

Lane Community College Core Themes, Objectives and Indicators with Rationale for Changes to Mission Fulfillment Indicators

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On January 1, 2020, the Northwest Commission for Colleges and Universities released new accreditation processes, Standards and Eligibility Requirements. One change was the elimination of reporting institutional mission fulfillment metrics in terms of Core Themes, Objectives and Indicators. Lane Community College opted to stop using Core Themes in favor of using a revised set of [Mission Fulfillment Institutional Indicators](#). Below is the former and revised definition of “mission fulfillment,” lesson learned through the process of revising indicators, and a list of Core Theme Indicators and the rationale for updating them.

Former and New Definitions of [Mission Fulfillment](#)

The former definition of mission fulfillment was achieving Core Themes as demonstrated through the realization of Core Theme objectives, which are measured through a set of indicators and attendant thresholds. Mission fulfillment is achieved when 70% of the indicators meet or exceed established thresholds and all four Core Themes achieve this standing ([2019 Mission Fulfillment and Institutional Effectiveness Report](#), p 5).

The new definition of mission fulfillment is:

the realization of meaningful goals, embodied by individual student achievement, a quality educational environment, accessible and equitable learning opportunities, and responsive community engagement. The College undertakes a regular review of pertinent data to determine the extent to which Lane has made progress towards these goals, as measured through a set of institutional indicators and attendant thresholds. Mission fulfillment will be evaluated against a benchmark of 70% of indicators at or above established thresholds within each of the four goals.

Lessons Learned

Over the past several years and particularly while updating our indicators, we learned many things. A few of the lessons learned include:

- Tracking progress of the program review and assessment of student learning areas should reflect ongoing work rather than one point in time.
- Indicators are more useful when they measure direct impact on and outcomes for students rather than institutional outputs.
- Our impact on the community has great breadth and depth, which should be reflected in our institutional indicators.
- Indicators are better when they include both leading and lagging measures (Fall to Fall versus second-year progression).
- Indicators can easily be expanded for more inclusivity (e.g. licensure for health professions versus all career-technical focused students; the addition of a six-year graduation rate for part-time students).
- It is important to keep indicators that are working and provide good data (Small Business Development Center economic impact; student achievement metrics).
- It is wise to change or delete indicators that rely on data that are inaccurate, incomplete or nearly impossible to track.

Core Theme Indicators and Rationale for Changes

1.1 Employer feedback on student skill and preparedness for the workplace

Indicator deleted. Rationale: Data was either inconsistent or not available for this metric. More meaningful metric dealing with work-based learning opportunities for career-technical students was identified and will be used in the new Institutional Indicators #18.

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1.2 Percentage of majors Lane has articulated to the UO and to OSU

Indicator deleted. Rationale: This indicator was tracking the number of majors for which we have articulation agreements, but was not measuring student success and therefore is not as helpful as other metrics.

1.3 Percent of Program Review reports that address feedback from advisory boards and other external sources

Indicator language and methodology changed. Rationale: This indicator tracked the completion of only one milestone (implementation/action plans), rather than measuring ongoing progress in the program review process. Therefore, we are refining this indicator to measure programs' progress as compared to several milestones within a specific timeframe. See Institutional Indicator #11.

1.4 Cancellation rate for continuing education classes

Indicator language and methodology changed. Rationale: This indicator was changed to, "Percent of continuing education students previously enrolled at LCC." Metric allows us to track the number of students previously enrolled who will continue taking non-credit classes, which demonstrates a focus on customer satisfaction and repeat customers as well as student outcomes rather than institutional outputs. See Institutional Indicator #1.

1.5 Economic impact of Small Business Development Center

No change. Rationale: N/A

1.6 Listenership of KLCC

Indicator language changed. Rationale: Listenership of KLCC public radio is only one measure of Lane's contribution to the community. Therefore, we combined (with 1.8) and expanded this indicator to include the depth and breadth of community offerings. The same metric (listenership) will be used in addition to other metrics. Some of the community engagement and outreach events/services that will be tracked will include, but not be limited to, the Food Pantry, Clothing Stash, Egan Warming Center, AARP volunteer tax prep, etc. See Institutional Indicator #3.

1.7 Progress toward carbon neutrality

Indicator deleted. Rationale: We will continue to track this at the college level, but it is not necessary to include as a major Institutional Indicator.

1.8 Participation rate for college-sponsored arts and cultural events

Indicator language changed. Rationale: Participation rate of arts and cultural events is only one measure of Lane's contribution to the community. Therefore, we combined (with 1.6) and expanded this indicator to include the depth and breadth of community offerings. The same metric (participation rates) will be used in addition to other metrics. See Institutional Indicator #3.

2.1 Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics

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Indicator language changed. Rationale: Indicator language updated to clarify intent; methodology to measure indicator will not change. See Institutional Indicator #5.

2.2 Assessment of Lane demographics in relation to the demographics of Lane County

No change. Rationale: N/A. See Institutional Indicator #4.

2.3a and 2.3b Students and program success rate measured by disaggregation of Core Theme Indicators 4.4 (Percentage of students who complete degrees or certificates within three years) and 4.5 Percentage of award-seeking students who transfer to 4-year institutions within three years). Data is disaggregated by: race/ethnicity, Pell Grant support, ELL, previous ABS/ESL/Dev Ed enrollment, veterans, age and disability status.

Indicator(s) deleted. Rationale: Duplicate indicator(s); see Institutional Indicators #14 and #15.

2.4. Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education

Indicator language changed. Rationale: Indicator 2.4 was considered preliminary baseline measures, not a long-term indicator. Indicators 2.4, 4.3 and 4.7 were very similar; update and clarify language. The data to measure student transitions is difficult to obtain and not reliable because not all skill development students' goals include credit classes, there is no clearly defined finishing point for skill development work and many students do not follow a linear transitions from skill development to credit work. The new metric will focus on credit outcomes for skill development students, Institutional Indicator #6.

2.5 Percentage of courses within disciplines that have distance learning offerings

Indicator deleted. Rationale: We will continue to track this data internally as well as expand distance education courses and programs offered.

3.1 Students report high levels of awareness of, and satisfaction with, evidence-based practices on campus.

Indicator language changed. Rationale: indicator language was slightly reworded but the use of CCSSE data and methodology is the same; added the use of SENSE survey data. See Institutional Indicator #8.

3.2 Percentage of degree-seeking students accessing advising and academic planning to create clear roadmaps to learning and success.

Indicator language changed. Rationale: All students (100%) are required to meet in a group session with academic advisors and create an academic plan, which is what this indicator measured. However, it was not possible to measure which students created "clear roadmaps." Therefore, we clarified this indicator to measure the number of students who attend one-on-one advising sessions after the required group session. Longitudinal data is available and will be used. See Institutional Indicator #9.

3.3 Percentage of employees who participate in professional development activities related to current thinking about teaching in their fields.

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Indicator deleted. Rationale: Currently, there is no way to accurately track the full range of professional development opportunities (e.g. personally-funded conferences) and thus this data was not complete. We are improving our tracking mechanisms and will continue to track and use this data internally.

3.4 Median contact hours per employee in professional development activities that further develop competencies and skills specific to college role or responsibility.

Indicator deleted. Rationale: Currently, there is no way to accurately track the full range of professional development opportunities (e.g. personally-funded conferences) and thus this data was not complete. We are improving our tracking mechanisms and will continue to internally track and use this data.

3.5 Percentage of educational programs that are mapped to Core Learning Outcomes

Indicator deleted. Rationale: We deleted Core Theme Indicators 3.5 and 3.7, mapping and assessing general education core learning outcomes, to focus on a more direct measure of tracking programs that have developed and implemented student learning outcomes assessment plans. We are in the process of refining our general education student learning outcomes tracking and reporting mechanisms and will continue to hone the process and then develop better data reporting that will add value to our continuous improvement efforts. See Institutional Indicator #10.

3.6 Percentage of educational programs that are systematically reviewed and revised to reflect current disciplinary and industry standards and workforce needs through either the program review process or external accreditation

Indicator deleted. Rationale: All programs and services at Lane go through a review process, which includes an external peer reviewer and reflection on current practices and workforce needs with a goal of continuous improvement. Therefore, this metric doesn't necessarily indicate success. We are developing a better metric focused on completion of milestones within specific timeframes. See Institutional Indicator #11.

3.7 Percentage of educational programs that are assessed against Core Learning Outcomes

Indicator deleted. Rationale: We have deleted Core Theme Indicators 3.5 and 3.7, mapping and assessing general education core learning outcomes, to focus on a more direct measure of tracking programs that have developed and implemented student learning outcomes assessment plans. We are in the process of refining our general education student learning outcomes tracking and reporting mechanisms and will continue to hone the process and then develop better data reporting that will add value to our continuous improvement efforts. See Institutional Indicator #10.

3.8 Progress toward Learning Plan goal attainment

Indicator deleted. Rationale: Although work on the Learning Plan continues, this work is difficult to measure and does not provide an indication of student learning, achievement or necessarily institutional effectiveness.

4.1 Percentage of first time in college students completing their gateway math requirement in two years

Indicator language changed. Rationale: The "gateway math requirement in two years" changed to "program-level math requirement in year one." We have longitudinal data for this metric. We updated the metric to align with Guided Pathways and Achieving the Dream best practices of leading indicators. We added a metric to ascertain

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program-level writing requirement completion. See Institutional Indicators #11 and 12.

4.2 Percentage of students who progress to their second year

Indicator language changed. Rationale: We updated “second year” to “Fall to Winter, Fall to Fall,” for clarity. See Institutional Indicator #14.

4.3. Percent of students who complete developmental credit courses and continue on to pass required program-level courses

Indicator combined and refined. Rationale: Core Theme Indicators 2.4, 4.3 and 4.7 were combined and refined because they were similar. The data to measure student transitions is difficult to obtain and not reliable because not all skill development students’ goals include credit classes, there is no clearly defined finishing point for skill development work and many students do not follow a linear transitions from skill development to credit work. The new metric will focus on credit outcomes for skill development students, Institutional Indicator #6.

4.4 Percentage of students who complete degrees or certificates within 3 years

Indicator language changed. Rationale: We added a completion timeline of 6 years to the end of this indicator. See Institutional Indicator #14.

4.5 Percentage of award-seeking students who transfer to 4-year institutions within 3 years

Indicator language changed. Rationale: We added a completion timeline of 6 years to the end of this indicator. See Institutional Indicator #15.

4.6 State-certification pass rates for allied health professions

Indicator language changed. Rationale: Expanded “allied health professions” to include all CTE (Career Technical Education) programs. See Institutional Indicator #18.

4.7 Percent of students enrolled in ABSE or ESL who become employed

Indicator combined and refined. Rationale: Core Theme Indicators 2.4, 4.3 and 4.7 were combined and refined because they were similar. We expanded “ABSE or ESL” to all CTE (Career Technical Education) programs. The data to measure student transitions is difficult to obtain and not reliable because not all skill development students’ goals include credit classes, there is no clearly defined finishing point for skill development work and many students do not follow a linear transitions from skill development to credit work. The new metric will focus on credit outcomes for skill development students, Institutional Indicator #6.