the student code of conduct, and the student gender-based sexual misconduct procedure, are officially located in [COPPS](#) (College Online Policies and Procedures). COPPS is located in the main webpage structure and includes specialized search functions so that users can quickly identify the policy or procedure they are seeking.
- The official launch for implementing the three primary procedures (student complaints, student code of conduct, and the student gender-based sexual misconduct) began in winter 2016. These procedures are co-located in several places to provide students with multiple landing points based on their user preferences. For example, PDF copies will be available from the Lane website and in OrgSync, and direct links are located in myLane.

Conclusion

Lane has substantially addressed the remaining five recommendations from the 2014 Year Seven Self-Evaluation Report. The college is committed to ongoing improvement of its policies, systems, and processes and has worked hard in a short period of time to address the remaining recommendations. In addressing the recommendations, the college built upon the existing collaborative efforts of faculty, staff and administrators who were already engaged in assessing the governance system (2), expanding assessment of student learning (4), establishing a new comprehensive program and service review process (5), developing a cultural competency professional development system, (6), and communicating a clear student complaint process (7). The recommendations enabled the college to fully engage all stakeholders in meaningful and productive planning and implementation. They also assisted us in becoming fully compliant with the NWCCU standards to ensure quality and to support fulfillment of our mission and vision.

To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu.

Lane Community College is an Affirmative Action / Equal Opportunity / Veteran / Disabled Employer embracing diversity. We encourage a safe and hospitable environment for women, minority, veteran and disabled candidates.