STANDARD ONE

Institutional Mission and Goals, Planning and Effectiveness

Figure 1-1: Plan-Do-Check-Act Cycle at Lane. (Source: Strategic Planning Task Force, 2004.)

Introduction

Institutional evaluation and planning at Lane have become more sophisticated and broad-based in the past ten years. The college has become more inclusive, encouraging constituencies to voice their needs and concerns and providing formal processes for them to do so. Major evaluations of diversity efforts, student services, and hiring and budgeting processes have strengthened Lane's institutional effectiveness. Planning efforts at the college since 1994 include the new unit planning process; revision of the Strategic Plan; and the new governance system.

In 1993, the Western Interstate Commission on Higher Education (WICHE) evaluated Lane's diversity efforts which prompted development of the college's first Diversity Plan, which was approved by the Board of Education in 1995 (a comprehensive update followed in 2003; 3.D.2). This evaluation led to several recommendations, many of which have been implemented.

Following an analysis of a number of college processes, Lane also undertook an evaluation of its services to students using the Process Redesign methodology. Applying Process Redesign, Lane reorganized its business processes so that students and staff could use them more effectively (1.B.2). In addition, building on several previous evaluation efforts, the Hiring Processes Team made recommendations for improvement of Lane's hiring practices; the college has implemented most of these.
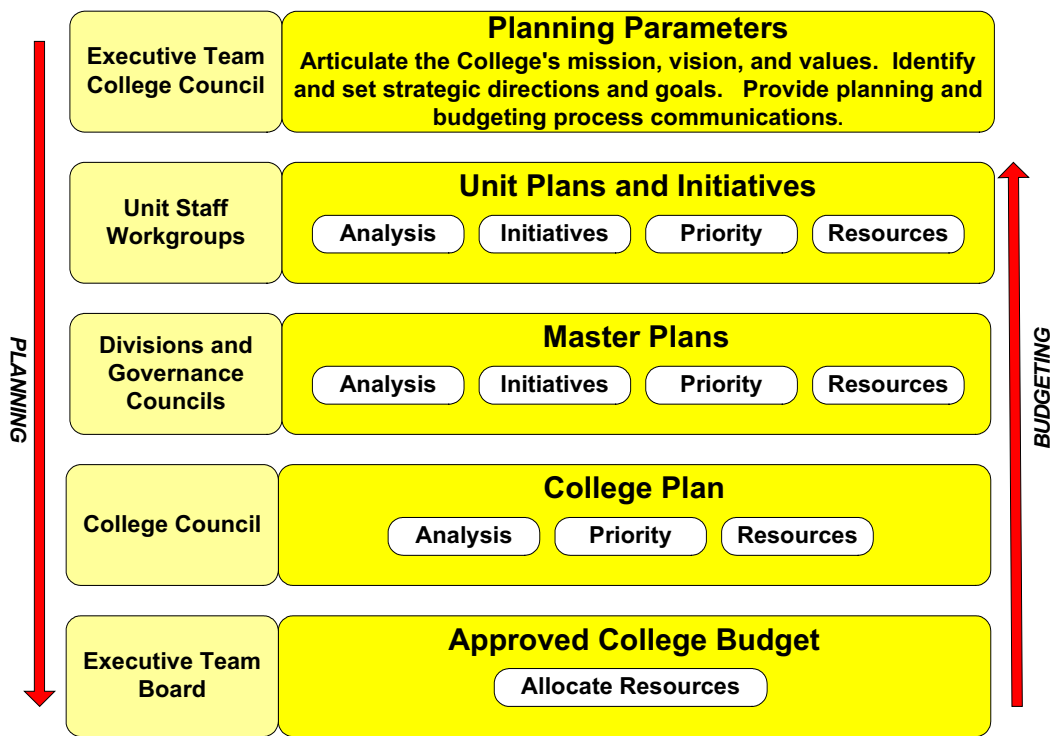
Figure 1-2: Annual Planning System at Lane. (Source: Strategic Planning Task Force, 2004.)

The budget process, too, has benefited from evaluation and improvement: budgeting has evolved from a tightly controlled process understood by few on campus to one which follows clear criteria developed by a broadly representative group and guided by a plan. The Budget Advisory Group continues to develop tools to communicate the budget processes to non-specialists.

The unit planning process, undertaken first in 2003-04, requires each functional unit, i.e., department or division, to evaluate and plan annually: units assess past and present performance; develop a plan for the future; and integrate unit missions and goals with those of the college. The college uses these unit plans to guide resource allocation, which allows for a "ground-level" analysis of college needs to effectively reach college-level planning and budgeting. The Unit Planning Design Team has just completed an evaluation of the first year's successes and areas for improvement, and will revise the process accordingly for 2004-05. Figure 1-2 illustrates the role that unit planning plays in the college's annual planning and budgeting process.

The college's Strategic Planning Task Force was more inclusive and representative than previously, and has been guided by the mission, vision and core values of the college in developing the Strategic Plan for 2004-08. The work of strategic planning will become the purview of the College Council under the new governance system. Implementation of the new governance system is perhaps the most anticipated planning effort of the college for 2004. A major aspect of the work of members of the governance councils will be strategic-level planning and policy development (see Standard 6).

As can be witnessed by a quick perusal of a summary of strategic planning documents from 1988 to the present presented in Figure 1-3, the college has more fully articulated its vision, mission, core values, strategic directions and goals (see Appendix A). As Lane's planning processes

Date	Planning activities	Participation
1988	Strategic Plan developed.	Executive Leadership Team (ELT).
1997-1999	More inclusive process concludes with President Jerry Moskus presenting comprehensive Strategic Plan for college review.	Members of ELT and small group of appointed stakeholders. Fall 1998 All-College In-service review. More faculty included after in-service review.
2001-02	Strategic planning process under new President Mary Spilde. College Council works on further development of the core values.	President and College Council.
	President and the Board of Education develop an operational work plan whose outcomes link to goals in the Strategic Plan. Work plan posted on the web with performance indicators.	President and the board.
2002-2003 Phase I	President's Office asks College Council to review the vision, mission and core values (approved by the board in January 2003). Executive Team (ET), in consultation with the board, develops Strategic Directions to guide college work for the coming calendar year while plan is being updated.	ET, College Council and the board.
2003-2004 Phases II & III	Strategic planning process produces new Strategic Directions (approved by the board in January 2004) and Goals (approved by the board in July 2004).	Chartered, representative committee of all groups, including students. Reviewed by councils and the college.
2004-2008 Phase IV	New Strategic Plan directs the work of the college; College Council reviews the plan.	Review and implementation of entire plan through new governance system.

Figure 1-3: Evolution of Strategic Planning, 1988-present (Source: IRAP, 2004).

evolve, more members of the college community are becoming familiar with the mission, vision, core values and strategic directions and goals of the college, and recognize their relevance to their daily work. While the college has had a strategic plan since 1988, plans in the past did not necessarily guide decisions and resource allocations. The plan will become more fully realized when the entire college community experiences completed cycles in which the strategic plan drives resource allocation.

College Mission and Goals

Understanding the Mission and Goals

Lane's mission and goals derive from, and are widely understood by, the campus community; they are adopted by the governing board, and are periodically reexamined (1.A.1). Several educational activities at the college are anchored in and contribute to an understanding of the mission, vision, and core values. The Annual Spring Conference, an all-college gathering of faculty, classified staff, managers and administrators, has used the college's vision and core values in designing its program. Last year's conference theme, "Building an Inclusive Community that Puts Learning at the Center of our Work," traced core values of diversity and access as well as what it means to be a "learning college." The Spring Conference 2004 addressed core values of diversity and learning with its theme, "Learning and Working Together: Privilege, Power and Difference in Our Lives." By working directly with the college's core values and vision through work sessions, lectures, and open discussion, the college is becoming more aware of these guiding principles' relationship to everyone's work.

Even innovation is linked to the vision, mission and core values. The Strategic Learning Initiative (SLI) uses them to frame its programs and innovations (1.A.5). The Reading Together Project, through which common books are selected as the basis for college-wide reading, discussion and creative projects, also uses the college's core values, mission and vision as criteria for choosing books and activities.

Publishing the Mission

Lane's mission, which was adopted by the board, is published in appropriate institutional publications, including the catalog, on Lane's website and in the printed class schedule (1.A.2). The schedule is mailed to district households every term. The mission, vision and strategic directions are published on the inside cover of 2004-05 Catalog; the core values are published on the outside cover. Lane's mission, vision, core values and strategic directions also appear in a variety of college publications. Announcers on the college radio station, KLCC, also regularly communicate Lane's mission, vision and core values to the community at large.

Documenting Progress in Meeting Goals

Lane documents and makes public its progress in meeting its mission and goals in several ways (1.A.3). Since the 2001-02 academic year, the President's Office has produced annual reports distributed to the community in special hardcopy mailings. These reports summarize highlights and progress made on areas of focus from the previous year. Board Monitoring Reports ensure regular monitoring of finance and treatment of learners and staff, among other topics (see Standard 6). Quarterly reports produced in the President's Office also address Lane's performance, including a section, "Lane's Mission Meets Community Needs." Lane also publishes an *Institutional Effectiveness Measurement Plan Annual Report* (1.B.7). In Spring 2002, an economic impact study was conducted which documented the benefits Lane brings to its students and to the community. Lane also provides brief progress reports to the entire community through occasional inserts in the printed class schedules mailed each term to nearly every household in the district.

To clarify to students the goals of programs and courses, learning outcomes are printed in Lane's Catalog for every instructional program. Also, course objectives are printed on course syllabi and distributed to every student at the start of the course (2.B.3).

Executive summaries of documents demonstrating analysis and appraisal of institutional outcomes are in the Required Evidence booklet for Standard 1. Complete documents are available in the Exhibit Room.

Goals Consistent with Resources

Strategic directions and goals are aligned with Lane's mission and are consistent with college resources (1.A.4). Additionally, Strategic directions provide a framework for operationalizing the college vision to "transform lives through learning." The directions explicitly address areas of financial, human and physical resources to transform students' lives, the college environment, and the college organization.

Given the context of decreasing revenues at the state level, Lane faces changes in its operations. The college has traditionally valued a culture of expansion in line with its comprehensive mission; however, Oregon voters and legislators have recently refrained from fully funding this mission—at Lane and elsewhere in public higher education. Adapting this tradition of expansion to working within reduced resources involves setting priorities, and these priorities must be inclusive and fair.

In an effort to achieve the college's comprehensive mission in the face of these fiscal challenges, the college piloted a differential pricing structure in 2003-04. The board reviewed this structure and has approved a second pilot year, after which the impact will again be reviewed. All budgeting decisions are made with maintaining the college's comprehensive mission in mind. (See Standard 7 for discussion of the budget development process.)

In the most recent strategic planning cycle, goals for the coming year were developed with source documents such as the Diversity Plan, unit planning themes, the Long-Range Financial Plan Draft, and the Long-Range Facilities Plan Draft, each of which specifically links projected and available resources to goals. The Civil Rights Audit and the Lane Self-Study also provided information for developing goals.

The $43 million Millenium2 Bond Construction Project used monies from a 1995 bond issue to fund important facilities essential to meeting the college's mission and goals. (See Standard 8 for more on the Bond Project.)

Mission and Goals Provide Direction For College Work

The college's mission and goals provide direction to all educational activities, to the admission policies, selection of faculty, allocation of resources, and to planning (1.A.5). Lane's core value of accessibility is embodied in its open admission policy. The Strategic Plans from 1999 to the present have had sustained impact on the direction of the college's work.

Instruction and Instructional Support

Allocation of resources is tightly aligned to the mission, vision and core values of the college. During unit planning, each unit must make clear links between its work and these overarching goals and principles. Institutional and unit initiatives are evaluated for allocation based on how they help achieve the college's goals (see Introduction).

Disciplines and departments link their educational activities to the college mission in a variety of ways, whether by providing learning-centered instruction in vocational and career preparation courses, transfer classes, skill upgrading, personal development and enrichment, or cultural and community services. In addition, curricular additions and changes are guided by the mission of the college. The faculty-led Curriculum Approval Committee has followed the college's strategic plan in honoring diversity.

Several key educational initiatives at Lane are also guided by the college's core value of innovation. In 2000, Lane submitted a comprehensive evaluation of its innovation efforts to the League for Innovation in the Community College in successful application for continued board membership. Lane has participated in the twelve-college League Vanguard Learning Project, which serves as an incubator and catalyst for colleges that place learning first throughout their institutions. Lane's goals for the Learning Project were aligned with goals set out in the 1999 Strategic Plan.

The Strategic Learning Initiative (SLI) has broad goals and objectives that are linked to Lane's core values and goals set out in the 1999 Strategic Plan. A faculty/administration partnership aimed at improving the learning environment, SLI is built around widely engaging faculty toward four general goals directly linked to the core values of learning, innovation, and accessibility. The SLI goals are:

- to incorporate what is known about learning and student motivation to enhance the learning environment (*learning*);
- to incorporate technology to enhance the learning environment (*innovation*);
- to fit the course and program formats to better meet the learning needs of current and potential students (*accessibility*);

- to create a college-supported practice of learning scholarship among faculty (*learning*).

Every project selected for SLI funding meets these criteria. The SLI leadership team continues to review its goals as part of its work. (For more information on SLI, see Standards 2 and 4.)

Lane's planning efforts with respect to recruitment and retention of students have evolved in the last five years. In 2001-02, Lane's Enrollment Management Plan was directly linked to Goal 5-A of the 1999 Strategic Plan to develop a proactive plan to enroll and retain students. The plan involved ongoing evaluation of each college project designed to enhance student access and success at Lane. More recently, the Office of Instruction and Student Services focused on improving the plan by reorienting it from student enrollment management to student retention, success, and goal attainment. Since Spring 2003, the Success and Goal Achievement Committee (SAGA) focused these efforts.

Admission Policies
Lane's admission policies are aligned with the college's mission; accessibility is directly addressed in the Admission Policy (3.D.1). Additionally, Board Policy D.070 supports the college's values of diversity and accessibility, giving all students equal and open access to the college's services.

Selection of Faculty
Lane has been intentional in aligning its mission, vision, and core values to selection of faculty. Historically, many stakeholders in Lane's hiring process have suggested that hiring processes needed to be reviewed and modified to ensure this. Many hours of work have culminated in several important working documents aimed at outlining means by which the college's hiring goals with respect to learning and diversity could be achieved:

- The Lane Community College Diversity Plan (1995)
- The Future Faculty Task Force Report (1995)
- The Future Faculty Steering Committee
- The Hiring Policies and Practices Development Group (1996)
- The Committee to Focus Efforts to Create and Maintain a Diverse Faculty (2001, continuing)

The Future Faculty Task Force, comprised of faculty, and a second committee, the Future Faculty Steering Committee, which included faculty and managers, made recommendations based on the Task Force report; many of these have been implemented. Recommendations concerning search requirements have helped the college scrutinize its internal promotions policies and meet affirmative action goals.

To develop and maintain a high-quality faculty whose focus is on student learning, new hiring processes are in place to help ensure that the college's vision, mission and core values are reflected in hiring processes. Nine hiring recommendations were implemented as a result of the Future Faculty Steering Committee's recommendations; these included moving to an annual calendar of posting and hiring that more closely matches other national academic searches and clearly outlining the duties of the hiring committee chair.

The Executive Team chartered a Hiring Process Team in February 2003 to review and revise the college's hiring process. The team was chartered to develop a proposal for a more operationally efficient hiring process that would support several objectives:

- hiring the best person for the job;
- meeting the college's Affirmative Action Plan goals;
- affirming Lane's commitment to career ladders for current employees;
- advancing the mission of the learning-centered college.

The team worked for three months; its report was reviewed and completed in May 2003. The team made recommendations for changes related to policy, to orientation of new hires, and to training. They also made recommendations for developing capacity through trainings, process improvement, and streamlining and clarification of manuals and forms. Several of these recommendations have already been implemented.

Various other efforts have been ongoing to help ensure that the core value of diversity is reflected in selection of faculty. As a result of suggestions from the 1994 accreditation report, Lane took advantage of the large number of retirements in

the 1990s to overhaul its hiring practices. One improvement made was to specifically link the college's mission and goals to job descriptions for employees. To more closely align selection of faculty with Lane's core value of diversity, Lane started to include diversity advocates in hiring teams. The Office of Instruction and Student Services made improvements in this area, as did Human Resources. At the curricular level, faculty in the English Department and Social Sciences Division were hired specifically for their expertise in subject areas related to diversity such as Asian American literature, Native American literature, Latino/a literature and ethnic studies.

Members of the Diversity Team often serve on hiring committees. The Committee to Further Efforts to Recruit and Maintain a Diverse Faculty was convened under a Memorandum of Agreement between the Lane Community College Education Association (LCCEA) and the administration; when developed and implemented, its recommendations could improve Lane's diversity in selection and retention of diverse faculty.

Allocation of Resources
From 2001 to 2004, Lane's Budget Advisory Group (BAG) advised budget leaders, the vice president for college operations, and the budget analyst about matters regarding the development of the annual college budget, including the development process and the substance of the budget. This group facilitated communications with the rest of the college community regarding budget development. The BAG follows budget development criteria which specifically mandate maintenance of the overall mission, core values and strategic directions of the college. The strategic plan is referenced in the "Financial Policies and Strategies" section of the Budget Development website, which also includes the criteria (see Standard 7). In 2004-05, the Finance Council will undertake this work.

Public Service
Public service at Lane is consistent with the college mission (1.A.6). Lane has explicitly included cultural and community services in its comprehensive mission statement since its 1988 Strategic Plan. The college's award-winning

public radio station, KLCC, reaches over 70,000 listeners each week within a 75-mile radius of Eugene with a variety of programs that serve the informational and cultural needs of Lane County residents. KLCC provides innovative, diverse, high-quality programming which strives to reflect and serve the needs of the community. KLCC continually assesses needs of listeners and success of its programming.

Student publications include the *Torch*, an award-winning, student-produced, weekly college newspaper with an average circulation of 4,000; and *Denali*, an award-winning literary arts magazine published three times a year. Cultural events and community activities are listed and publicized in the class schedules, the website, in the *Daily* staff newsletter, and in local newspapers and news releases.

Lane has recently served as the venue for the Lane Native American students annual pow-wow. Each year, hundreds of students and families from Lane County and the larger Northwest region attend this event.

Lane's instructional programs are also active in community service. For example, Lane's Construction Technology program is well-known for its involvement in community housing projects. During the 1997-98 academic year, staff and students from the program collaborated with Habitat for Humanity to construct homes for low-income families in Lane County. In 1999, Lane began to support a Service Learning Project entitled, "Poet in the City." This project enables Lane students to reach out to troubled and disadvantaged youth, elders and others in the community, while learning about the power of poetry in their own lives.

Each year, musical, dance, and theatrical performances open to the public extend the reach of Lane's instruction in these areas to the entire community. Lane provides the venue for collaborative arts and performance ventures with the University of Oregon theater and music departments as well. In Summer 2004, *Fiddler on the Roof* performances to the public continued the summer musical theater tradition at Lane.

Lane's Rites of Passage Summer academy for middle-school and high-school students of color has a four-fold mission:

- to introduce African American, Asian/Asian American, Native American, and Latino/Latina students to the rich history, literature, folklore, and customs of their individual cultures;
- to expose this population of students to the opportunities and possibilities of life-long education through the community college experience;
- to prepare students for the demands and rigor of higher education in an environment that respects and nurtures their culture and community;
- to help these students develop positive self-esteem, confidence, and awareness essential for success in life.

Many Lane staff are actively involved in public service organizations and events in our community. A recent example is the Copia Lecture Series, begun in 2002 by a Lane faculty member as a partnership with the Adult Education Commission of St. Mary's Episcopal Church. The goal of the series is to "nourish the mind and spirit of our community."   All lectures are free and open to the public.

In addition, Lane's president serves on the Board of Directors of the United Way of Lane County; she was also appointed by the Governor to the Oregon Workforce Board; she sits on the Lane Metro Economic Development Partnership board and the Southern Willamette Research Corridor board. The executive director of Continuing Edcuation and Workforce Development (CEWD) sits on the Chamber of Commerce board and the local workforce board.

Other Cultural and Community Services at Lane Community College
- Archives and Records Management
- Art Department Gallery
- Bookstore
- Business Development Center
- Career and Employment Services
- Center for Meeting and Learning
- Culinary Arts
- Cooperative Education
- Diversity Training

- Dental Hygiene Clinic
- Fitness Education Center
- Infant Toddler Lab School
- KLCC-FM
- Lane Family Connections
- Library
- Multicultural Center
- Music, Dance and Theatre Arts
- Preschool Center Lab School
- Recycling Services
- Senior Companion Program
- Seniornet
- Specialized Employment Services
- Service Learning
- Rites of Passage Summer Academies
- Workforce Development

Substantive Change
Lane's Application for Substantive Change has been mailed to the Commission (1.A.7). This application reflects a change in the number of classes available online for the Associate of Arts Oregon Transfer degree. While the college has reviewed and revised its mission in recent years, it has not altered the comprehensive nature of the curriculum, nor have changes occurred in autonomy, ownership, locus of control or the offering of degrees higher than the two-year associate degree.

Strengths (1.A):
- Broad college discussions, use of the college staff newsletter, in-service and conference activities, and the unit planning process contribute to making the vision, mission and core values a living document better understood by all members of the college community.
- The mission, vision, core values and Strategic Plan continue to be evaluated and updated as necessary to reflect the environment and respond to community needs. The Strategic Planning Team, and architects of the Long-Range Facilities Plan and Long-Range Financial Plan ensure that all goals are closely linked to the college vision, mission, and core values.
- Marketing and Public Relations and IRAP, among other offices, have been successful in publicizing the mission, vision and core values.

- The Budget Development Principles are clearly outlined and posted on the website. These principles are driven by the college's mission, core values and strategic directions.
- At the instructional and student services level, key initiatives connect the mission and goals with their projects.
- Lane is improving in its capacity to prioritize goals and adapt to current fiscal challenges.
- Public services such as KLCC, the *Torch* newspaper, and *Denali* serve students and the community well.
- The college has developed capacity for principled, systematic recruitment, hiring and retention of staff in alignment with the college mission, core values, and Affirmative Action goals.

Challenges (1.A):
- Reaching common understanding of how best to translate all of the core values into action is an area for college development.
- Assessing how the many initiatives across campus contribute to institutional effectiveness as a whole is a challenge.
- Broad involvement of Lane faculty, staff and members of the community is key when setting priorities and developing goals, but is often a challenge given workload, schedules, and processes.
- Strengthening the link between strategic and operational planning is an area of development for the college. In particular, the relationship between annual planning and strategic planning needs to be clarified.
- Setting priorities to reflect a changed financial picture for higher education presents a planning challenge.

Improvement Plans:
- The college will continue to use development tools, including the unit planning process and in-service activities, to translate the core values into action.
- The college will develop measures of effectiveness for individual initiatives and projects to coordinate with institutional benchmarks and measures of effectiveness.
- Staff resources have been included in the new governance structure to address its workload impact on staff, and the college will assess the impact of the new governance system on workload.

- College Council and other designated committees will clarify the relationship between annual and strategic planning as part of its work in 2004-05.
- The College Council and other designated committees will prioritize goals to best focus the work of the college within available resources. Councils for Technology, Learning, Student Affairs, Diversity, Finance, and Facilities will also address the impact of funding issues on priorities for the college.

Planning and Effectiveness/Improvement

Evaluation and Planning
In the last ten years, Lane has significantly improved its evaluation and planning processes, and has developed and implemented procedures to evaluate institutional goal achievement (1.B.1). Lane will continue to refine these improvements under the new governance system.

Most members of the college community understand at various levels the Plan-Do-Check-Act (PDCA) cycle of continuous improvement adopted by the college (Figure 1-1). Lane's learning-centered principles and its mission and goals provide the foundation for this cycle. In the Fall 2003 in-service, the college undertook extensive discussion of how their work follows this cycle. To maintain heightened awareness of the PDCA cycle, responses to questions raised during inservice about the PDCA cycle were published in the Daily staff newsletter throughout the academic year.

Each chapter of unit plans is linked to a step in the P-D-C-A cycle, which facilitates the infusion of continuous improvement awareness across the college. Much evaluative work is coordinated through the college's councils, committees and teams who are responsible for specific areas of the college. (See also Standard 6.A.1 for composition and function of the new council system and its role in institutional evaluation.)

The primary formal means by which Lane evaluates institutional goal attainment is through preparation of *The Institutional Effectiveness Measurement Plan Annual Report*, which is prepared by the Office of Institutional Research,

Assessment and Planning (IRAP), distributed to the board and ET, and posted on the IRAP website. In December 1992, Lane adopted 12 primary measures and 27 benchmarks to enable the college to track achievement of its mission and goals (Figure 1-4). This report's purpose is to evaluate trends and changes; by focusing on critical indicators, Lane is able to plan improvements at the college-wide curricular, service, or organizational levels. The plan includes four segments:

- Oregon Community Colleges' key effectiveness measures
- Lane's primary measures
- Lane's Benchmarks
- Lane's continual assessment studies

These measures indicate areas of potential concern which may warrant further study or attention. The measures provide quantitative data on two broad variables — institutional effectiveness and student outcomes — for internal and external audiences. An important task of College Council and the six functional councils will be to review and update Lane's Institutional Effectiveness Measurement Plan. In addition to this annual report, effectiveness assessment surveys, evaluations, and special studies are conducted annually and when the need arises. Figure 1-4 lists measures of institutional effectiveness. Executive summaries of reports of these measures are in Required Evidence booklet for Standard 1. Complete reports are in the Exhibit Room.

Annual Monitoring Reports, which are required by the board and tied to board policy, focus on areas such as finance, treatment of learners, treatment of staff, and assets. Lane Benchmarks are prepared and presented to the board each month; prior to presentation to the board in their monthly meeting, the benchmarks are discussed and analyzed by ET, which identifies necessary action; the benchmarks prompt discussion during the board meeting of the issue being evaluated and serve as a vehicle for board members to better understand and offer ideas for continued effectiveness and future evaluation. Benchmarks are published in Lane's *Profile*, available in hardcopy and on the web.

Lane participated in developing a National Community College Benchmarking system to identify and define a series of standard performance indicators to enable performance comparison across community colleges. Results of the pilot report were published in November 2003.

In addition to benchmarks and monitoring reports, in June 2000, the college evaluated achievement of its mission and goals at the department level; accomplishment of college goals were compiled in the *Strategic Plan Attainment Report*. The president regularly tracks Lane's progress in meeting its goals through regular reports in ET meetings.

Other evaluations help the college improve its services. The Printing and Graphics Perceptions and Needs survey, for example, helped that department improve how they communicate to their clients about their services. Housekeeping Team surveys, conducted three times since 1998, assess and improve satisfaction levels.

Planning and Evaluation of Activities

Lane engages in systematic planning for, and evaluation of, its activities, consistent with its mission and goals (1.B.2). The Strategic Planning system, working within the new governance system, provides the college with a comprehensive and inclusive framework through which it plans and evaluates its activities, including teaching and public service. Figure 1-5 illustrates the planning cycle which includes strategic and operational planning. Annual planning, including unit planning themes and initiatives, as well as long-range plans developed by the councils, systematically inform the three-year strategic planning review and revision.

Evaluation of Teaching and Learning

To fulfill the college's vision to "transform lives through learning," Lane constantly evaluates how well it facilitates that transformation through the teaching and learning process. This evaluation is accomplished through various means, including instructor and department evaluations; regular committee review processes; individual course evaluation by students each year; and student follow-up studies and Student Focus Groups.

Lane's Primary Measures of Institutional
Effectiveness

The following measures reflect the twelve primary desired outcomes of Lane students.

Outcome 1	Professional Technical Students Are Employed in Jobs Related to Training:
Outcome 2	Professional Technical Students Attain Appropriate Job Skills.
Outcome 3	Professional Technical Students Attain Family Wage Jobs.
Outcome 4	Transfer Students Attain Academic Performance Levels at Four-Year Institutions Comparable to What They Achieved at Lane.
Outcome 5	Students Who Want A Bachelor's Degree Transfer to a Four-Year Institution.
Outcome 6	Students Transfer to an Institution or Program of Choice with Minimal Difficulties.
Outcome 7	Students Attain Appropriate Skills for Further Academic Study.
Outcome 8	Students Attain a High School Diploma or GED Certificate.
Outcome 9	Students Attain 8.9 Grade Level Competency.
Outcome 10	Students Achieve Their Individual Goals.
Outcome 11	Students and Community Members Are Satisfied With the College's Services and Overall Offerings.
Outcome 12	Community Members Use Lane's Community Services and Participate in Its Cultural Events.

Lane's Benchmarks

- FTE by reimbursement category.
- Student headcount for credit, noncredit, and total college.
- Student distribution by gender, age, ethnicity, and disability status.
- Percent of students receiving zero credits.
- Educational Goal at Lane.
- Main reason for attending.
- Percent of students enrolling from district high schools.
- Feedback from former students on overall satisfaction with (a) courses and (b) services.
- Feedback from former students about importance of skills and effectiveness of Lane Training.
- Feedback from former students about whether they achieved their goals.
- Employment status of former students.
- Community rating of Lane's overall quality and the quality of instruction.
- Students' degrees and certificates by gender and ethnicity.
- Employee headcount by group.
- Minority staff by employee group.

Figure 1-4: Institutional Effectiveness Measures and Benchmarks (Source: IRAP, 2004).
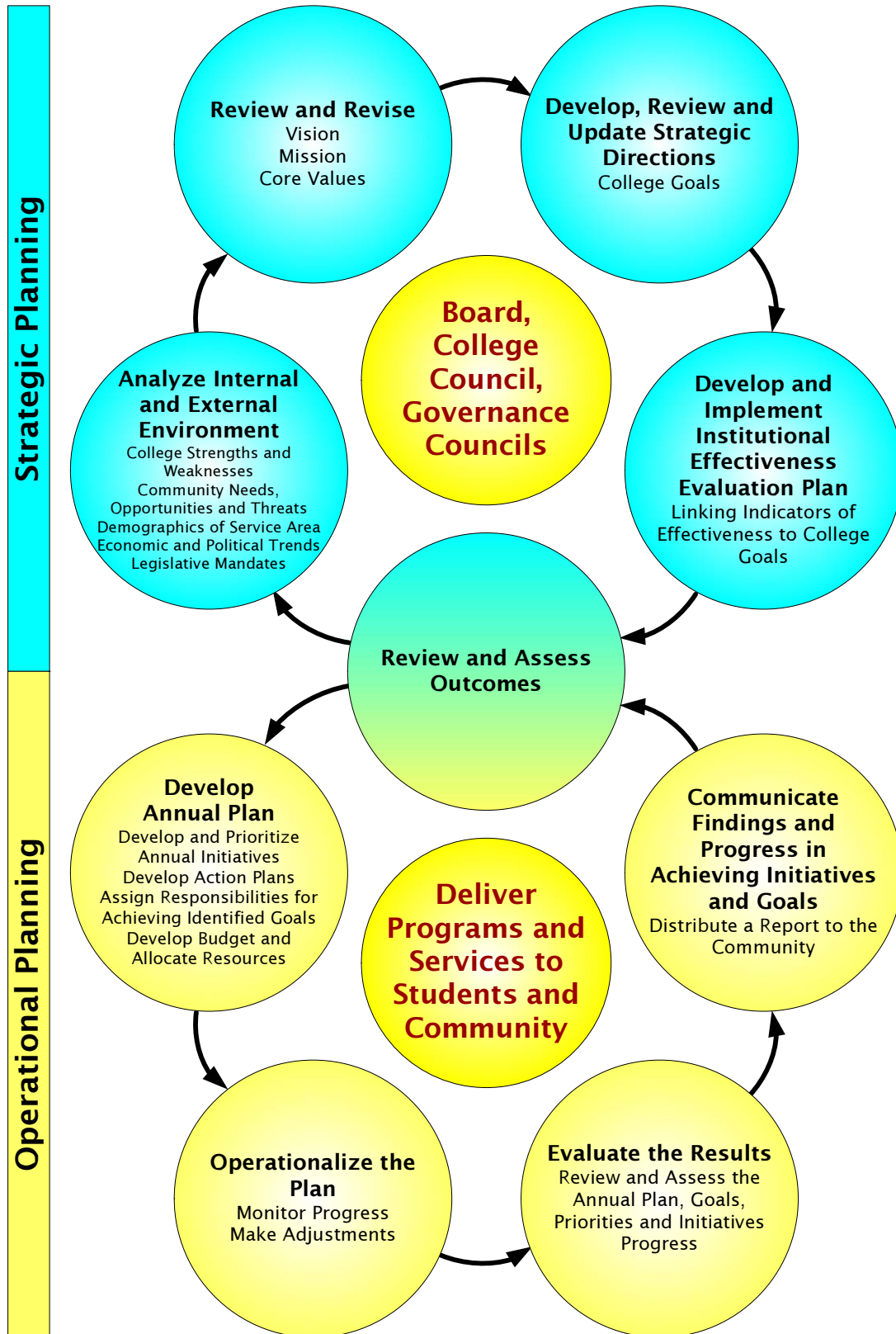
Figure 1-5: Planning Cycle (Source: IRAP, 2004).

The regular and coordinated work of the Curriculum Approval Committee ensures new courses are designed appropriately and meet student and program needs. This committee is charged with overseeing the academic quality and content of the curriculum. To fulfill this assignment, the committee initiates strategies to promote academic breadth, depth, and integrity, and to facilitate innovation in the programs offered to students. Among the duties outlined in its charter are to review and evaluate proposals to initiate or change courses/programs/ certificates; to evaluate the impact of a curriculum proposal on the resources and other curricula of the college; and to assure that assessment is built into the curriculum proposal.

The Degree Requirements Review Committee (DRRC) ensures that program requirements are appropriate, current, and serving the learning needs of students. The committee reviews and evaluates suggested changes to requirements for all degrees and certificates; holds hearings to gather current faculty, student, and administrative thinking regarding proposed changes; and recommends to the vice president for instruction and student services prepared changes or rejections.

Students provide the college with valuable feedback to help Lane evaluate and improve its teaching and learning processes. Each term, students evaluate their courses individually. This feedback is provided to instructors and division chairs. Recently, the college has designed and begun to pilot an online course evaluation system. This system is being evaluated by a faculty-led group to determine how to most effectively use the Internet in this evaluation process (4.A.5, see Standard 4).

Assessment of Graduates' Learning
Each Spring, the Graduate Assessment of General Education Survey is conducted to assess the effectiveness of general education at Lane. General education is intended to foster wisdom through educational depth and breadth and to develop the core abilities, which are to:

- communicate effectively;
- think critically and solve problems effectively;
- understand the relationship between self and community and increase self-awareness and personal responsibility;

- explore academic disciplines of liberal arts, social sciences and physical sciences.

The primary objectives of this survey are to determine: 1) how important Lane's general education core abilities are to students and 2) how effective Lane's courses have been in helping students develop these core abilities. (2.B.1, see Standard 2.B.)

Every two years, all Oregon community colleges conduct a student opinion survey to assess perceptions of Lane's environment and services. The survey has been authorized and supported by the Oregon Community College Deans of Students Association. The first statewide administration of this survey occurred in the Fall of 1993 using the standard *Student Opinion Survey* questionnaire developed by American College Testing (ACT). Following that first survey project, the Oregon Council of Community College Institutional Researchers developed a customized Northwest Edition of the standard ACT instrument. This new survey instrument has been administered to Oregon community college students during Spring Terms of 1996, 1998, 2000, 2002 and Spring 2004. Findings from the Spring 2002 survey are posted online. ACT survey data offer valuable insights into Lane's operations and provide just one instrument for the college to track, over time, the way Lane's services are perceived.

Other examples of evaluation and planning of teaching and learning activities at Lane include a Case Study in 1997 which examined 27 instructional areas for planning and evaluation of assessment techniques used at Lane; the findings were reported in the 1999 Commission interim report (see also Standard 2). Faculty responses were analyzed, and faculty professional development sessions led to development of assessment coaching teams. The project's intention was to increase faculty awareness of assessment strategies.

Focus groups with students provide key information for the Treatment of Learners Monitoring Report to the Board. The vice president for instruction and student services shares results of this focus group study with instructional managers and other groups such as Faculty Council.

Evaluation of Student Services
Process Redesign was an important example of evaluations of support services leading to improvements. The president and vice presidents adopted Process Redesign in 1995 and authorized technology and process analyses that year. A team of managers, faculty and classified staff first identified six areas at the college to use this methodology to improve operations. The team chose services to students to focus on (see Standard 3). The other areas were found to be less amenable to business process redesign methodology; other kinds of redesign, such as SLI, were used to improve instructional areas.

Through Process Redesign, analyses of business processes and student needs, and changes to these processes, were identified and implemented. Highly successful in many ways, the process redesign culminating in the Students First! Project has improved student access and reduced confusion.

Students provide Lane with information about their experience after they leave the college. IRAP has conducted a survey of former Lane students each year since 1976. The Student Follow-up Study is conducted annually to help Lane understand how it contributes to the lives of graduates and near-graduates with respect to their employment, transfer studies, etc. These surveys provide data about attitudes, perceptions, and experiences of former students. The results are distributed throughout the college, including instructional departments, and are the basis for a number of Lane Benchmarks.

IRAP also has conducted and guided special assessment projects. For example, Lane has surveyed students who did not complete a program to find out why; and surveyed those who did not apply for the second year of a program after finishing the first year. Although tracking students who do not continue at Lane is harder than tracking those who do, these data provide some insights into the possible oversights in ensuring student success.

A key component of the Enrollment Management Plan (1.A.5) was ongoing evaluation of each project that was designed to enhance student access and success at Lane. Lane used this plan to evaluate its own goals; Student Services improved this plan by changing its focus from enrollment to student retention and success. In Spring 2003, the Success and Goal Achievement Committee (SAGA) was formed; the committee set three goals for 2003-04:

- Use data to establish Lane Community College's baseline student success rate.
- Use interviews of experts and a thorough review of the literature to identify the best practices in supporting student success.
- Create an action plan for improving how Lane can best support student success.

Evaluation of Workload
During 2001-02, in an effort to respond to budget cuts and to streamline work, the Efficiency Work Group researched, analyzed and made recommendations to ET regarding duplication of services, to identify efficiencies, and to advise ET about possible solutions. Recommendations were sent to departments for feasibility review, and progress on recommendations have been tracked by ET since then. A progress report on the Group's work was taken to the board. The Faculty Workload Advisory Committee and the "Less with Less Committee" have also undertaken efforts to evaluate workload.

Evaluation of Public Service
Public services at Lane are evaluated at the point of service through surveys and questionnaires and by special assessment projects and Community Perceptions surveys. Services are also included in the ACT Student Opinion Survey.

Participatory Planning
In the last ten years, Lane has become increasingly participatory in all of its activities, including its planning process (1.B.3). Students, faculty, staff, members of the Board of Education and members of the community have been active participants in reviewing and updating Lane's Strategic Plan. See Figure 1-3 for an overview of participatory process related to reviewing and updating the mission, vision and core values, and developing strategic directions for the 2004-05 through 2007-08 Strategic Plan.

Within the new governance structure, stakeholders throughout the college serve on functional

governance councils that have planning and evaluation responsibilities for that function. The initial governance structure recommends that College Council serve as the major planning and policy body of the college and be responsible for strategic planning, policy development, institutional effectiveness and coordinating the governance system and the councils that are part of the system. Six functional councils are each responsible for planning and evaluation as they relate to the domain of the council, and are staffed by administrators and stakeholders in those areas. (See Standard 6.)

The community at large were invited to participate in focus groups conducted in Fall 2002 to communicate their values, beliefs, and perceptions related to higher education. Contacted community members included:

- representatives of local higher education institutions (public, private and proprietary);
- members of Lane Advisory Committees;
- counselors/principals from area high schools;
- large donors to Lane;
- current students.

Information gathered during this project was used by College Council in updating Lane's vision, mission and core values.

As part of Lane's Strategic Plan review and updating process, a Citizen's Advisory Group comprised of leaders of Lane County businesses, public agencies, higher education institutions and community groups was formed to help the college better understand community needs and how Lane could focus its resources to meet those needs. This group met several times during Fall Term 2002 and discussed Lane's strengths and elements of Lane's mission that are key to serving the community. The group also discussed Lane's funding situation and how budget decisions can be aligned with the college's mission and vision.

In addition to providing input to the creation of the mission, vision and core values, all staff have opportunities to review and comment on draft versions through College Council representatives and also directly to staff involved in the review and updating projects.

Budget Development

As is true with the Strategic Planning process, budget development at Lane has also evolved to become more participatory and more explicitly linked to the mission and goals of the college. Previously, managers provided Function Information Sheets to budget administrators without consulting all unit staff. With the Budget Review templates, managers are expected to share the nearly final templates with staff to ensure accuracy.

Representatives of college constituencies were key in the program/unit review phase of the budget development process. The Criteria Applications Work Group (CAWG) for budget development 2002-03 and 2003-04 was a broadly representative group of staff that reviewed the budget development materials that were prepared at the unit level and were aligned with Lane's mission, core values and strategic directions. The CAWG prepared recommendations each year and presented these to ET, who forwarded final budget recommendations to the board.

The Budget Advisory Group (BAG), which includes students and representatives from all three employee groups, advises the vice president for college operations, the budget analyst and ET about matters regarding the development of the annual college budget, including the development process and the substance of the budget. This group also facilitates communications with the rest of the college community regarding budget development.

The complexities of the budget process have frustrated members of the college community. The Budget Advisory Group produced a report making recommendations for improvement in this regard. This report was reviewed and accepted by the board in February 2002, and many recommendations have been implemented or are in process.

Unit Planning Process

Through the unit planning process first implemented Fall 2003, all staff in units have responsibility for determining how their unit is aligned with college goals and for identifying unit outcomes. Unit staff are also responsible for evaluating outcomes and performance of their unit

Budget Year	Process	Groups Involved
2001	Function Information Sheets	Division Managers, President and VPs; the Board; Public hearings; Unit-level discussions on ideas and possible cuts. Changes to initial slate of cuts resulted from feedback.
2002-03; 2003-04	CAWG and Budget Development	Representative Committee and ET; Public hearings; Unit-level discussions on ideas and possible cuts. Changes to initial slate of cuts resulted from feedback.
2004-05 (pilot year)	Unit Planning	Units, ET
2005 and beyond	Unit Planning	Units, Functional Councils, ET

Figure 1-6: Recent Planning and Resource Allocation Changes (Source: IRAP).

and for developing initiatives to improve performance of the unit.

Unit plans provide the opportunity for faculty, staff and managers to evaluate their departments for planning and resource allocation requests. The 2003-04 year was the pilot year. The Unit Planning Design Team, comprised of members from all employee groups, has evaluated the first-year implementation and has made improvements on the system.

As with any new system, there has been a steep learning curve with respect to planning, as all staff integrate the new cycle of planning into their work. Given the many changes that have occurred in the last several years, the learning curve and workload have increased. This results in a lack of time for all members of the faculty and staff to attend to and internalize changes as they emerge. The unit planning process will affect resource allocation, but many at the departmental level are still unclear how this process will be different from the ones preceding it; involvement in and support of this system need to be understood as part of the essential work of staff throughout the college. This is an organizational development issue inherent to institutional change.

Planning and Resource Allocation

Lane uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and improve its programs, services and activities (1.B.4). Lane is developing in this area, moving from a situation in which the budget development process had driven planning and resource allocation to a more systematic process whereby planning drives resource allocation. Figure 1-6 traces the changes in planning and resource allocation since 2001.

During the budget cuts of 2001-2003, the CAWG was convened to evaluate programs; these evaluations were instrumental in developing Lane budgets for the 2002-2004 academic years. For development of the 2002-03 and 2003-04 budgets, all programs and services were evaluated according to CAWG criteria. This process served as a program needs and effectiveness review. Performance indicators included:

- Enrollment capacity
- Student/community demand
- Cost per FTE
- Local demand for employment
- Wages
- Availability outside Lane Community College
- Currency of the program
- Extent to which the service is essential to enrollment, retention or success of students
- Extent to which the service directly supports instructional activity.

The draft of the Long Range Financial Plan, completed in Spring 2004, is aligned with the

vision, mission, and core values of the college. The Finance Council will review this plan in 2004-05.

In addition to using planning for resource allocation, the college uses planning to improve its instructional programs, institutional services and activities. In 2004-05, the unit planning process will be in its second year of evaluation of programs, department performance and goal achievement. The unit planning process represents a major shift in planning emphasis and coordination at Lane. Previously, major initiatives at the college level did not necessarily evolve in response to work at the unit level; under the new unit planning system, however, themes developed from plans initiated at the unit development will inform college-wide initiatives.

Diversity and Planning

One example of a systematic evaluation that led to improvement concerned the issue of diversity at the college. After the WICHE evaluation (see Introduction), Lane staff, students, and community members created the first Diversity Plan, which resulted in, among other things, the hiring of a Diversity Coordinator and an Ethnic Studies Coordinator; the institution of diversity scholarships; and the addition of a diversity component to new faculty orientation. The WICHE recommendations also resulted in development of the college's centralized tutoring center.

Other issues, such as Americans with Disabilities Act compliance and Title IX impact, have driven evaluation and improvements at Lane.

Planning, Evaluation and Priorities

Lane integrates its evaluation and planning processes to identify institutional priorities for improvement (1.B.5). The Strategic Planning Task Force in 2003-04 integrated evaluation and planning activities articulated in the Long-Range Financial Plan, the Long-Range Facilities Plan, and the Diversity Plan, to establish its institutional goals for coming year. The College Council under the new governance system will continue this work to establish priorities under the strategic plan for the coming years.

To enable Lane to develop as a learning college, the Vanguard Learning College Project developed

project plans to evaluate five areas:

- responses to changes in Lane's organizational culture;
- staff recruitment;
- technology;
- learning outcomes;
- under-prepared students.

Many of the project's individual goals have been achieved. Lane's commitment to the Vanguard Learning Colleges project has set its priorities for the college's work with innovation.

Resources for effective evaluation and planning processes are provided, and research is integrated with and supportive of institutional evaluation and planning (1.B.6; 1.B.7). IRAP is staffed by a director who oversees and coordinates planning efforts and provides annual data and reports to college constituencies; he sits on ET, the Strategic Planning Task Force, among other committees. Lane's IRAP office also has a full-time faculty coordinator of student outcomes assessment and curriculum development who contributes to the college's program assessment and curriculum evaluation; a special projects manager who coordinates unit planning efforts; and administrative and support personnel. IRAP will provide councils in the new governance committee with research data upon request.

IRAP is structurally organized to ensure integration and support of the college's evaluation and planning efforts (1.B.7). The director works toward maintaining continuity between information gathered in IRAP and activities at the instructional, administrative and executive levels.

IRAP also tracks several other key areas of the college's focus of work: professional technical program annual evaluations; Student Outcomes Reports; Community Needs and Perceptions Surveys; Annual Student Follow-Up Study. IRAP's evaluations for operational work units such as Housekeeping; Printing/Graphics; the Bookstore; and Foodservices contribute to their continuous improvement. Instructional unit assessments have included the Business Department; Graphic Design; Math; and Academic Learning Skills.

Systematic Review of Planning and Evaluation

The review and revision of the college's strategic plan has been systematic (1.B.8). The Strategic Planning Task Force was formed by the president and included members of ET, the director of IRAP, and representatives from councils and employee groups. This committee used information from the Self-Study, discussions and analyses of the CAWG evaluations from 2002-2003, and several key planning documents to create the new plan. This plan has been forwarded to College Council, whose responsibility it will be to undertake systematic review of planning and evaluation at Lane under the new governance process. (See Standard 6.)

Following an executive review of Lane's Benchmarks, Lane joined a small group of League for Innovation colleges to design and begin implementing a National Community College Benchmarking system. This system will provide data for useful enhancement of Lane's evaluation of institutional effectiveness, enabling comparison of Lane's performance with similar colleges on standardized indicators of performance.

The Lane Administrative Systems Renewal (LASR) project included a project team that evaluated the information and data needs of units across the college (see Standards 5T and 7).

Communicating Evidence of Effectiveness

The IRAP website communicates evidence of Lane's effectiveness to the public, and IRAP provides other reports to the public through its board Monitoring Reports and Benchmarks (1.B.9). The board minutes are made available to the public via media reports (the radio station KLCC reports on board activity) and online. IRAP is planning how to better convey the findings of its *Institutional Effectiveness Measurement Plan Annual Report* (Figure 1-4) to the college community and the public.

Status reports on planning and implementation efforts of large projects such as the Bond Construction Project or Lane's Administrative Systems Renewal (LASR) project have been presented and discussed at monthly board meetings.

As part of the new governance system, each council develops appropriate methods for communication with the college community prior to, during, and following its deliberative processes. Each council is also responsible for coordinating with College Council and other governance councils. (See also 1.A.3 and Standard 6.)

Strengths (1.B):
- Lane has a variety of mechanisms for evaluation and planning of its activities and for measuring institutional effectiveness. Lane's planning and evaluation are more systematic than ten years ago.
- The college community is starting to internalize the Plan-Do-Check-Act cycle.
- Lane's Institutional Effectiveness Measures, Benchmarks and Monitoring Reports provide comprehensive data for improvement based upon evidence.
- Lane's participation in the national benchmarking project will allow the college to compare its effectiveness with other community colleges.
- The Curriculum Approval Committee and the Degree Requirements Review Committee are stable, established and effective at maintaining effectiveness at the curricular level.
- Increased participation and community involvement in evaluation and planning has changed the college culture.
- Planning and resource allocation are more effectively linked.
- Evaluation and planning of teaching and learning, student services, and college facilities have resulted in the Strategic Learning Initiative, Students First! Project, and the Bond Construction project, all of which have improved institutional effectiveness and student success.

Challenges:
- Lane's strategic planning process and unit planning processes are still not clear to all staff.
- Many staff are still unclear about criteria for resource allocation under the new system.
- Some college evaluation and planning efforts have been reactive rather than proactive.
- As the college has moved to a more data-based planning system, workload for IRAP and other areas involved in planning and evaluation has

increased. Workload is also implicated in unit planning efforts across the campus.

Improvement Plans:
- The Unit Planning Design Team and other staff members will work to clarify the relationship between unit planning and strategic planning and how this relates to resource allocation.
- The new planning system embeds assessment into its work so that it is more proactive than reactive.
- The college will continue to review the workload implications of its planning efforts and make adjustments as feasible. As the college integrates the changes created in the past five years, staff will become familiar with the new systems and the learning curve will flatten somewhat, which will help with some workload issues.
- The strategic plan calls for committing to a culture of assessment.