

Core Theme Two: 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
2.1 Assessment of Lane demographics in relation to the demographics of Lane County	2017/18	% Minority 22% Lane County (age 18-34) 28% All LCC Students	Same as Lane County or higher (>= 22%)	Below Lane County (<22%)	>=10% above Lane County (>= 24%)	5
2.2 Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics.	2017/18	% of program groups within 20% deviation of credit student average: 36% Gender 68% Minority 27% Non-traditional Age (>= 25) 73% Pell Recipients 82% First Generation	>= 50% for each factor	< 50% for each factor	>= 67% for each factor	2
2.3 Student and program success rates measured by disaggregation of Core Theme						
2.3a Percentage of students who complete degrees or certificates within 3 years.	Fall 2015 Cohort	14% Full Cohort Rate (Gap) Group 13% (-5%) Minority Race/Ethnicity 13% (-5%) Pell Recipients 9% (-39%) ESL/ABSE/Dev English 11% (-24%) Dev Math 18% (27%) Veteran's Benefits 17% (21%) Age 25 or older 11% (-24%) Disability Services	Rates for at-risk groups no more than 10% below full cohort	Rates for at-risk groups 10% or more below full cohort	Rates for at-risk groups meet or exceed those of full cohort	2
2.3b Percentage of award-seeking transfer students who transfer to 4-year institutions within 3 years.	Fall 2015 Cohort	26% Full Cohort Rate (Gap) Group 29% (10%) Minority Race/Ethnicity 22% (-14%) Pell Recipients 15% (-42%) ESL/ABSE/Dev English 20% (-24%) Dev Math 34% (31%) Veteran's Benefits 21% (-18%) Age 25 or older 26% (0%) Disability Services	Rates for at-risk groups no more than 10% below full cohort	Rates for at-risk groups 10% or more below full cohort	Rates for at-risk groups meet or exceed those of full cohort	2
2.4. Percentage of students enrolled in ABSE or ESL who transition successfully to post-secondary education.	N/A	State Average = N/A State Target Goal = N/A LCC Rate = N/A	LCC Rate is within 20% of State Target	LCC Rate is 20% or more below the State Target (i.e., < 33%)	LCC Rate is 20% or more above the State Target (i.e., > 49%)	N/A (not available)
2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education.	2017/18	40%	>= 33%	< 33%	>= 50%	3

Core Theme Two: Scoring Rationale and Comments	Criteria for Meets Mission Expectation	Criteria for Below Mission Expectation	Criteria for Surpasses Mission Expectation
2.1 Assessment of Lane demographics in relation to the demographics of Lane County	Same as Lane Co or higher (>= 22%)	Below Lane Co. (<22%)	>=10% above Lane Co (>= 24%)
Rationale for Criteria: If LCC is meeting the needs of the community, its student population should be demographically similar to the community in which it resides. LCC demonstrates that it meets the needs of traditionally underrepresented/at-risk populations when they are represented at the college at or above their population representation in the larger community. If LCC's representation of these populations falls below their representation in the community, the college is not meeting its mission expectation.			
Comments: The indicator attempts to assess the extent to which LCC maintains educational opportunities (both credit and non-credit) to meet the needs of the underrepresented/at-risk populations of Lane County's adult residents.			
2.2 Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics.	>= 50% for each factor	< 50% for each factor	>= 67% for each factor
Rationale for Criteria: This criteria considers that students in underrepresented/at-risk groups should have equitable access to all credit programs. We recognize that equal representation among all majors is not in and of itself an indicator.			
Comments: The score reflects an average of all of the subgroup scores (achieved by group consensus). We are using initial collection of this data to establish a baseline and help identify trends and gaps. This data should help foster the development of future indicators.			
2.3 Student and program success rates measured by disaggregation of Core Theme Indicators 4.4 and 4.5. Data is disaggregated by: race/ethnicity, Pell Grant support, ELL, previous ABS/ESL/Dev Ed			
Percentage of students who complete degrees or certificates within 3 years.	Rates for at-risk groups no more than 10% below full cohort	Rates for at-risk groups 10% or more below full cohort	Rates for at-risk groups meet or exceed those of full cohort
Percentage of award-seeking transfer students who transfer to 4-year institutions within 3 years.	Rates for at-risk groups no more than 10% below full cohort	Rates for at-risk groups 10% or more below full cohort	Rates for at-risk groups meet or exceed those of full cohort
Rationale for Criteria: Students belonging to underrepresented/at-risk groups enter college with challenges that create disadvantages compared to other student groups. These challenges necessitate more time and institutional resources to attain degree/certificate goals. Therefore, we consider that we are meeting mission expectations when their rates are no more than 10% below the full cohort. <i>See comments below for FY19 threshold change.</i>			
2.3 ALL Comments: An initial score was created for each group based on the criteria, and then the overall score was based on a review of the separate scores. Identifying groups that are less likely to succeed should suggest a need to create more equitable support systems for specific populations. These data need to be shared and used to identify specific achievement gaps where support systems may need to be improved. FY19 CT 2 review team changed the criteria thresholds to 10% as that is a more reasonable allowable deviation to uphold the college's values in access, equity, and inclusion.			
2.3b Comments: Completion data show higher success among groups receiving financial support for their studies (Pell recipients and veterans). For transfer rates the team decided to limit the metric to students with a transfer intent, i.e., CTE students have been removed.			
2.4. Percentage of students enrolled in ABSE or ESL who transition successfully to post-secondary education.	LCC Rate is within 20% of State Target	LCC Rate is 20% or more below the State Target (i.e., < 33%)	LCC Rate is 20% or more above the State Target (i.e., > 49%)
Rationale for Criteria: The acceptable level of within 20% of the state average accounts for the variation in populations across college types and levels of available services (urban vs. rural vs. suburban).			
Comments: The state no longer requires the same figure from Lane nor does it report the same figure, therefore there is not currently a way to establish a figure for comparison. In addition, a measurement that represents in an accurate and meaningful way the access that ABSE and ESL students at Lane have to credit courses at Lane (and to successful completion of these credits) would be a better indicator of the equitable provision of education here.			
2.5 Percentage of Lane Community College credentials with at least 50% of the coursework available via distance education.	>= 33%	< 33%	>= 50%
Rationale for Criteria: While not all programs can or should be offered online, demonstration that at least a 3rd of the programs have 50% of classes available online ensures more options and flexibility to those students who are unable to attend main campus every day. This data point is one currently collected by CCWD.			
Comments: We believe the college should strive to grow in this area and show a year over year improvement. Lane County is a large and predominantly rural county where many residents are unable to regularly access main campus, especially because we serve many students with full time jobs and other responsibilities that prevent them from attending during regularly scheduled classes.			