Core Theme One: Data and Scoring Criteria	Year	Value(s)	Meets Mission Expectation	Below Mission Expectation	Surpasses Mission Expectation	Score: 1 = Below Expectations 3 = Meets Expectations 5 = Exceeds Expectations
1.1 Employer feedback on student skill and preparedness for the workplace	*2017/18*	**> 96%**	*State performance target (86.4% - 96%)*	*Below State performance target (< 86.4%)*	*Above State performance target (>= 96%)*	*5*
1.2 Percentage of majors Lane has articulated to UO and to OSU	*2017/18*	**UO: 59% (42/71 majors) OSU: 63% (54 of 86 majors)**	*86-99%*	*< 85%*	*100%*	*1*
1.3 Percentage of Program Review reports that address external feedback	*2017/18*	**100% of Programs (25/25 completed programs) respond to peer feedback**	*100%*	*< 100%*	*100% and results in systemic improvement*	*3*
1.4 Cancellation rate for continuing education classes.	*2017/18*	**24.5%**	*12.5% - 17.5%*	*< 12.5% or > 17.5%*	*14-16%*	*1*
1.5 Economic impact of Small Business Development Center						
Capital Infusion	*Calendar 2018*	**$2,000,700**	*$1,811,700 - $2,013,000*	*< $1,811,700*	*> $2,013,000*	*5*
Business Starts	*Calendar 2018*	**8**	*18-20*	*< 18*	*> 20*	*1*
1.6 Listenership of KLCC by market share rank	*Fall 2018*	**2**	*3 - 4*	*5 +*	*1 - 2*	*5*
1.7 Progress toward carbon neutrality						
Energy Use Per Student FTE (KBTU)	*2017/18*	**9,828**	*9,307*	*> 9,307*	*< 9,307*	*1*
LTD Ridership (deboarding)	*2017/18*	**183,541**	*289,527 to 345,965*	*< 289,527*	*> 345,965*	*1*

Core Theme One: Scoring Rationale and Comments			Criteria for Meets Mission Expectation	Criteria for Below Mission Expectation	Criteria for Surpasses Mission Expectation
1.1 Employer feedback on student skill and preparedness for the workplace			*State performance target (86.4% - 96%)*	*Below State performance target (< 86.4%)*	*Above State performance target (>= 96%)*

Rationale for Criteria: The Oregon Department of Education collects data on all 17 Oregon community colleges' technical skills assessments (TSA) for credential completers of career-technical education programs and publishes this data annually. Statewide performance targets and 90% levels are defined by the state. Below the 90% level is considered a "red light" - not meeting expectations as defined by the state. Above the performance target is considered a "green light" - exceeding expectations.

Comments: TSAs are not standardized or defined among the 17 community colleges. Thus, using the Oregon statewide TSA performance standards does not constitute a perfect comparison, but is a sensible place to start in the formation of our own institutional standards for this criteria.

1.2 Percentage of majors Lane has articulated to UO and to OSU			*86-99%*	*< 85%*	*100%*

Rationale for Criteria: These are internally defined criteria as external comparators such as other Oregon community colleges are unreliable due to differing locations and corresponding popular transfer destinations. As an aspirational goal, we would like to be able to achieve 100% articulation of all undergraduate majors at the two main transfer destinations -- UO and OSU -- of LCC students. This goal aligns with institutional movements such as Guided Pathways and statewide efforts around Universal Statewide Transfer Agreements (USTA) related to House Bill 2998 (recently renamed as Major Transfer Maps).

Comments: While it is reasonable and, arguably, efficient not to articulate every major possible, we can also state with conviction that having fewer than 85% of undergraduate majors articulated is not meeting our institutional standards for service to students and local 4-year university partners. As of Fall 2017, LCC Student Affairs began a thorough review of its definition of and process for securing articulation agreements, and is considering a new institutional standard and online repository for agreements in the future.

1.3 Percentage of Program Review reports that address external feedback			*100%*	*< 100%*	*100% and results in systemic improvement*

Rationale for Criteria: Since all programs are required to respond to external audiences according to accreditation standards and the college invests in supporting external site visits every five years, all programs have a responsibility to "address feedback from advisory boards and other external sources."

Comments: Implementation plans base improvement planning on External Peer Evaluator reports in addition to the year 1 self-study. They are due annually in fall term following the year 1 self-study, i.e., in fall of year 2. For "exceeds expectations" we'll want to track improvement data for programs over time.

1.4 Cancellation rate for continuing education classes			*12.5% - 17.5%*	*< 12.5% or > 17.5%*	*14-16%*

Rationale for Criteria: LERN (Learning Resources Network) is the world's largest association for continuing education. LERN has established benchmark ratios for success in key performance measures. Their benchmark for cancellation rate is 15%. Cancellation rates below 12.5% can indicate that the department is not offering enough new or innovative programming. Cancellation rates above 17.5% indicate the department is offering too many programs that do not satisfy market demand.

Comments: The Continuing Education team has worked diligently to steadily reduce course cancellations each fiscal year. In order to achieve this, the team has worked to align with LERN's Certified Program Planner (CPP) best practices such as increasing and improving needs assessment, increasing and improving marketing efforts, and/or rechecking relevance of courses with high cancellation rates. Many of the CE staff now hold the CPP credential and have been applying the LERN skills to reduce cancellation rates. Also, in 2013 CE purchased, instituted and began to utilize the registration system Lumens in an increased effort to make data driven decisions. The team is now rapidly approaching an acceptable cancellation rate and will continue to refine efforts to ensure that the LERN benchmark ratios of success are realized.

1.5 Economic impact of Small Business Development Center					
		Capital Infusion	*$1,811,700 - $2,013,000*	*< $1,811,700*	*> $2,013,000*
		Business Starts	*18-20*	*< 18*	*> 20*

Rationale for Criteria: These targets for mission expectation are based on a historical resource strategy set by the Oregon State Business Development Center Network (OSBDCN) office. There is an allowance for a 10% variance in resources reported.

Comments: With a new, permanent management team in place, there is renewed opportunity for the center to increase the productivity of managed resources.

1.6 Listenership of KLCC by market share rank			*3 - 4*	*5 +*	*1 - 2*

Rationale for Criteria: Use of radio correlates with Responsive Community Engagement. KLCC seven survey average market rank = 3. Market Rank 1 - 2 demonstrates market dominance. Rank 3 - 4 reflects strong market position and significant community engagement. Market rank of 5 or lower indicates diminishing use of KLCC and subpar performance.

Comments: KLCC ranked # 2 radio station in the most recent Nielsen survey - Fall 2017. Nielsen Radio radio markets surveys are the broadcast industry standard and statistically reliable. Market Share Rank (age 12+, 6am - 12 midnight. Monday - Sunday) ranks the percent of persons using each radio station in the Eugene- Springfield market. There are 27 radio stations in the market so a rank of 3 places KLCC in the top 10% of area radio stations.

1.7 Progress toward carbon neutrality (Energy use and LTD mass transit ridership)					
		Energy Use Per Student FTE (KBTU)	*9,307*	*> 9,307*	*< 9,307*

Rationale for Criteria: Comparison with the Secondnature.org reporting platform for Carbon and Climate reduction commitments to benchmark with peer community college institutions that report their carbon emissions data. Use of Chemetka Community College - a comparable institution in terms of student population and building square footage - data to derive the energy use per student number.

Comments: Lane's energy use decreased by approximately 9% from 2016-17 to 2017-18. Baseline value listed here in energy use per student does not reflect the percent change in the amount of carbon equivalent emissions at the college. The amount of square footage and energy needed to heat, cool, and provide electricity compared to the student population drives the energy use indicator number. For example the lower Lane's student population the higher the energy use index. This is due to the fact that the amount of square footage that demands energy use, (building size), dosn't change and subsequently a lesser amount of students take on a greater portion of the space heating, cooling, and energy used by the faciliites. Therefore, staff suggests using an Energy Use Intensity measured as energy use in kBtu per square foot as an indicator to track energy performance in subseqent years.

		LTD Ridership (deboarding)	*289,527 to 345,965*	*< 289,527*	*> 345,965*

Rationale for Criteria: Availability of public transportation varies widely for community colleges and national data on community college bus ridership is not widely available. Therefore the best criteria for Lane is to set criteria based on our own trends and goals. In 2013/14, Lane conducted a transportation survey.

Comments: Deboardings per student headcount have decreased every year since AY12. In order to meet or exceed expectations, we woud need to have a higher deboardings per student headcount than we had in 2011-12 to show a positive trend. Population (enrollment; student/staff FTE) changes affect ridership. A better measure may be percentage of FTE. A transportation survey such as that conducted in 2013/14 should be done on a regular basis, i.e. annually.