Figure 3. Institutional Effectiveness Model

Lane's institutional effectiveness model consists of six essential and interrelated elements: 1) core themes, 2) an institutional effectiveness committee, 3) regular monitoring of data, 4) annual assessments, 5) implementation of needed changes, and 6) clear communication.

New Core Themes

After our Year 7 Self-Study, the college recognized that our core themes did not fully reflect the work of the college nor did they allow us to adequately assess if we were fulfilling our mission. To remedy this, the newly formed Institutional Effectiveness Committee (IEC described below) and the vice presidents began gathering input from campus stakeholders in early February, with the goal to develop new core themes that would better capture the essential elements of our mission. The IEC collected input and thoughts from the campus community through forums, facilitated meetings, a blog, surveys, and break-out sessions at Spring Conference. With the abundant feedback, the IEC worked to develop four new core themes that collectively encompass the college's mission. Full core themes are found in the section of the report addressing Standard 1B.

Our new core themes will guide all data gathering, analysis, assessment, and related changes to future directions, mission, objectives, indicators of achievement, and services (5.B.3. and 1. B.2). They will break down the silos created by our previous themes, moving us toward a more comprehensive approach for planning, assessing, and improving mission fulfillment (1.B.2).

The new core themes also guide our planning processes and our assessment of institutional effectiveness. Regardless of the committee or department producing the data (e.g., Achieving the Dream, Strategic Enrollment Management), the data will be aligned with and integrated into the larger,

on-going analysis of mission fulfillment through the core themes and their related objectives and indicators of achievement.

The Institutional Effectiveness Committee

Though Lane conducts activities that regularly assess the college's ongoing efforts to accomplish its mission (as demonstrated in the Year 7 Self-Study), a comprehensive, systematic process was needed to fully assess mission fulfillment in a consistent way. To that end, the Vice President of Academic & Student Affairs and the Vice President of Operations created the Institutional Effectiveness Committee (IEC) as a mechanism to increase alignment between the college planning process and core themes, and to support a culture of planning, assessment, and improvement on campus. The committee is comprised of faculty, managers, staff, and members of the executive administration, many of who serve on related committees (e.g. the Academic Program Review Oversight Committee, the Achieving the Dream Teams, the Accreditation Team, the Assessment Team, Faculty Council, and the Strategic Enrollment Management Committee).

As articulated in the committee's charter, the IEC's responsibilities include the following:
- Establish institutional effectiveness committee work, timelines, and projects
- Prepare and disseminate needed reports related to college effectiveness at all levels of the college's planning process
- Design and implement effective technology solutions for displaying and disseminating information in collaboration with Information Technology
- Serve as a consultant to councils, committees, and departments regarding accreditation, assessment, program review, and budgets development and resource allocation development (5.B.1).
- Assist in the development and identification of core themes, objectives, and indicators
- Monitor progress

Reviewing, Analyzing, and Monitoring Data from Internal and External Sources (5.B.3)

The IEC gathers data from existing operations, activities, and initiatives across campus. These data relate to college resources and capacity and to the quality of college services and programs, and they address core theme indicators. The IEC evaluates evidence to determine the extent to which our core themes are being supported, and to what extent the college is fulfilling its mission (5.B.1). The IEC then reports the results of its evaluation and makes recommendations for improvement to College Council and the Executive Team. Each board of education agenda includes accountability reports. The President will present information and recommendations to the board of education as necessary.

The governance council system and Executive Team also play an important role in monitoring internal and external environments. The governance system supports the college's work of identifying emerging patterns, trends, and expectations at the college. The Executive Team holds global conversations, which are campus-wide discussions about important external trends impacting the college. Examples of 2015 global conversations are "Who is the Twenty-first Century Student?" and "Care and the Community College." The board also holds community conversations around Lane County in preparation for the strategic planning process that is reviewed and revised every five years (5.B.3).

Assessment

Two additional key components of the institutional effectiveness model are the ongoing assessment of the core theme objectives and an analysis of the effectiveness of college operations. As discussed above, the IEC will gather internal data from a wide variety of campus programs, initiatives, and operations. The