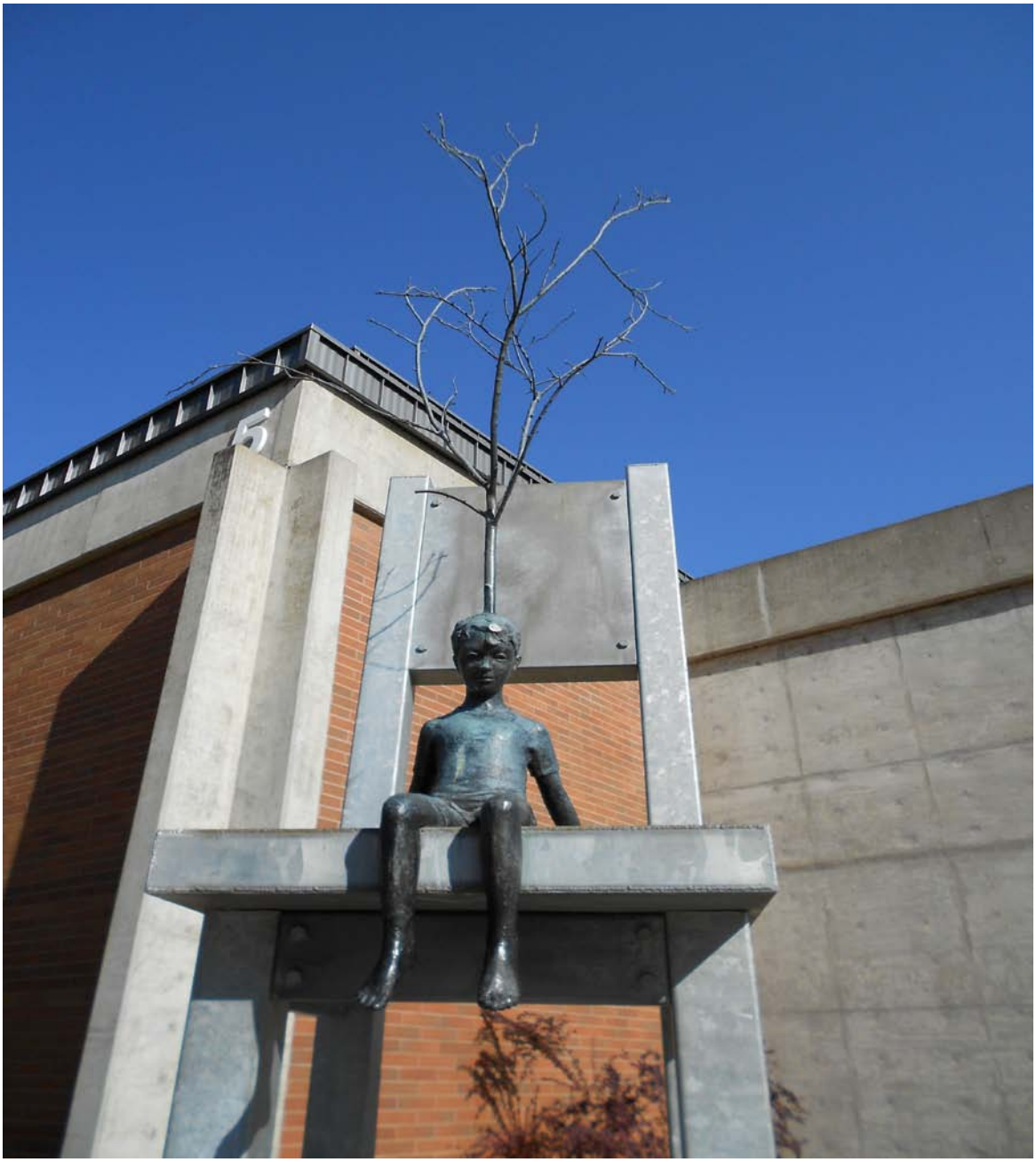
Lane Community College SM

Transforming lives through learning

ACCREDITATION

Prospectus for Substantive Change

2011



Prospectus for Substantive Change:
Offering Degrees and Certificates Substantially Online

Prepared by:

Mary Brau, Dr. Sonya Christian, Brad Hinson,
Dr. Russell Shitabata, Dr. Craig Taylor

Editor:

Dr. Russell Shitabata

Contributors:

Jessica Alvarado, Sheryl Berman, Mary Brau, Barbara Breaden, Lori Bumgardner,
Sonya Christian, Sonja Compton, Ian Coronado, Jerry DeLeon, Norma Driscoll, Helen Garrett,
Sharon Hagan, John Hamblin, Anthony Hampton, Brad Hinson, Christina Howard,
Meredith Keene-Wilson, Sharon Kimble, Michael Levick, Anna Kate Malliris, Don McNair,
Gerry Meenaghan, Andrea Newton, Marika Pineda, Larry Scott, Russell Shitabata,
Kevin Steeves, and Craig Taylor

Prospectus for Substantive Change:
Offering Degrees and Certificates Substantially Online

Submitted August 2011

to the

Northwest Commission on Colleges and Universities

by

Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(541) 463-5301

President:
Dr. Mary Spilde
(541) 463-5301
spildem@lanecc.edu

Accreditation Liaison Officer:
Dr. Sonya Christian
Vice President, Academic and Student Affairs
(541) 463-5306
christians@lanecc.edu

Table of Contents

Prospectus for Substantive Change:
Offering Degrees and Certificates Substantially Online

Lane Community College submits this prospectus in support of its application to offer all associate's degrees and applied certificates, as appropriate, to online and/or hybrid learning environments. The prospectus describes the systems and processes that are in place to assure quality of education offerings using these alternative modalities.

Introduction

Week 4 Registrations	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	20010-11
Online	2,887	3,806	5,345	7,239	9,913	11,433
Hybrid	0	114	451	1,152	2,199	2,732

Figure 1. Change in Enrollment in Online and Hybrid Classes

In 2000-2001, Lane Community College assumed a progressive stance toward online education and the ideal of technology-enriched, 21st century teaching and learning. This approach has shaped institutional self-reflection, dialogue, and strategic planning, and has spawned innovations and projects throughout the college. Most distinctly, Lane has grounded online teaching and learning within a web 2.0 framework of user-empowerment, social learning, and networked-knowledge.

In 2004, Lane Community College made a substantive change application to the Northwest Commission on Colleges and Universities to be able to offer a substantially online Associate of Arts Oregon Transfer (AAOT) degree. Between 2004 and 2011, enrollment of students in online and hybrid courses increased from less than 5% of total student enrollment to more than 14% (Figure 1; see Appendix 1 for a 2009 report analyzing the state and development of Lane's online and hybrid course offerings, particularly with regard to their impact on student completion and success). In general, student responses to online and hybrid educational opportunities have been positive.

Three major trends have shaped the educational playing field in Oregon and the nation at large in the last decade: (1) economic recession, resulting in higher numbers of layoffs and unemployment, as well as a corresponding increase in the number of community college students; (2) declining state funds, resulting in a commensurate decline in educational budgets; (3) growth of interactive web technologies that decentralize information, blend media, and connect users, collectively known as web 2.0.

The first two trends mean that community colleges have been charged with meeting needs of an expanding number of students with fewer resources, but the third trend means that with proper planning Lane has means to do much of this work. Rather than focus just upon online teaching and learning, Lane has responded by implementing a broad vision of a comprehensive digital campus. Online teaching and learning continue to be a top priority, but part of a broader system of technology-

Rather than focus just upon online teaching and learning, Lane has responded by implementing a broad vision of a comprehensive digital campus.

enhanced instruction and student services. Within this context, Lane provides students options for selecting their personal learning pathways, including online, hybrid, face-to-face, live video or a combination of these options.

Technical and instructional support is provided with this blended model of options in mind, as well as an acknowledgment of the broader web 2.0 world. Faculty professional development and support services emphasize a balance of technology integration and quality pedagogy across all learning environments. To this end, instructional design for online and hybrid courses is centered on two quality assurance models. Quality Matters (QM) is a faculty peer review process that certifies quality online courses. The QM Rubric is a course design standard used nationally and regionally within Oregon community colleges. Secondly, Lane's teacher-to-teacher (T2T) training emphasizes its own quality rubric for online courses that are (a) highly interactive; (b) media-rich; and (c) socially networked.

…Lane creates long-term sustainability for such offerings through carefully built infrastructure and financial support.

It's about enriching the learning environment in all cases, virtually as well as on campus, which will be made especially apparent in sections of this prospectus on "Educational Offerings," "Student Services," and "Faculty." A quick example of such leadership would be Lane's Simulation and Game Development Immersion Program, which received a $449,912 National Science Foundation award in 2008 to redefine the classroom experience by embedding the college's simulation and game development program entirely within the online environment of Second Life (Appendix 2). As will be demonstrated, Lane not only ensures quality online instruction through faculty professional development, but also creates long-term sustainability for such offerings through carefully built infrastructure and financial support, both via initial funding through targeted grants and mainstreaming support from the use of tech fees, general fund curriculum development fees, and Carl Perkins funds.

Given needs expressed by the community and those identified by the state of Oregon, as well as institution-wide processes, systems, and structures in place during development of online and hybrid offerings thus far, Lane Community College submits this prospectus to offer all transfer degrees and certificates as suited to online and/or hybrid learning environments. Offering remaining degrees and certificates substantially online is of course contingent on commensurate levels of planning, preparation, and execution of online offerings thus far demonstrated in AAOT, Health Professions and Business/CIT AAS degrees and certificates.

Lane will continue its strong commitment to quality assurance in all curricular offerings, as demonstrated in its focus on faculty professional development, continuing development of support systems for online interactions, vigilance in oversight processes for curriculum quality, peer review of course offerings and all instructional modalities, independent research to monitor student performance and quality of offerings, carefully planned funding for development of strong delivery systems, and a sustainable approach to support new programs and courses in appropriate modalities.

Mission and Goals

Lane's approved mission statement through 2015 states, "Lane is the community's college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success." (Appendix 3) The phrasing at the beginning is more than just a nice turn of words, and the commitment to quality learning opportunities and student success further articulated are more than just slogans. Lane's Mission shapes educational planning at all levels, from alignment with State of Oregon goals to departmental unit plans mapped out on an annual basis. And on a fundamental economic level, as will be shown, Lane responds to workforce needs of the local and state-wide community. Lane strives to serve the community by cultivating programs and access to programs that facilitate professional entry into high growth and high wage jobs. This will be demonstrated especially in the presentation of the background behind successes in online offerings of the college's Healthcare programs and its Business/Computer Information Technology programs as covered under "Educational Offerings."

Moreover, in order to ensure that the college is not only engaged with the population that it serves but also informed by it, Lane Community College actively seeks community input. Lane's Board regularly engages the service area in strategic conversations to fulfill that we are the community's college and to measure the community's needs. One such example is the Lane Board of Education's recent hosting of a series of Community Conversations throughout its service district. These events were hosted in Cottage Grove, Eugene, Fern Ridge, Florence, Junction City, North Eugene, Oakridge, South Eugene, and Springfield (Appendix 4).

Lane's Board regularly engages the service area in strategic conversations to fulfill that we are the community's college and to measure the community's needs.

Three recurring themes arising from these community conversations were the desire to see expansion of offerings in health professions, expansion of workforce training, and expansion of distance learning opportunities. Lane's expansion of online health care offerings and of online infrastructure and faculty development since 2004 have been affirmed by the Department of Community Colleges and Workforce Development's 2008-2009 Strategic Investment Fund grant and its extension into the 2009-2010 Academic Calendar to complete work and apply dollars from the initial grant.

At the institutional level, Lane's Mission and Strategic Directions frame planning processes and systems. The approach of the college is intentionally recursive, with evidence-based decision-making, and all college work is aligned with the Mission and Strategic Directions. As such, the college's Mission, Core Values, and Strategic Directions are examined, reviewed, and revised on a regular basis: anything Lane does involves checking on alignment with the Mission and Strategic Directions, and acting on collected data. The previous Mission, Core Values, and Strategic Directions guided the college from 2004 through 2009; the current ones will guide Lane's educational goals through 2015. At the departmental level, Unit Planning serves as an annual process in which departments articulate goals, intentions, and directions, all of which must be directly aligned with the college Mission and Strategic plans. The same institutional culture of planning, doing, checking, and acting informs how Lane has instituted its online and hybrid offerings and will continue to shape its approach to online learning as we move forward.

Authorization

The Oregon Legislature assigns publicly elected Boards of Education primary responsibility under Oregon Revised Statutes for educational programs of each Community College District (ORS 341.290). Under ORS 341.465, Lane Board of Education is authorized to award certifications and degrees as approved by the State Board of Education. State law also specifies involvement and approval of the State Board of Education and the State's Department of Community Colleges and Workforce Development in development of new curriculum, as well as curricular change (ORS 341.425) (Appendix 5). At the college level, all curricular changes are reviewed by the college's Curriculum Committee and are sanctioned by the Lane Board. Development of Statewide Associate of Applied Science (SAAS) degrees also involves a collaborative approval process within statewide consortia of community colleges.

…this process is an active and organic system functioning to serve students' educational needs.

More than just formal legal channels of authorization, this process is an active and organic system functioning to serve students' educational needs. For example, in concert with the State Board of Education and the State's Department of Community Colleges and Workforce Development, Lane has collaborated with other community colleges to target health professions training so each community college is able to reduce redundant expenditure of state funds by directly targeting professional fields it is best suited to serve. To accomplish this and to reach the statewide population of students in need of such training as identified by Workforce Development, participating community colleges had to expand and ensure quality distance learning offerings. For instance, while Linn-Benton Community College focused on Radiology, Lane Community College took the lead on Dental Hygiene, and each college developed its online offerings to ensure that students interested in either field could take appropriate coursework regardless of their residency within the state of Oregon.

In 2010, the Lane Board authorized and prioritized exploration of innovative learning technologies through approval of the college's 2011-2015 Strategic Directions which included "Online Learning and Educational Resources" (see Appendix 3). This Strategic Direction aims to identify appropriate technological enhancements to serve the college mission in "a fiscally sustainable manner" (see Appendix 6). Central to this effort is Lane's pursuit of Open Educational Resources (Appendix 7).

Educational Offerings

Lane offers a comprehensive curriculum, including four transfer degrees, and applied degrees and certificates in 45 programs. Many courses have an online presence, either as hybrid or as web-enhanced resources for students, and substantially online degrees or certificates have been developed in a few programs. The most recent state-approved transfer degree, the Associate of Science Oregon Transfer–Business degree, is a brokered agreement that parallels the Associate of Arts Oregon Transfer degree (subject of Lane's 2004 prospectus for substantive change) in general education offerings, accounting for high initial online credits of 82 percent (Figure 2). Of twenty-five applied degrees and certificates with an online presence (Figure 3), the percentage of online credits ranges from Business Assistant 1-year Certificate (74%) and Electrician Apprenticeship Technologies AAS (73%) to programs minimally online, such as Multimedia Design, Dental Assisting (10% each) and Hospitality Management (11%). Figures 2 and 3 show

Transfer Degree	Percentage of Credits Available Online
Associate of Science Oregon Transfer - Business	82%
Associate of Science	Approximately 50%, depending on student choice of electives
Associate of General Studies	Approximately 60%, depending on student choice of electives

Figure 2. Percentage of Transfer Degrees Online

Career Tech Program	Percentage of Credits Available Online
Business Assistant 1-year Certificate	74%
Electrician Apprenticeship Technologies AAS	73%
Accounting AAS	64%
Retail Management AAS	58%
Physical Therapist Assistant AAS	53%
Administrative Office Professional AAS	49%
Computer Programming AAS	40%
Computer Specialist 1-year Certificate	40%
Computer Information Systems - Health Informatics AAS	39%
Drafting AAS	37%
Culinary Arts & Food Service Management AAS	34%
Respiratory Care AAS	33%
Computer Network Operations AAS	32%
Electronic Technology AAS	25%
Health Records Technology 1-year Certificate	25%
Web Design 1-year Certificate	23%
Sustainability Coordinator AAS	22%
Medical Office Assistant 1-year Certificate	17%
Computer Simulation and Game Development AAS	16%
Graphic Design AAS	15%
Hospitality Management AAS	11%
Dental Assisting 1-year Certificate	10%
Multimedia Design AAS	10%
Dental Hygiene AAS	23% +IPV
Nursing AAS	IPV only

*IPV = Internet Protocol Video, a synchronous video, telecast as a video conference to remote sites

Figure 3. Percentage of Applied Degrees and Certificates Online

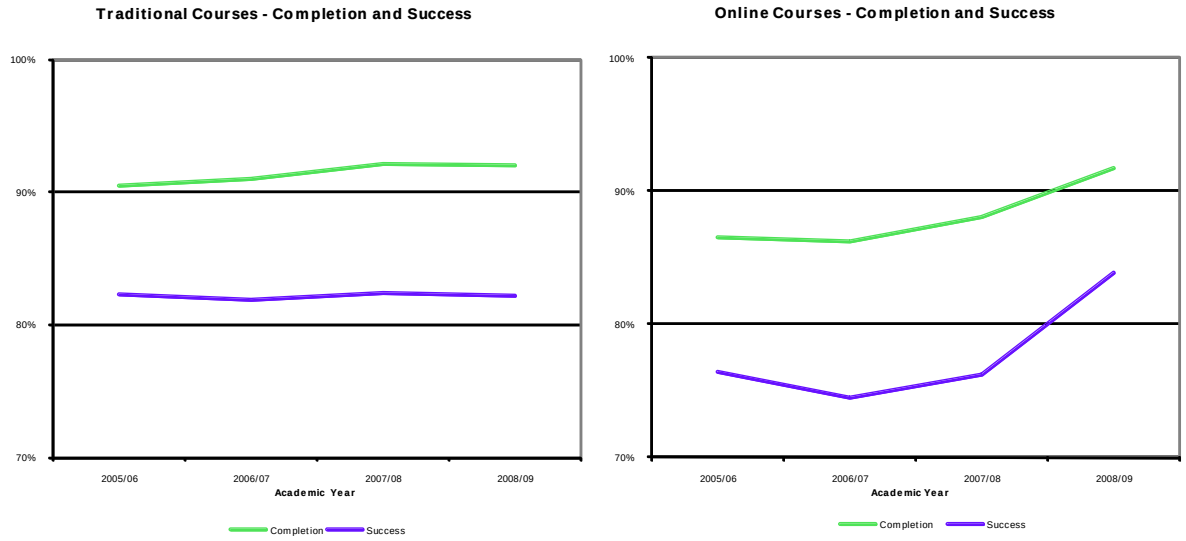


Figure 4. Completion and Success Rates in Traditional and Online Courses at Lane

online percentages of programs (see also Appendix 9).

Lane has a strong institutional research tradition, resulting in faculty members participating in analysis of student retention and success. A 2010 study authorized by the Vice President of Academic and Student Affairs, and led by Dr. Ben Hill, statistics faculty working with the Director of Institutional Research, tracked data over 4 years from online, hybrid, and traditional courses, and produced encouraging evidence about the efficacy of online instruction, summarized in Figure 4 (see also Appendix 1). While initial online offerings in academic year 2005/06 produced 87% completion rates and 76% success rates, compared to 91% completion and 83% success rates in traditional courses, four years later online courses had slightly improved to 92% completion and 84% success, comparable to traditional course rates of 92% completion and 83% success. Lane continues to assess, monitor and analyze evidence of quality in curriculum and instructional pedagogies, both online and in traditional courses, and has taken effective measures to improve online learning.

Lane's planning of online educational offerings responds to needs at the Northwest regional, state, and local level. For example, the State of Oregon has projected the need for an additional 971 dental hygienists from 2004 to 2014, an increase of over 33% from the 2004 baseline. Additionally, within the Northwest region, Idaho projected a ten-year job growth rate of over 57% in the field. However, due to high costs involved in starting up a dental hygienist program, opportunities available to students are narrow. Thus, Lane partnered with other institutions (Umpqua Community College and Linn-Benton Community College in Oregon, as well as Lewis-Clark State College in Idaho) as the lead fiscal and coordinating agency for an enhanced distance learning dental hygiene program facilitated through hybrid courses and Internet Protocol Video lectures (Appendix 8).

To achieve initial funding for these efforts, Lane and its partner colleges pursued and obtained a U.S. Department of Labor Community Based Job Training (CBJT) grant (Appendix 8). Lane used this funding to transform its traditional dental hygiene program and its combination of in-class lecture and on-site clinic to an online model that transferred most lecture and seminar components to a web-based environment, making the didactic component accessible from

anywhere. Both on-campus and distance site students now receive their didactic instruction almost entirely online. This transition was designed to increase enrollment at satellite sites throughout the Northwest. To facilitate a high standard of learning, distance sites have small cohorts of students, who complete their clinical work at distance sites. Lane also applied $632,000 in Strategic Investment Funds (SIF) toward initiatives to expand its Health Professions programs online and to augment faculty professional development in online teaching and learning, (Sustainability formed the third initiative attached to this funding, but is not directly related as current evidence of online teaching in relation to this prospectus; see Appendix 10.)

Nearly $124,000 of this funding went toward successful development of Lane's Physical Therapist Assistant (PTA) program for online delivery in partnership with other Oregon colleges. In addition, $15 million from an Oregon capital construction grant and matching donations were dedicated to construction of Lane's new LEED-certified Health and Wellness Building, where the program is housed. Lane's PTA program exceeded its initial outcomes, admitting the first cohort of 23 students into the online program in Fall Term 2009. Enrollment doubled last year as the program admitted its second cohort of 24 students, for a total enrollment of 47 students. The development of the PTA degree was a rigorous process involving approval from the Lane Board of Education; the State Board of Education; recruitment and professional development of personnel; program and curriculum development; and application for specialized accreditation to the to the Commission on Accreditation in Physical Therapy Education (CAPTE). Lane initiated didactic (lecture) courses of this curriculum with online delivery and is positioned to complete requirements for final CAPTE accreditation by October 2011.

Of course, there are trade-offs involved in online versus face-to-face learning, as one student in PTA noted: "I like/dislike the online format. There are pluses to the format such as being able to do work at home, review material over and over, ask questions anytime to fellow students or instructors, yet I feel at times this was also a barrier. It would have been easier to ask the question in class and have all the students hear the same thing each time. The instructors are very knowledgeable in their fields. I wish we could have had more of their time to learn from them, but the online environment was helpful for me and my situation." With a new program in a young learning format, faculty in PTA took an agile approach and were very receptive to student feedback in shaping the program as the first year progressed, as opposed to just sticking with a pre-scripted game plan. As one student reported, "I feel that we have instructors who want us to [succeed] and listen to our suggestions for what we need to understand the material. The overall organization of the program will continue to develop and improve over time like all good programs do." Generally, students seemed to feel the program had found a surer footing by Spring term: "[In the] third term the instructors had narrowed things down and come up with a working format of interactive online lessons listing supplemental and required reading. It took a lot less time and I felt I had a better understanding of what I was to focus on and I learned more. Most importantly this focus allowed me to keep up with the weekly lessons." (Appendix 11) The PTA faculty looks forward to student feedback informing future iterations of the program.

With a new program in a young learning format, faculty in PTA took an agile approach and were very receptive to student feedback in shaping the program as the first year progressed…

Lane also applied SIF monies to development of online options for Respiratory Care education,

which focuses on areas of the state that have a workforce shortage, especially rural communities. Lane has met this outcome through providing faculty development in online learning and moving existing curriculum into an online delivery system. Likewise, looking forward, Lane has applied portions of SIF funding to expand Healthcare Programs by adding distance learning opportunities that will allow for increased enrollment capacity.

Since nursing is identified as one of the high-growth professions and demand is projected to continue to be strong, Lane has provided faculty with professional development for online teaching and learning to facilitate an eventual expansion of the nursing program.

Since nursing is identified as a high-growth profession and demand is projected to continue to be strong, Lane has provided faculty with professional development for online teaching and learning to facilitate an eventual expansion of the nursing program. Finally, to pursue long term infrastructure to support and sustain expansion of online teaching, Lane applied over $71,000 SIF dollars to creation of extensive workshops and courses for faculty/instructors to learn about online instruction and incorporating online delivery methods. Twenty-one faculty members participated in this initial training, and Lane continues to provide ongoing support for instructors integrating online teaching approaches with their evolving pedagogy models (for more on this see Appendix 10).

Lane's Business/CIT faculty likewise plans and develops new programs and online offerings based on the community's needs. Recent examples include Business's new Retail Management certificates/degree and its Administrative Office Professional degree program, as well as CIT's development of Health Informatics.

Development of the Retail Management degree, which articulates with a baccalaureate degree at Marylhurst University, responded to needs expressed by the Western Association of Food Chains for employees with relevant knowledge and skills throughout the state of Oregon. In consultation with the Oregon Department of Community Colleges and Workforce Development (CCWD), the Retail Management consortium coordinated development of a statewide short-term certificate, a statewide one-year certificate, and a statewide Associate of Applied Science in Retail Management. Lane already offered all but two required courses for this degree; through Oregon's host-provider system of online courses, students were able to complete the two courses not offered at Lane. Scheduling difficulties, class availability through the host provider system, and inequities in the funding formula, however, have necessitated Lane's development of these required courses. Currently, 58% of Retail Management degree credits are available online. Lead faculty members have developed Moodle sites for each course to ensure quality online content. In addition, advisory committee members for Business programs review online sections using the Quality Matters rubric (Appendix 12).

The Administrative Office Procedures (AOP) degree originated from work of a statewide consortium, and responded to a legislative mandate to increase transferability of courses for administrative assistants. After several years spent on alignment and articulation work, twelve of seventeen consortium community colleges in Oregon agreed on new core curriculum. In contrast to the statewide Retail Management degree, the AOP degree was an unfunded legislative mandate. College funding for curriculum work utilized Lane's already established mechanisms of re-assignment time for lead faculty and targeted awards from the general fund of the college for

conversion of existing courses to online delivery. Currently, 49% of credits required for the degree are available online. Ever mindful of ensuring quality, Business faculty have reverted to face-to-face formats when online courses did not produce the same learning outcomes, especially those that require social skills modeled by the instructor's professional behavior and personal contact.

Computer Information Technology faculty developed the Health Informatics AAS degree with support from the American Recovery and Reinvestment Act of 2009, in response to national need for workers competent in electronic health records. Bellevue Community College in Washington managed the primary grant for a multiple-state northwest region, with Lane receiving a secondary grant to develop short-term training. Lane also contributed to the Oregon Health Informatics Community College Consortium's work articulating the curriculum for a Health Informatics Associate of Applied Science degree. This degree is currently also offered by Portland Community College, Mount Hood Community College, and Umpqua Community College.

Further, the consortium includes ex officio members Oregon Health and Science University (OHSU) and Oregon Institute of Technology (OIT), with OHSU taking the lead in developing a national baccalaureate curriculum. Through the Curriculum Development Centers Program, from which OHSU received $2,720,000 from the Office of the National Coordinator (ONC) (see Appendix 13), Lane received $62,600 over two years for development of Health Informatics curriculum to be used by community colleges nationally for workforce development programs. And through the Community College Consortia to Educate Health Information Technology Professionals Program as part of the Division "A" consortium, Lane received and applied $122,200 to deliver short-term (6 month) training to 80 students over two years. Six courses developed and used for short-term training have been integrated into the AAS degree in Health Informatics as a career pathway certificate (Appendix 14). Planning for these programs was on an expedited schedule to comply with grant deliverables, and has produced a hybrid curriculum that is intended to be fully online in the near future. The federal grant proposal includes an iterative continuous improvement process, and requires survey assessments of student satisfaction, which will produce some comparative results soon. Anecdotally, students have been applying to the program for the coming year based entirely on word-of-mouth, and the new cohort is already half-full with no other advertising.

Planning and Budgeting

Given the college's two-stage process of targeted grant funding to initiate the process of developing online and hybrid teaching in early stages, and mainstreaming/consolidating of online infrastructure into the general fund budget in the present and future, this prospectus will deal with Planning and Budget as a single entity. Lane views the two categories as largely inseparable.

Embarking on a course of curricular change to address student needs resulting from a changing economy, and in order to appropriately leverage new technological resources to teach quality hybrid and online courses, Lane takes a responsible and well thought-out approach to facilitate innovation: identify community needs and college goals, secure additional funding to initiate new projects, and then mainstream such funding via stable and self-sustaining mechanisms to produce permanent infrastructure for continued support. Lane strives to ensure that online

learning enhancements are highly responsive, socially interactive, and technologically rich.

Consistent with the structure of the college's authorization, planning often begins at the State level. Based on State determinations of workforce needs and the forming of a consortium of community colleges to address those needs, Lane Community College applied for and received Strategic Investment Funds from the Department of Community Colleges Workforce Development (CCWD). Among other things, the college applied these funds to such goals as hosting a statewide conference to establish best practices for development of online curriculum in healthcare and sustainability, fostering faculty professional development in online teaching and learning, transitioning Respiratory Care curriculum online, exploring options for transitioning Nursing curriculum online, and the development of online Physical Therapist Assistant program (as discussed above).

Moreover, the Dental Hygiene program's success established a model for student completion that the college believes will inform future online degree conversions. Since 2004, online and hybrid course completion rates have always exceeded 85%, with low points in 2006/7 for online courses (~86.2%) and 2007/8 for hybrid courses (~89.5%); however, in 2008/9 completion rates for students enrolled in online and hybrid courses stood at ~92% and ~89.8%, respectively. This is due in part to the Dental Hygiene program leading the way with 100% completion and 100% success rates in 16 course sections offered. This data stands in stark contrast to evidence reported in a July 18, 2011, *Chronicle of Higher Education* article, “Community-College Students Perform Worse Online Than Face to Face.”

Lane's Completion and Success in Online and Hybrid Courses report (Appendix 1) concluded that “cohorts of highly prepared and motivated students” were key factors in such success. The report confirmed what the college had already begun to suspect, that such cohorts of prepared and motivated students factored heavily into student success and that fostering preparation and motivation among students would result in higher completion rates, which is why Lane applied for a Title III Grant in 2008. Key goals in the Title III Grant involve creation of shared/common first year experiences and involvement of students in learning communities, in effect creating more of a cohort experience for all students entering the college. Implementation of the Title III Grant also involves building on Lane's adoption of Moodle to increase student access and training to use educational technology to improve the entire educational experience by creating a central web portal (myLane) for all Lane students.

As part of planning and budgeting, once the college has initiated projects like development of the PTA program, movement of Dental Hygiene to hybrid classes, or implementation of Title III components through grant-assisted funding, Lane consistently ensures sustainability of such curricular change by mainstreaming funding into the budget. One such mechanism for mainstreaming funding is technology fees. In 2003 the Lane Board of Education approved a $3 per credit hour general student computer technology fee. Revenue from the fee is administered by the Information Technology Leadership Team (ITLT), and is mainstreamed to college constituents through Unit Planning or contingency requests for technology-oriented projects. Lane's strategy in mainstreaming of this sort is to build infrastructure at the institutional level to plan for more degrees going online or being delivered in hybrid form. The idea is to have robust technologies, along with aggressive faculty development, to actively determine the web 2.0

Lane's strategy in mainstreaming of this sort is to build infrastructure at the institutional level…

educational environment. More than just “delivering content,” Lane strives to lead the way in embedding media and other technologies to facilitate peer-to-peer learning and incorporate Open Educational Resources (Appendices 7 and 17).

Lane's approach to planning and budgeting for creating academically responsible and appropriate curriculum online is not solely reliant on the secure-grants-then-mainstream-funding approach summarized above. The college also uses current resources already supported by established channels within the general fund. For example, at the program level, Unit Planning serves as the mechanism whereby departments articulate goals, intentions, and directions; and define how their respective vision aligns with the College Strategic Plan. In addition to serving as a planning tool, Unit Planning also has a resource requisition mechanism by which departments may place one-time funding requests for Carl Perkins funding, Curriculum Development funding, and/or Technology Fee funding.

Also, at the staff level all full-time contracted faculty members have up to 15% of their workload assigned to serving on programmatic and college-wide committees (Appendix 16). The faculty thus plays a lead role in planning and implementing curricular design on a day-to-day basis. In this vein, the college's Assessment Team, as will be demonstrated under “Faculty,” has played a significant role in creating parameters for maintaining quality that will shape future hybrid and online classes.

Lane students themselves have played a significant role in planning and budgeting of online and technological innovation in learning.

Finally, via the representation and actions of student government, Lane students themselves have played a significant role in planning and budgeting of online and technological innovation in learning. For example, the Associated Students of Lane Community College voted to invest $180,000 into Lane's Open Resource Education (OER) project, which intends to leverage Open Source technologies to enhance student learning, including delivery of electronic texts. In short, Lane plans to create an environment where open educational resources can thrive, develop a comprehensive set of resources aimed at creating a culture of open education, and create a fellowship of Lane faculty to empower instructors to use OERs in their courses. In May of 2010, the college commissioned a report that, among other things, looked at how quality can be assessed in adoption and implementation of OERs (please refer to Appendix 7).

Student Services

Student Affairs has long been gearing up to serve students online, and Lane's efforts in this area demonstrate that online learning is not just about delivery of content at a distance, but about enhancing and improving all aspects of the educational environment. For example, in 2003, Enrollment and Student Financial Services implemented Sungard Higher Education’s Banner Student Module, including a self-service module (now named ExpressLane), which enabled serving students without requiring that they come to campus in person. Online processes and tools implemented since 2003 to leverage technology and allow students to manage their enrollment without coming to campus in person are included in Figure 5.

More recently, Student Affairs has leveraged the myLane student portal referenced above, which went live in late 2010. Moreover, the confluence of two events referenced in the introduction,

Online Services Implemented since 2003	
Information Services	AskLane, a 24/7 robust question and answer software at the top of Lane's website, provides information and links to thousands of questions. Over half a million questions have been answered by the system since go-live in fall of 2009.
	E-mail systems for reaching staff in Enrollment and Student Financial Services
	Processes for staff to access a wide variety of information to serve students calling or writing in for information
	Address and contact information management services, Lane Alert notification process
	Student Information Release processes for FERPA to release permissions and to implement confidentiality holds.
Admissions	Admissions process using Banner software required for all credit applicants
	"QuickStart" admissions processing for over 6000 College Now (dual credit) high school students, allowing them to apply and register in one step, a process formerly done by staff.
	Admissions processes for Health Professions
	Admissions processes for international students
Financial Aid and Billing	Full suite of services for reviewing financial aid application materials, monitoring what has been submitted and received, reviewing financial aid awards and eligibility.
	Bill pay processing and removal of credit card processing by staff
	Student billing Services to arrange for third party payments on students accounts
	Billing through ExpressLane and myLane and discontinuation of mailed statements to credit students
Electronic Data Interchange	Leader in the nation for EDI, electronic transmittal of transcript and 24/7 ordering services
	Degree Application processes
	Verification processes for student Bus Passes, Advanced Registration and Student Health Clinic fees
	Bookstore/Titan Store charging and verification of financial aid application to be able to charge purchases
Transcripts and Awards	Credit program applicants must obtain and provide an e-mail address—Enrollment and Student Financial Services now mails only diplomas and transcripts upon request.

Figure 5. Online processes and tools implemented since 2003 to leverage technology.

reduction in funding to education and the rise of new technological resources, has shaped Student Affairs in interesting ways, allowing Advising to step into a leadership role in serving not just online students, but all students, with a menu of online services. According to the State Higher Education Executive Officers, educational appropriations per full-time student remained lower in fiscal year 2009 (in constant dollars) than in most years since fiscal year 1980 (Appendix 17). At the same time, community college enrollments have been growing. With fewer resources and greater demand, Lane's traditional approach of face-to-face Student Orientation Advising and Registration (SOAR) began to suffer and soon became unsustainable.

As part of the Title III Grant, Faculty Counselors Jessica Alvarado and Anthony Hampton and Academic Advisor Gerry Meenaghan formed a Technology Team with support from ATC team member Michael Levick (see below under "Faculty"). Goals of the Team were modest and attainable: *provide online advising for students in Health Profession programs.* However, results of the Team's efforts have proven groundbreaking. The team attended the OnlineLearning Educational Resources 2.0 conference and used Moodle to facilitate online advising, including

use of “Live Chat” to provide real time interaction. Real time interaction allows students to have access almost anywhere to up-to-date information on program requirements and the status of their matriculation. In fact, Hampton shares the following anecdote to demonstrate how the online interface allows students to leverage mobile technologies to take advantage of new information in a timely manner. Thirty minutes after he posted a program change on a Moodle update, which automatically notifies all majors in the program, a student ran up to him as he was walking down the hall. Holding her smart phone in her hand she asked him if the information was true, and once she confirmed it she was able to act on it immediately. In the older face-to-face approach to advising that student would have had to wait until the next face-to-face meeting or until she happened to recheck program information online once it was updated on Lane's website. Recognizing the value of online advising via Moodle, the Technology Team and Student Affairs plan to expand use of Moodle for Distance Academic Advising by fall of 2012 (Appendix 18). Student Affairs will be well placed to serve any expansion of students enrolled in online programs in a timely, responsible, and sustainable fashion.

While some challenges remain (for instance, lack of availability of placement testing services online or facilitation of online tutoring), Lane will be pursuing long term and sustainable solutions through this transformational technology.

Facilities and Support

Technical infrastructure for online teaching and learning at Lane is composed of an array of technologies and systems, centered primarily on the Moodle Learning Management System. Additional tools include SoftChalk, WordPress, Elluminate, Google Docs, and screencasting software. Development of streaming video services, lecture capture integration, and digital asset management are in progress.

Moodle is currently hosted with a third party vendor, Remote Learner, which specializes in Moodle hosting and integration services. Moodle runs in a LAMP environment (Linux/Apache/ mySQL/php) on dual server architecture: one application server and one database server.

…it is estimated that the Moodle server receives approximately 7000 hits (logins) per day.

Moodle currently houses over 30,000 courses within its database. With this amount of active and archived data it is not possible for the server to run any type of formal reports to give accurate server traffic. However, server logs indicate over 750 hits (user logins) per hour on an average day. Assuming 9 hours of persistent faculty/student activity, it is estimated that the Moodle server receives approximately 7000 hits (logins) per day. Moodle is active and available to faculty and students 24 hours/day, 7 days/week with scheduled maintenance windows (service outages) for upgrades, maintenance, and term course building.

The long-term plan is to bring the Moodle platform ‘in-house’ so it is hosted and maintained within Lane’s own data center, thus allowing for greater system flexibility, scalability, integration, and reliability. This will allow for scalability and redundancy not possible in a vendor-hosted environment, i.e., this provides scalable capacity for growth and enhancement. This move has been slightly delayed, but has tentatively been rescheduled for 2011-2012 (Appendix 20).

The Academic Technology Center (ATC) is a facility, a service, and a team, all with a distinct focus on supporting online teaching and learning at Lane. Coordination of day-to-day operations

The Academic Technology Center (ATC) is a facility, a service, and a team, all with a distinct focus on supporting online teaching and learning at Lane.

is a shared responsibility between the ATC Coordinator (lead), and the Learning Environment Administrator whose offices are adjacent to the facility. The ATC is staffed with student workers through the college's Learn and Earn Technology Student (LETS) program.

The ATC Coordinator provides leadership on day-to-day operations of the facility including student project assignments, work schedules, workshop planning, troubleshooting LMS issues, instructional design, and knowledge base development. This position empowers and educates ATC students to succeed in their varied assignments, and serves as a teacher/supervisor for them in most respects. This position serves as an academic technology generalist/subject matter expert, and is lead coordinator for ATC activities and services (Appendix 23).

The Learning Management Administrator works in partnership with the ATC Coordinator on day-to-day ATC operations, but most distinctly serves as a subject matter expert (lead) on the college LMS, Moodle. The position serves as a functional specialist on the development, support, and maintenance of the college's online learning systems, and secondarily serves as a systems trainer and consultant to faculty. In comparison to the ATC Coordinator position, which is a generalist with breadth of technology expertise, the Learning Environment Administrator is a specialist with depth of technology expertise specific to the online learning environment (Appendix 23).

Faculty Technology Specialists (Faculty Techs) utilize the ATC as a base camp of operations, and serve as liaisons between the IT department and the academy at large. The ATC hosts four Faculty Techs from a variety of disciplines, each bringing a blend of technology proficiency and pedagogical expertise to the center. Faculty Techs provide leadership for teacher-to-teacher (T2T) curriculum development and instruction focused on digital literacy and effective practices with online pedagogy. Faculty Techs also provide consultation services to fellow faculty and/or departments on topics such as instructional design, online program development, effective instructional technologies, best practices, and general exploration of new ideas.

From six to nine Learn and Earn Technology Student workers are employed at any one time. Students are selected based on their own professional development interests in the IT field, individual technical abilities, and customer service skills. ATC students undergo training on an array of academic technologies in use at the college, with a distinct emphasis on Moodle, Lane's learning management system (LMS). ATC students (a) troubleshoot technical problems with/for faculty; (b) provide ad-hoc training and support on a drop-in basis; (c) support and maintain the ATC computer lab and equipment; (d) check-out equipment to faculty (cameras, classroom clickers, etc.); (e) produce documentation and training materials; (f) provide technical support for workshops or events and; (e) assist with creative services for presentations or lessons.

In addition to Lane's collection of online tools, the ATC (which will also be discussed under "Faculty") provides a suite of multimedia workstations and productivity software for faculty.

Library and Information Resources

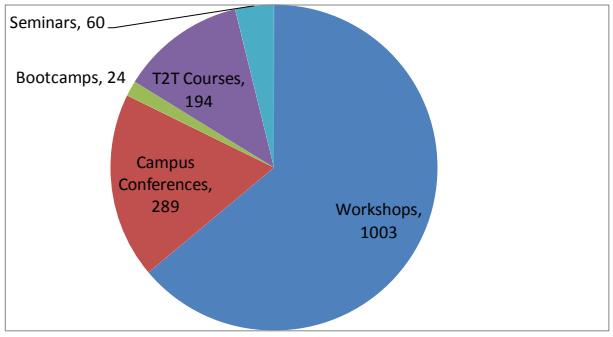
The Lane library has fully embraced web 2.0 technologies to support current and future online student learning, and all student learning in general. In coordination with Health Professions departments, and as an example of curricular support provided by the library, Lane's library has an extensive array of health information resources online. In 2010-11 the library added a new database, Ovid Nursing collection, which contains premium content with access to high-profile academic journals not included in other health databases. With the emphasis on academic journal articles in the literature and practice of health professions, library staff felt it was better to prioritize this type of online resource over print resources, and they shifted their collection development guidelines accordingly. Such considerations continue to inform the library's selection of online materials in all curricular areas.

The Library staff has paved the way to ensure that the library continues to be a vital and integral part of the online learning environment for both online and on-site students, meeting both present and future student needs.

The library's efforts to support online learning extend well beyond the Health Professions area. Library staff has paved the way to ensure that the library continues to be a vital and integral part of online learning environments for both online and on-site students, meeting both present and future student needs. In the past few years the library has added new resources that significantly extend its electronic support for Lane's online programs, which benefit all students. The virtual library is well poised to support Lane's proposed expansion of online courses and programs.

For example, since 2005-06 the library has doubled the number of online databases it hosts, with 70 databases providing access to more than 30,000 periodicals. Ebrary is a database of e-books, and the sub-collection to which Lane's library subscribes is geared toward community colleges, with an emphasis on career and technical programs. This single subscription provides access to 23,000 e-books. Moreover, as a member of Orbis Cascade Alliance, the Lane library benefits from consortial initiatives on the forefront of library business. In summer 2011 the Alliance is beginning demand-driven acquisitions (DDA), a new pilot project which allows users to purchase e-books that will be shared throughout 36 allied libraries. In addition, the library now has agreements with multiple e-book vendors, allowing it to purchase e-books upon faculty request. Students needing assistance can access help through a virtual reference desk via an online chat service, L-Net Oregon Libraries Network, which ensures that reference help is available 24/7.

Just as importantly, the library not only provides online information resources to students, but also provides faculty with tools to shape online teaching. A video tour of the library is available online, and is intended to entice online students into the library to find print and other resources, as well as face-to-face reference help. This video can be embedded into Moodle for both online classes and on-site classes that use Moodle as a supplement. For more advanced instruction the library has also developed a user guide to help faculty select Intellicom and Ambrose streaming video that can be linked or embedded in Moodle. Video segments vary in length, and many are available for business, health, biology and general education topics. Additionally, the library provides an array of widgets that can be embedded into Moodle teaching environments. These widgets can provide access to library resources at the point of need. To let faculty know about library online resources, in Fall 2010 library staff resurrected the newsletter, Inklings (Appendix



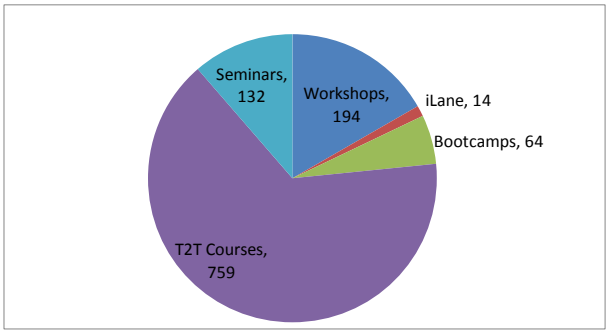


Figure 6. FY09-10 Professional Development Participants

Figure 7. FY09-10 Professional Development Training Hours

21). This is distributed in both print and online formats. In order to roll out its revised set of online tools, librarians presented at an information literacy workshop for writing faculty and provided a packet of print materials describing library resources. Flyers describing library resources have been distributed to all faculty at Fall and Spring in-service sessions (Library Presentation and Appendix 22), and online guides serve as supplemental presentations.

Finally, as the online experience becomes a more mobile experience (as opposed to one at a workstation), the library has prepared for present and future student utilization of smart phone and smart tablet devices. As database vendors develop tools for mobile devices, Lane's library augments its mobile library interface to allow student access from smart phones, iPads and iPods. Looking forward, in fall 2011 the library plans to pilot using Elluminate to provide an instruction session for nursing students in Florence. To help foster professional development among faculty, the library plans to provide more training opportunities. The library also looks forward to future synthesis of library and tech staff as the library has recently been reorganized under Instructional Technology, putting library and technology faculty in the same unit.

Faculty

Lane is invested in ensuring faculty have resources not only to excel at delivering and sustaining academically responsible teaching via online delivery, but also to lead the way in shaping that online delivery, measuring its quality in relation to face-to-face delivery, and rethinking curriculum and pedagogies. Toward these ends, a core component of the college's development of online teaching is the Academic Technology Center (ATC, see Appendix 23).

The ATC supports and empowers faculty by building skills and growing knowledge related to online and hybrid teaching through trainings, as illustrated in Figures 6 and 7. The ATC is offers a team approach, involving the ATC Coordinator, the Learning Management Administrator, and Faculty Technology Specialists who serve as liaisons between the IT department and academic programs at large. The team philosophy is informed by agile thinking (see Agile Software Development): the roadmap for evolutionary change is kept as flexible as possible to meet quickly changing needs of faculty and students. As such, the Academic Technology Action Plan (see Appendix 24) sets out goals and objectives but does not constrain paths that may be used to attain those ends.

In addition to providing ad hoc training on a day-to-day basis the ATC and Faculty Technology Specialists provide:

1. Boot camps – introducing faculty new to tech to such resources as Moodle and audio/video

implementation in online instruction

2. Workshops – covering topics on Moodle, SoftChalk, Google Docs, Elluminate, EduBlogging, Screen Capture, etc. (Appendix 25).
3. Campus Conferences – fostering synthesis across academic fields (see iLane 1.0 and iLane 2.0 in Appendix 26)
4. Teacher-to-Teacher Credit Courses (T2T) – offering continuous and ongoing faculty professional development, thus far involving 192 individual faculty members in a total of 443 enrollments, in the form of eight week courses on such topics as "Introduction to Online Teaching and Learning," "Developing an Online or Hybrid Course," "web 2.0 for Online Instruction," "Audio/Video for Online Instruction, and "Audio/Video Projects for Online Instruction."
5. T2T Projects/Seminars – intense, shorter term faculty professional development opportunities focused on such topics as "Introduction to Online Teaching and Learning," "Open Educational Resources Faculty Fellowship," "Teaching Squares, Improving Your Online Course," and "Online Mentoring."

Much of the ATC's approach to the above trainings is informed by the philosophy of the Quality Matters rubric (see Appendix 12). Lane is a member of Oregon Community College's Quality Matters Consortium.

Thus, the ATC is not simply a resource or reference center, but an active and organic part of the teaching body of the college. ATC empowers faculty leadership by equipping faculty with tools and resources not just to teach a class or to shape learning environments and programs, but to determine how learning environments will be shaped and lead the way in online teaching.

For example, at the program level, Dental Hygiene faculty decided that their highly integrated mode of working together best suited the appointment of a lead faculty person to gain a high level of expertise in online technologies and serve as an always-present point person to guide curricular choices. By contrast, the Physical Therapy Assistants faculty decided that their autonomous approach to running the program best suited a diffuse method of professional development whereby all faculty achieved a relatively equal level of training. Business programs likewise take a diffuse approach. Business faculty members continually take advantage of professional development and training opportunities by attending ATC workshops on a variety of technology issues, including web-based conferencing, Moodle training, audio and video capture of course lectures, and online class design and development. Business faculty members also attend professional conferences and trainings to update discipline knowledge and to learn about new educational technologies.

Faculty members have also taken lead roles at the college-wide level, beyond their program responsibilities.

Faculty members have also taken lead roles at the college-wide level, beyond their program responsibilities. For example, the Assessment Team, led by Barbara Breaden, has devoted a year and a half to development and testing of quality control standards for online and hybrid teaching in relation to the baseline provided by traditional face-to-face teaching. In fall 2010, Vice-President for Academic and Student Affairs Sonya Christian asked the Assessment Team to address an observation from one of Lane's 2009 accreditation evaluators: that the college had not yet assessed relative effectiveness of online, online/hybrid, and traditional classes. The team convened a group of

twenty faculty in February 2010 to explore ways of comparing instructional modalities. Over eighteen months, more than thirty faculty across the college joined in this conversation, eventually focusing on how to devise a rubric to inform and improve instruction across all modalities. During this developmental period, faculty member Dr. Ben Hill analyzed college statistics (retention, success, etc.) surrounding online, online/hybrid, and traditional classes (please refer to Appendix 1). Eventually the Comparative Modalities rubric emerged (Appendix 27), drawing best practices from the Community College Survey of Student Engagement (CCSSE), Quality Matters, and AAC&U's LEAP essential learning outcomes. As a trial run, the Assessment Team initiated a project, inviting faculty across the college to test the rubric. The project's stated purpose: *to compare within a curriculum the same course offered in different modalities,* in order to glean best instructional practices from each and to optimize quality of instruction.

For spring 2011, the team awarded curriculum development funding to eight faculty applicants to compare instructional effectiveness for different modalities of like courses, in developmental math, college math, science, and writing. Currently, in summer 2011, individual analyses in the four areas will be joined into a meta-analysis synthesizing collective data and providing a snapshot of instructional practices and effectiveness in these particular courses at this point in time. The Assessment Team will continue offering project support for ongoing comparative assessments across modalities, promoting professional conversations on best practices and quality instruction.

Lane's approach to online and hybrid teaching is founded on building a portfolio of tools, skills, and abilities for faculty to leverage. Just as important, implementation of online and hybrid teaching formats likewise informs traditional methods and approaches. The Comparative Modalities rubric may have begun as one that uses face-to-face teaching to set standards for online and hybrid courses, but it is a fluid document that likewise allows for integration of interactive technologies and asynchronous learning to shape face-to-face experiences. For example, many on-site classes at Lane now leverage Moodle as a teaching tool to reinforce knowledge and skills among students, whether this is through posting supplemental class materials, links to relevant resources like streaming video or Purdue's Online Writing Lab, or use of Moodle's test/quiz tools to offer students non-graded self-testing opportunities to measure understanding of course concepts.

> *"The learning college creates and offers as many options for learning as possible."*
> *– Terry O'Banion*

Terry O'Banion writes in *A Learning College for the 21st Century*, "The learning college creates and offers as many options for learning as possible." By building sustainable systems and infrastructure to support a wide range of online and hybrid courses and programs, and by also using online and hybrid tools in a reciprocal process to augment face-to-face classroom experiences, Lane serves students in an academically rigorous and responsible fashion, enriching their quality of life and preparing them for meaningful and rewarding employment opportunities. As can be seen in comments on surveys over the past few years, many students seem to agree (Appendix 28). As one student put it just this past year, "Online classes are what prompted me to go back to college, thank you."

Glossary

AOP	Administrative Office Procedures, an Associate of Applied Science
AskLane	24/7 Questions and Answers tool debuted in November of 2009 on Lane's home page.
ATC	One-stop support center for academic technologies, including all aspects of online instruction, Moodle set-up and use, media development, and web resources for instructional purposes.
CAPTE	Commission on Accreditation in Physical Therapy Education
Carl Perkins funding	Funding from federal *Carl* D. *Perkins* Career and Technical Education Act, distributed by each state.
CBJT	Community Based Job Training
CCWD	Oregon Department of Community Colleges and Workforce Development
CIT	Computer Information Technology Department
EDI	Electronic data interchange, defined as transfer of structured data, by agreed message standards, from one computer system to another without human intervention.
Elluminate	Web conferencing program that "rents" out virtual rooms or vSpaces where virtual schools and businesses can hold classes and meetings.
ExpressLane	Aa group of web services for Lane students, staff and others to view and change their information in Lane's administrative system.
FERPA	Family Educational Rights and Privacy Act
Google Docs	A free, Web-based word processor, spreadsheet, slide show, form, and data storage service offered by Google.
ITLT	Information Technology Leadership Team

LAMP environment	A solution stack of free, open source software, originally coined from the first letters of Linux (operating system), Apache HTTP Server, mySQL (database software) and Perl/PHP/Python, principal components to build a viable general purpose web server.
LEAP essential learning outcomes	An initiative of the American Association of Colleges and Universities, "Liberal Education and America's Promise." For more information, see http://www.aacu.org/leap/vision.cfm
LETS	Learn and Earn Technology Student – an on-campus employment program for currently enrolled students. Students can work up to 15 hours per week depending on needs of the department.
LMS	Learning Management System – a software application for administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content.
Media Server	a web repository for instructors to make electronic materials available via the web, actually a file repository.
Moodle	An open source learning management system used to support online courses, accessible from most browsers, that requires the same skills used to manage other web pages.
myLane	Banner's Luminis Student Portal, allowing an array of personalized online services like registration, messages from the college, transcript ordering, Moodle access, etc.
OER	Open Educational Resources, teaching and learning materials freely available online for everyone to use
OHSU	Oregon Health Sciences University
OIT	Oregon Institute of Technology
Open Source technologies	Practices in software production and development that promote access to the end product's source materials.
PTA	Physical Therapist Assistant, an Associate of Applied Science

QM	Quality Matters, a faculty-centered, peer review process that is designed to certify quality of online and hybrid courses.
SAAS	Statewide Associate of Applied Science
Screencasting	Digitally recording computer screen output, also known as a video screen capture, often containing audio narration.
Second Life	A free 3D virtual world where users can socialize, connect and create using free voice and text chat.
Soft Chalk	Supports e-learning authoring, interactive online lesson creation and reliable tracking of student score data.
Sungard Higher Education's Banner Student Module	Student information system used to manage all aspects of registration, catalog information, degree auditing, and other student-related data systems.
Title III	A federal grant program to improve education.
Unit Planning	A process at the "local" level to ensure that every unit of the college is finely tuned to goals and objectives of the college's Strategic Plan and its priorities.
VM	A software implementation of a machine (i.e. a computer) that executes programs like a physical machine.
web 2.0	Associated with web applications that facilitate participatory information-sharing, interoperability, user-centered design
WordPress	An open source blog tool and publishing platform powered by PHP and mySQL.

APPENDICES
TABLE OF CONTENTS

APPENDIX 1

Success and Retention in Online and Hybrid Courses
Lane Community College
Online Teaching and Learning Project
Phase I

This concrete and metal sculpture sequence, created by students, represents Lane's vision statement:

Transforming Lives Through Learning

Spring 2010

Contributors

Mary Brau,
Instructor, Institutional Research, Assessment and Planning

Sonya Christian,
Vice President, Academic and Student Affairs

Ben Hill,
Instructor, Mathematics

Don McNair,
Executive Dean, Academic and Student Affairs

Sylvia Sandoz,
Specialist, Institutional Research, Assessment and Planning

Craig Taylor, Director,
Institutional Research, Assessment and Planning

Laura Martin
Technical Editor

Table of Contents

I. Purpose and Scope

The purpose of this study is to understand the current state and development of Lane Community College's online and hybrid course offerings, particularly with regard to their impact on student completion and success.[1]

Using existing data for credit courses from academic years 2003/04 through 2008/09, investigators will describe the growth and distribution of Lane's online and hybrid offerings, compare aggregate completion and success rates in online, hybrid and traditional courses, compare class size and grade distributions among formats, and make focused comparisons between different formats of Writing 121.[2]

II. Literature Review, Findings and Sources

Sources for information on the size, distribution and growth of distance education programs nationwide include recent studies reported by Allen and Seaman, Wirt et al., and Parsad, Lewis and Tice.[3]

Public two-year colleges lead all types of degree-granting institutions in the size and growth rate of online enrollments (or registrations) and in the proportion of faculty teaching online.[4] From Fall 2003 through Fall 2007, online course enrollments grew at an annualized rate of 18.9% while total enrollments grew at 1.5%. In the same 4-year period, online enrollment grew from 11.7% to 21.9% of total enrollment.[5] "In the 2006–07 academic year, 2-year and 4-year institutions reported an estimated 12.2 million enrollments in college-level credit-granting distance education courses. Of these distance education enrollments, 77% were reported in online courses, 12% were reported in hybrid/blended online courses, and 10% were reported in other types of distance education courses".[6]

A large body of research documents the success of, defined in various ways[1], online and hybrid courses across the curriculum. Often, as in a study similar to ours conducted at Bellevue Community College,[7] students completing nontraditional courses are shown to do better on at least some success measures—GPA in the case of the Bellevue study—compared to students completing traditional courses. Citing 355 comparative studies on the effects of teaching with or without various technological tools, Thomas Russel,[8] argues that the preponderance of research shows no significant difference in outcomes for different approaches, leading him to the conclusion that cost should be the main criterion in choosing course formats. Another possible conclusion is that, regardless of the subject and student population, research shows that it is possible to teach and learn effectively using web-based media.

[1] See Appendix A: Definitions
[2] English Composition-Exposition and Introduction to Argument (WR 121)
[3] See Appendix C: References
[4] Wirt et al
[5] Allen and Seaman
[6] Parsad, Lewis and Tice
[7] Royer
[8] See Appendix B: Statistical Notes

Among the challenges and problems identified in online education, reduced retention is most broadly noted.[9] According to Ali and Leeds,[13] "Retention rates are 20% lower in online courses than in traditional face-to-face courses." Other sources estimate a smaller difference. For the six academic years ending with 2005/06, Bellevue Community College documents aggregate online retention rates between 72% and 75%, trailing traditional courses by 7% to 11%.[7] The gap decreases during the time period studied, as online retention holds steady while retention in traditional courses slowly declines. Some studies, notably the ongoing longitudinal Distributed Learning Impact Evaluation led by Dziuban and Moskul,[10] show that retention rates for hybrid courses may approach or equal those of traditional courses.

Sources such Ali and Leeds assert or demonstrate that retention may be improved by including face-to-face orientations or other face-to-face elements in online courses.

III. Design

Using existing enrollment data from academic year 2003/04 through Fall 2009, together with completion, success, class size and grade data from 2005/06 through Fall 2009, investigators will prepare:

1. A snapshot of Lane's online and hybrid credit course offerings in academic year 2008/09, including the distribution of courses by instructional format, the absolute and relative numbers of enrollments in online and hybrid courses, and a comparison of class size, completion rate, success rate, and grade distributions among online, hybrid, and traditional courses;
2. Tables and time plots of credit course enrollments by academic year and course format, showing trends in completion and success rates;
3. Focused comparison of success and completion rates between online and traditional sections of Writing 121, a high-enrollment course that has been offered in both formats by many instructors;
4. Tests of hypotheses that completion, success or grade distributions differ among course formats, including two-sample *z*-tests of population proportion for completion and success rates and a Chi-square analysis of relative grade distributions;
5. Interpretation and discussion of the results.

[9] In this context, "retention" refers to percent of initially enrolled students who remain enrolled at the end of a course, similar to what is called "completion" at Lane Community College, and not a course-to-course measure of student persistence.
[10] University of Central Florida

IV. Data Summary

Registration and grade records were prepared by Lane Community College, Institutional Research and Assessment. To comply with regulatory legislation, and to protect the privacy of students and instructors, data is presented in aggregate form.

Fall 09	Hybrid	Online	College
Week 2	876 2,96	5	34,638

Table 1: Total Enrollment

2008/09	Sections	Week 2	Finish	Completion	Passing	Success	Class Size	% Total
Hybrid	59	1,374	1,268	92.29%	1,150	83.70%	23.29	1.58%
Online	313	6,643	6,093	91.72%	5570	83.85%	21.22	7.66%
Traditional	1,731	42,372	38,985	92.01%	34827	82.19%	24.48	48.86%
College	**4,173**	**86,724**	**79,732**	**91.94%**	**71890**	**82.90%**	**20.78**	**100.00%**

Table 2: Data Summary 2008/09

2007/08	Sections	Week 2	Finish	Completion	Passing	Success	Class Size	% Total
Hybrid	20	457	409	89.50	364	79.65	22.85	0.64%
Online	217	5,256	4,630	88.09	4,005	76.20	24.22	7.35%
Traditional	1,583	35,840	32,998	92.07	29,537	82.41	22.64	50.10%
College	**3,735**	**71,533**	**65,475**	**91.53**	**58,986**	**82.46**	**19.15**	**100.00%**

Table 3: Data Summary 2007/08

2006/07	Sections	Week 2	Finish	Completion	Passing	Success	Class Size	% Total
Hybrid	5	98	89	90.82%	75	76.53%	19.60	0.14%
Online	166	3,798	3,274	86.20%	2,830	74.51%	22.88	5.43%
Traditional	1,241	26,083	23,719	90.94%	21,366	81.92%	21.02	37.30%
College	**3,843**	**69,934**	**63,740**	**91.14%**	**57,731**	**82.55%**	**18.20**	**100.00%**

Table 4: Data Summary 2006/07

2005/06	Sections	Week 2	Finish	Completion	Passing	Success	Class Size	% Total
Hybrid								
Online	112	2,729	2,361	86.52%	2,087	76.47%	24.37	3.78%
Traditional	107	1,936	1,752	90.50%	1,593	82.28%	18.09	2.68%
College	**3,983**	**72,138**	**65,792**	**91.20%**	**59,640**	**82.67%**	**18.11**	**100.00%**

Table 5: Data Summary 2005/06

Sections

	2003/04	2004/05
Online	107	121
College	4390	4403

Writing 121

	2005/06	2006/07	2007/08	2008/09
Face-to-Face Completion	90.7%	89.9%	89.3%	90.0%
Face-to-Face Success	84.9%	82.2%	83.3%	83.8%
Online Completion	80.5%	82.4%	83.6%	89.9%
Online Success	75.8%	75.0%	71.9%	75.6%

Table 6: Data Summary Writing 121

VI. Online and Hybrid Credit Course Offerings, 2008/09

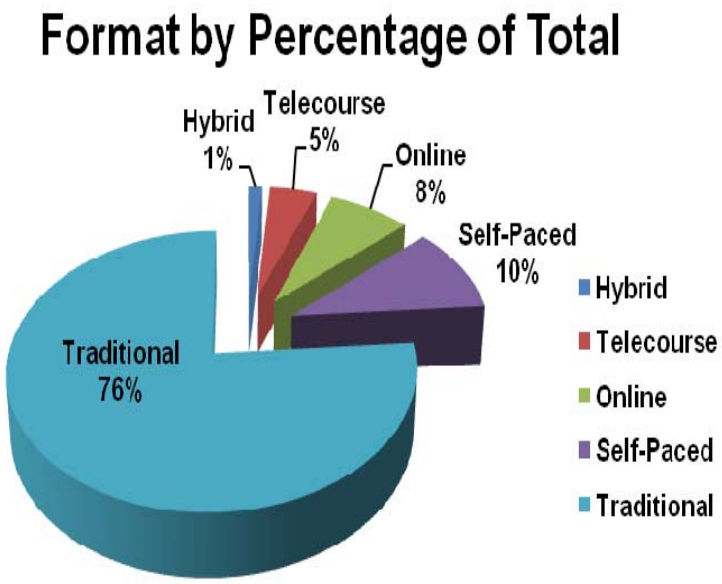


Figure 1: 2008/09 Distribution of Course Formats

In academic year 2008/09, Lane's online and hybrid course sections accounted for 7.7% and 1.3% of total credit courses respectively, modest in comparison to the 21.9% of national undergraduate enrollments that Allen and Seaman[13] attribute to online and hybrid instruction in Fall 2007. Lane's 7.7 to 1.3 ratio of online to hybrid sections mirrors the 77 to 12 national ratio reported for 2006/07 by Parsad, Lewis and Tice,[13] but the 9 to 15 ratio of Lane's online/hybrid offerings to other distance formats is far short of the 9 to 1 national ratio. In a recent informal survey of 14 Oregon community colleges compiled by the Oregon Community College Distance Learning Association, Lane is first in the number of telecourses offered, but sixth in the number of online courses.

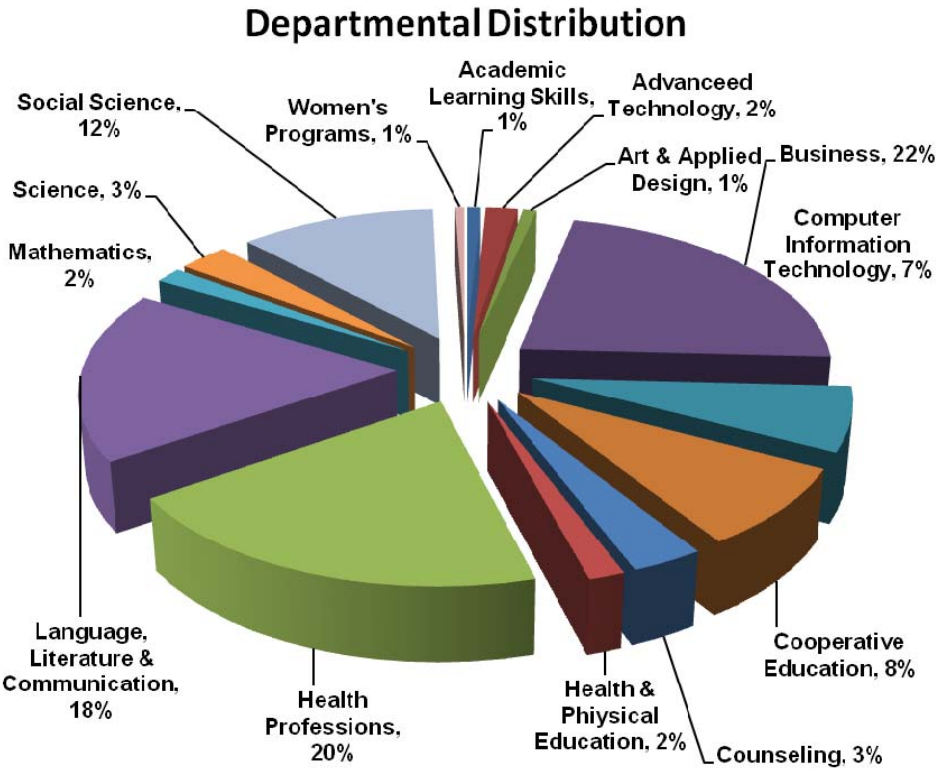


Figure 2: 2008/09 Distribution of Online and Hybrid Courses by Department

As Figure 2 shows, in 2008/09 online and hybrid courses were offered in many subjects and departments, but were concentrated in Business, Health Professions, Language, Literature & Communications, and Social Science. They were balanced between Transfer (50%) and Career/Technical programs (42%), with 8% in Apprenticeship.[11]

Class Size = week 2/sections	**2006/07**	**2007/08**	**2008/09**
Traditional	21.02	22.64	24.48
Hybrid	19.60	22.85	23.29
Online	22.88	24.22	21.22

2008/09	**A**	**B**	**C**	**D**	**F**	**I**	**NC**	**NP**	**P**	**U**	**Total**
Online	3,257	2,149	1,175	327	466	91	498	119	191	95	8,368
College	39,838	22,523	11,584	3,049	3,554	1,596	6,228	1,850	4,339	1,780	96,341
Hybrid	452	311	165	40	66	4	63	38	74	12	1,225

	A	**B**	**C**	**D**	**F**	**I**	**NC**	**NP**	**P**	**U**	**Total**
Online	38.9%	25.7%	14.0%	3.9%	5.6%	1.1%	6.0%	1.4%	2.3%	1.1%	100%
College	41.4%	23.4%	12.0%	3.2%	3.7%	1.7%	6.5%	1.9%	4.5%	1.8%	100%
Hybrid	36.9%	25.4%	13.5%	3.3%	5.4%	0.3%	5.1%	3.1%	6.0%	1.0%	100%

Table 7: Class Size and Grade Distribution

[11] This should explain which elements correspond to which discussed groupings.

Online and hybrid classes are similar in size to traditional classes. There is a statistically significant difference among grade distributions in online, hybrid and all-college courses.[12] As Figure 3 shows, this difference is not dramatic, but online and hybrid grades are comparatively anti-inflationary, with fewer "A"s, fewer "I"s (Incompletes), and more "C"s, "D"s and "F"s.

Online and hybrid enrollment for Fall 2009 (not included in Figures 4a & 4b) exceeded 11% of total enrollment, suggesting that this growth spurt is not at and end.

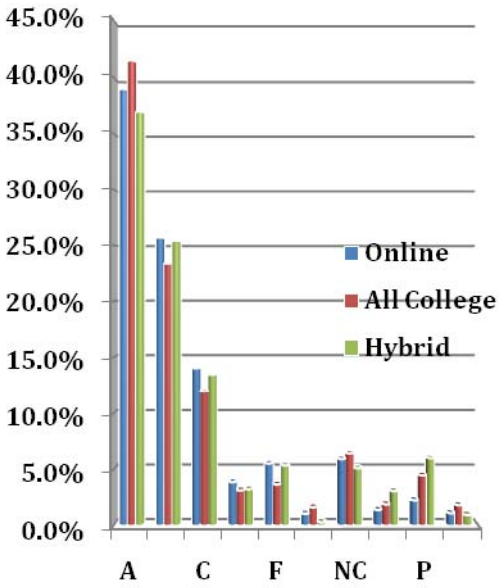


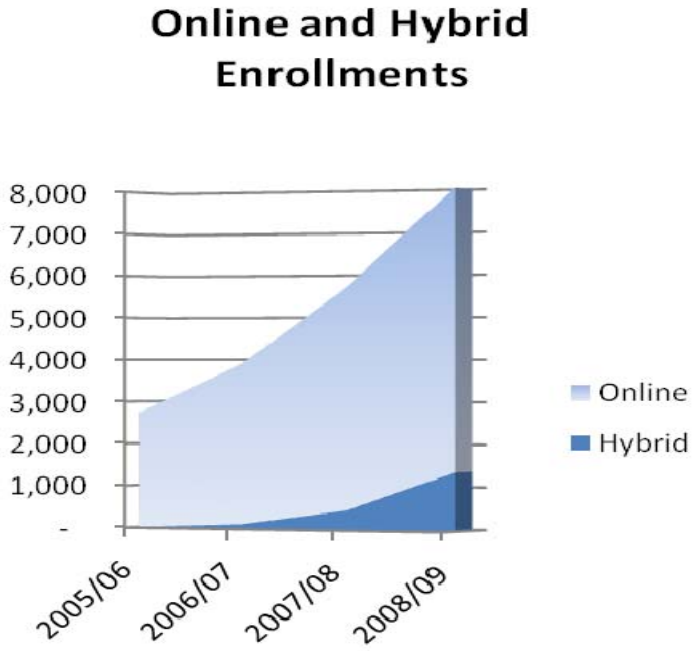
Figure 3: Grade Distributions 2008/09

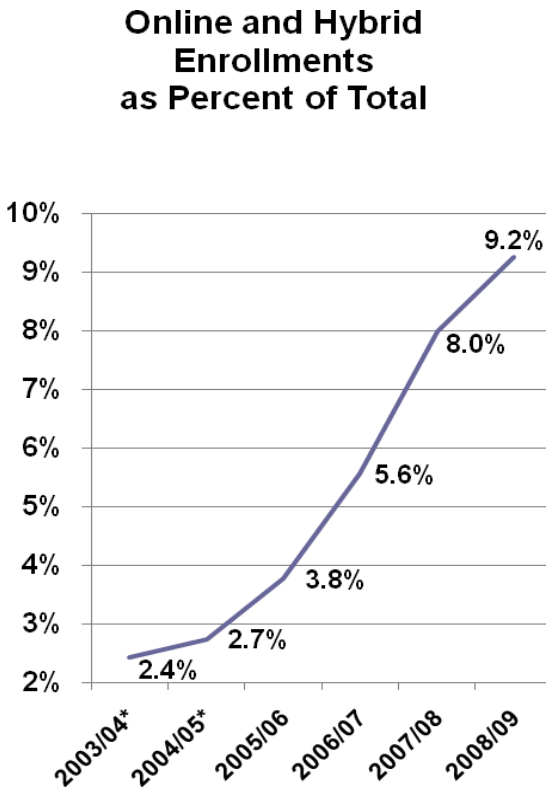
VII. Growth in Online and Hybrid Enrollment

Compared to online and hybrid course offerings at the average U.S. college, Lane's offerings are fewer but increasing rapidly.

Figures 4a & 4b: Trends in Absolute and Relative Growth of Online and Hybrid Offerings

**estimate based on online & hybrid sections/total sections*





[12] Chi-square test of independence: *P* = 3.10 x 10^–59

At 5.6% of total enrollments for academic year 2006/07, Lane's online and hybrid offerings were only about a quarter as large as the 21.9% national figure given for Fall 2007 by Allen and Seaman. But in the 3-year period between academic years 2005/06 and 2008/09, Lane's combined online and hybrid enrollments nearly tripled, growing by 294% at an average rate of 43% year on year. During the same period, Lane's total enrollment grew at an annualized rate of 6%. Allen and Seaman[13] gave 18.9% and 1.5% as national growth rates for online/hybrid and total enrollments, respectively, Fall 2003 through Fall 2007.

VIII. Completion and Success

Completion and success rates in Lane's online and hybrid courses are encouraging. Recall that completion is the rate at which students enrolled in week 2 remain enrolled at the end of a course, and success is the rate at which those enrolled in week 2 earn passing grades of A, B, C or P. As existing research would lead us to expect, Lane's online completion rates tend to trail those of traditional courses with hybrid courses intermediate. But whereas Ali and Leeds[13] estimate the gap in completion rates between online and traditional courses at 20%, and Bellevue Community College recently experienced online completion rates between 72% and 75%, trailing traditional courses by 7% to 11%, in the last four academic years, completion rates in Lane's online courses have ranged from 86% to 91%. These have never trailed traditional or all-college rates by more than 5%, and recently have been hovering within a margin of 1%, even while college-wide completion rates posted steady slow gains.
It must be noted that these comparisons are confounded by uneven distribution of online and hybrid formats among subjects, and by the inclusion in the all-college data of courses (laboratory, cooperative education, self-paced and independent study, etc.) that may not be appropriate for comparison. To provide some control for these factors, the "traditional" comparison group was limited to courses with subject and schedule types represented in the online or hybrid groups. Although data for the traditional group was limited in 2005/06 and 2007/08 due to changes in coding practices (see Appendix B: Statistical Notes), this group tracks closely with the all-college group and serves to validate the all-college group's comparison value.

While encouraged by the strong showing of Lane's online and hybrid courses, investigators wondered whether the disappearance of completion and success gaps in 2008/09 might be due to confounding factors insufficiently controlled by the criteria of the traditional group. Post-analysis confirmed a conjecture by members of the faculty advisory group that this result is partially explained by recent conversion to hybrid and online formats by certain programs in Health Professions (HP) with cohorts of

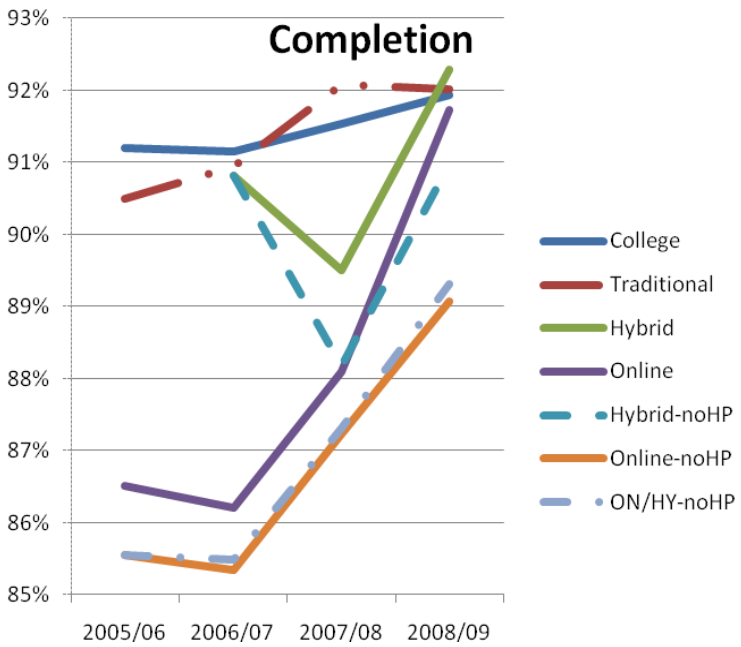


Figure 5: Trends in Completion and Success Rates

[13] See Appendix C: References

highly prepared and motivated students. For example, in Fall 2009 all 16 hybrid sections in Dental Hygiene experienced 100% completion and 100% success. Nevertheless, when HP course are excluded from online and hybrid groups (see Figure 5), online completion rates are approaching, and hybrid rates merging with, college-wide rates (which include HP).

	Completion				Success			
	2005/06	2006/07	2007/08	2008/09	2005/06	2006/07	2007/08	2008/09
Hybrid-		90.82%	88.18%	90.98%		76.53%	77.09%	76.06%
Online-	85.56%	85.34%	87.23%	89.97%	74.75%	72.74%	74.17%	76.97%
ON/HY-	85.56%	85.49%	87.30%	89.31%	74.75%	72.85%	74.41%	76.85%

Table 7: Success and Completion Rates with Health Professions Excluded

Whether the disappearance of the completion gap will be permanent, and whether Lane's online courses may actually outperform face-to-face courses in coming years, are matters for speculation. It is clear, however, that Lane's online and hybrid courses are doing well in light of national research on completion and success rates, and that online and hybrid course completion and success rates have recently improved at Lane, both in absolute terms and relative to traditional courses.

As a final measure against apples-to-oranges comparison bias, investigators compared completion and success rates in Writing 121, a high-enrollment course with many face-to-face and online sections (hybrid sections were not analyzed due to small samples). As Figure 6 shows, these results are consistent with the general pattern, with online completion and success rates trailing face-to-face rates by no more that 11%, and the completion gap disappearing in 2008/09.

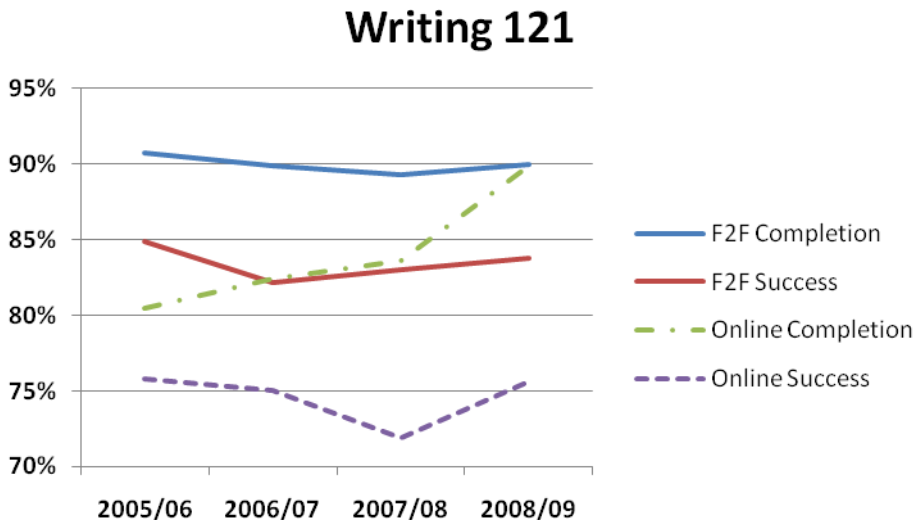


Figure 6: Completion and Success Rates – Writing 121

IX. Conclusions

Based on data through Fall 2009, it is seen that Lane's online and hybrid course offerings are:

1. Modest in size, at 11% of total enrollments, compared with colleges nationally;
2. Growing very rapidly, at 43% year on year for the previous three years;
3. Represented in many subject areas, but concentrated in Business, Language, Literature & Communication, Social Science and Health Professions;
4. Balanced between Transfer and Career/Technical programs;
5. Similar in average class size to traditional courses;
6. Similar in grade distribution to the college-wide pattern, though comparatively anti-inflationary;
7. Trailing traditional courses in completion rate by no more than 5% and 2% respectively during the time period studied, with gaps decreasing over time;
8. Posting recent completion rates of about 90% and 92% respectively, similar to the college overall;
9. Trailing traditional courses in success rate by no more than 7% and 6% respectively during the time period studied, with gaps decreasing over time;
10. Posting recent success rates of about 83%, similar to the college over all;
11. Even with high-performing Health Professions courses excluded, seeing increases in completion and success rates which closed to within 3% to 5% of traditional and all-college rates in 2008/09.

Compared to rates reported nationally, completion and success rates in Lane's online and hybrid courses are highly encouraging, as are their recent positive trends. The intense ongoing growth of online and hybrid enrollments is simultaneously an asset and a challenge for the College, creating both an opportunity for positive transformation, and the pressing need for planning and action to address institutional capacity, curriculum development, professional development and student support for online teaching and learning.

Appendix A: Definitions

% total: % of enrollments (week 2/College week 2).

Class size:enrollments per section (week 2/sections).

College:all credit courses, including online, hybrid and other distance formats, but excluding Summer and College Now courses.

Completion: rate at which students remain enrolled from week 2 until end of course (finish/week 2).

Finish:number of students enrolled at the end of the course.

Hybrid:courses in which asynchronous, internet-based instruction is substituted for part of the face-to-face instruction of a traditional course.

Online:courses in which substantially all instruction is delivered through asynchronous, internet media.

Passing:number of passing (A, B, C or P) grades.

Sections:number of individual classes or CRNs.

Success:rate at which students receive passing grades (ABCP/week 2).

Traditional: courses in the same subject (e.g. writing, mathematics) and schedule type (e.g. lecture, lab) as at least one online or hybrid course during the same academic year.

- This is intended as a comparison group with traditional formats of courses otherwise similar to courses in the online and hybrid groups. Due to a change in coding practices, this group is smaller in 2006/07 and especially in 2005/06 where "online" courses outnumber "traditional".

Week 2: number of enrollments at end of week 2.

Appendix B: Statistical Notes

In Figure 5, the hybrid data points for 2006/07 are somewhat unreliable due to the small sample, with 95% confidence interval margins of error for completion and success rates of 5.7% and 8.4% respectively. This means that the 2006/07 data points for both hybrid trend lines should be taken with a grain of salt. A conservative approach to both graphs is to compare the college trends with online, excluding health professions, or online and hybrid, excluding health professions trends. All data points on these lines are based on large data sets (maximum margin of error is 1.4% at 95% confidence).

In Figure 6, data points for online completion and success are also somewhat unreliable due to small samples. With online enrollments in Writing 121 ranging from 149 in 2005/06 to 310 in 2007/08 the margin of error for these data points ranges between 6.9% and 3.4% at 95% confidence.

A general approach to accounting for random variability in the success and completion rates is to compare course formats with appropriate statistical hypothesis tests, in this case two-tailed two-sample *z*-tests of population proportion. Table 4 summarizes the results.

DO RATES DIFFER?			2-tailed *P*-value	INTERPRETATION / 95% CONFIDENCE INTERVAL
COMPLETION	Online/ Traditional	2005/06	< 0.0001	Yes. Online trails Traditional by 4.0±1.8%.
		2006/07	< 0.0001	Yes. Online trails Traditional by 4.7±1.2%
		2007/08	< 0.0001	Yes. Online trails Traditional by 4.0±1.8%.
		2008/09	0.4254	No. Any difference is less than 1.0%.
	Hybrid/ T'ditional	2006/07	0.9670	Inconclusive. Small Sample. Hybrid could be –5.9% or +5.6%
		2007/08	0.0434	Yes. Hybrid trails Traditional by 2.6±2.5%
		2008/09	0.7075	No, not by much. Hybrid could be –1.7% or +1.2%
SUCCESS	Online/ Traditional	2005/06	< 0.0001	Yes. Online trails Traditional by 5.8±2.3%.
		2006/07	< 0.0001	Yes. Online trails Traditional by 7.4±1.5%.
		2007/08	< 0.0001	Yes. Online trails Traditional by 6.2±1.2%.
		2008/09	< 0.0001	Yes. Online *slightly leads* Traditional by 1.7±1.0%.
	Hybrid/ T'ditional	2006/07	0.5645	Inconclusive. Small Sample. Hybrid could be –9.9% or +5.2%.
		2007/08	0.1234	Inconclusive, but suggests Hybrid trails. Hybrid –6.5% to +0.9%.
		2008/09	0.1511	Inconclusive, but Hybrid may *lead slightly*. Hybrid –0.5% to +3.5%.

Table 8: Two-Sample Tests of Proportion

Color indicates statistical significance at α = 0.01, or statistical significance at α = 0.05.

Finally, note that all inferential statistics (confidence intervals and hypothesis tests) reported here are premised on the assumption that the data may be treated as simple random samples taken from large populations. Since the data actually consist of all enrollment or grade counts fitting given criteria (hybrid, online, etc.), the putative populations involved are abstract universes of all results that could conceivably have occurred under a certain set of conditions. For instance, the reported margin of error of 1.8% for the difference between online and traditional completion rates in 2005/06 should be interpreted as a measure of the variability in outcome we would expect if the "experiment" of the 2005/06 academic year was repeated many times.

Appendix C: References

Ali, Radwan, and Elke M. Leeds. *The Impact of Face-to-Face Orientation on Online Retention: A Pilot Study. Online Journal of Distance Learning Administration, Volume XII, Number IV, Winter 2009.* Web. 9 March 2010

Allen, I. Elaine, and Jeff Seaman. *Staying the Course, Online Education in the United States, 2008.* Needham: Sloan Consortium, 2008. Print.

Dziuban, Charles, and Patsy Moskul. *The Distributed Learning Impact Evaluation, An Ongoing Longitudinal Study at the University of Central Florida.* PowerPoint. *University of Central Florida*. Web. 9 March 2010.

Parsad, Basmat, Laurie Lewis, and Peter Tice. *Distance Education at Degree-Granting Postsecondary Institutions: 2006-07, First Look.* U.S. Department of Education, National Center for Education Statistics, 2008. Print.

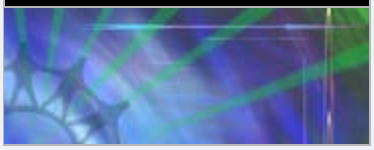
Royer, Michéle. *Student Success and Retention in Online Courses, Bellevue Community College.* Bellevue Community College, 2006. Google Scholar. Web. 9 March 2010.

Russel, Thomas. *The No Significant Difference Phenomenon: A Comparative Research Annotated Bibliography on Technology for Distance Education.* International Distance Education Certification Center, 2001. Print.

Wirt, J., et al. *The Condition of Education.* U.S. Department of Education, National Center for Education Statistics, 2004. Print.

APPENDIX 2

Awards



Search Awards
Recent Awards
Presidential and Honorary Awards
About Awards

How to Manage Your Award
Grant Policy Manual
Grant General Conditions
Cooperative Agreement Conditions
Special Conditions
Federal Demonstration Partnership
Policy Office Website

Award Abstract #0802580

Simulation and Game Development Immersion Program: A Computer Programming Program through Second Life

NSF Org:	DUE Division of Undergraduate Education
Initial Amendment Date:	August 21, 2008
Latest Amendment Date:	June 10, 2010
Award Number:	0802580
Award Instrument:	Standard Grant
Program Manager:	Scott B. Grissom DUE Division of Undergraduate Education EHR Directorate for Education & Human Resources
Start Date:	September 1, 2008
Expires:	August 31, 2011 (Estimated)
Awarded Amount to Date:	$449912
Investigator(s):	Jim Bailey baileyj@lanecc.edu (Principal Investigator) Jonathon Richter (Co-Principal Investigator)
Sponsor:	Lane Community College 4000 East 30th Avenue Eugene, OR 97405 541/463-3000
NSF Program(s):	ADVANCED TECH EDUCATION PROG
Field Application(s):	0116000 Human Subjects
Program Reference Code(s):	SMET, 9178, 1032
Program Element Code(s):	7412

ABSTRACT

This project involves the porting of a simulation and game development immersion (SGDI) program to Second Life. The SGDI program focuses on the local and national need to attract more students, especially women, to computer science-related fields, including computer programming. The project leverages a number of different local partners. Second Life is a 3D, massive multiplayer, web-based virtual world, where residents create identities, objects, and environments for social interaction, business, education, and enjoyment. By moving the entire program into Second Life, students

across the country are able to access SGDI through a social interactive gaming-type environment. Project activities focus on expanding enrollment; transitioning the existing program to Second Life; and promoting the project, especially through the League for Innovation. The primary audience is twofold: high school students and community college students. This project also includes an emphasis on attracting women to the STEM-related discipline of computer programming.

Please report errors in award information by writing to: awardsearch@nsf.gov.

APPENDIX 3

March 23, 2010

Lane's Strategic Plan

Lane Community College

2010/11 through 2014/15

Prepared by College Council

Elizabeth Andrade, Recorder; Pres. Office

Bob Baldwin - Chair, LCCEF Pres; Purchasing

Sonya Christian, Management Representative; VP of Instruction, Academic and Student Affairs

Rodger Gamblin, LCCEF Appointee; Enrollment and Student Financial Services

Jim Lindly, Management Representative; Business Development Center

James Manning, Student Representative; ASLCC Pres.

Greg Morgan, Management Representative; Chief Financial Officer

Bert Pooth, LCCEA Appointee; Science Instructor

Jim Salt, LCCEA Pres; Social Science Instructor

Mary Spilde, Vice-Chair College Council; College President

Craig Taylor, Management Representative; Institutional Research, Assessment and Planning

Editors

Sonya Christian, Jim Salt, Craig Taylor

General Editor

Anne McGrail, Faculty: Language, Literature and Communication

Technical Editor

Laura Martin

Vision

Transforming lives through learning

Mission

Lane is the community's college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.

Core Values

Learning

- Working together to create a learning-centered environment
- Recognizing and respecting the unique needs and potential of each learner
- Fostering a culture of achievement in a caring community

Diversity

- Welcoming, valuing and promoting diversity among staff, students and our community
- Cultivating a respectful, inclusive and accessible working and learning environment
- Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Developing capacity to understand issues of difference, power and privilege

Innovation

- Supporting creativity, experimentation, and institutional transformation
- Responding to environmental, technological and demographic changes
- Anticipating and responding to internal and external challenges in a timely manner
- Acting courageously, deliberately and systematically in relation to change

Core Values

Collaboration and Partnership

- Promoting meaningful participation in governance
- Encouraging and expanding partnerships with organizations and groups in our community

Integrity

- Fostering an environment of respect, fairness, honesty, and openness
- Promoting responsible stewardship of resources and public trust

Accessibility

- Strategically growing learning opportunities
- Minimizing financial, geographical, environmental, social, linguistic and cultural barriers to learning

Sustainability

- Integrating practices that support and improve the health of systems that sustain life
- Providing an interdisciplinary learning environment that builds understanding of sustainable ecological, social, and economic systems, concern for environmental justice, and the competence to act on such knowledge
- Equipping and encouraging all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities

Strategic Directions

2010/11 through 2014/15
March 23, 2010

Lane transforms students' lives through learning

We acknowledge that students occupy many roles, including those of family members, workers, members of social groups, and citizens of an increasingly interconnected world.

We provide educational experiences, support services and institutional structures that enhance student learning and success.

In our work in and outside of the classroom, and in our daily interactions with students and one another, we aim to empower all students; we encourage students to grow, to take risks, and to assume responsibility for succeeding in all aspects of their lives.

A Liberal Education Approach for Student Learning

Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach

Expand application of the liberal education approach throughout the college's programs and services

Optimal Student Preparation, Progression and Completion

Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments

Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support

Online Learning and Educational Resources

Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

Provide the required tools, infrastructure and professional development to use emerging technologies for expanding online learning and educational resources

Explore the effectiveness of online learning and educational resources

A Sustainable Learning and Working Environment

Build understanding of sustainable ecological, social and economic systems and practices among the college communities

Apply principles of sustainable economics, resource use, and social institutions to Lane's learning and working environments

A Diverse and Inclusive Learning and Working Environment

Create a diverse and inclusive learning college

Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities

A Safe Learning and Working Environment

Maintain safe learning and working environment

Improve practices and resources that secure property

Promote activities, practices and processes that encourage civil discourse and protect college communities from discrimination, harassment, threats, and harm

Context and Goals for the Institutional Strategic Directions

A Liberal Education Approach for Student Learning

Context

Our world is increasingly interdependent and complex, with rapidly changing demographics, institutions, and workplaces. The explosive growth of information and knowledge requires intellectual tools and dispositions that are dynamic, responsive and transferable. The liberal education approach can empower our students to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. Such an approach supports respect for individuals, cultural differences, and alternative views.

Through a liberal education, students are encouraged to address ethics and values, cultivating civic and personal responsibility and engaging critical themes across languages and cultures. A liberal education is inherently adaptable and broadly applicable across all learners and social environments; it provides students with a vital set of critical thinking tools to challenge the disempowerment often produced in contemporary economic, political, and social institutions.

> ***Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. It provides students with broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills, such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.***
> **American Association of Colleges and Universities, *Liberal Education for Everyone,* 2008.**

Liberal education aligns with Lane's transformational vision and comprehensive mission.

Goals

- Create and nurture learning environments that support the intellectual, social and civic development of all students, from underprepared to high-achieving, across all areas of the college's comprehensive mission
- Improve students' information literacy: help them understand how information is constructed, how to critically use sources and evidence, and how to discern measures of credibility
- Adapt the liberal education approach to create curricular and co-curricular activities that empower students and staff to become critical thinkers and lifelong learners
- Provide the necessary resources, infrastructure and staffing levels to support this liberal education emphasis; provide faculty and staff's professional development opportunities to fully engage all students in liberal education learning of the highest quality

Optimal Student Preparation, Progression and Completion

Context

Students come to Lane with a variety of goals, and preparing them for successful completion requires understanding of students' profile when they first enter the college, and responsiveness to their needs as they progress. The college commits to knowing our students so that we can meet their needs when they arrive, support their learning as they progress, and help them to efficiently and successfully accomplish their educational, career and life goals.

Comprehensive and on-going assessments will help identify incoming and continuing students' needs and goals, and will guide the design and implementation of programs, learning environments and services supporting student progression and completion. Such data will also guide development and improvement of institutional systems and processes that support completion.

Many students arrive under-prepared for college-level classes and need developmental course work to prepare them to achieve their goals. They also need services and resources specifically designed for their entering academic skill level, and they may need to be encouraged to fully participate in the college community.

> ***Focused, sustained efforts, targeted to significant numbers of students, can produce real improvements in student engagement, learning, persistence, and academic attainment.*** **Community College Survey of Student Engagement,** ***Strategies That Matter Most,*** **2008.**

Goals

- Ensure systems of assessment are in place to correctly identify students' skills and to prepare students to be successful in the classes they need
- Ensure students have the necessary academic foundational skills in reading, writing, and math to enter college-level credit classes and to prepare for work
- Assist students in making the transition to college-level course work or employment by identifying and providing fiscally sustainable student services, support systems, supportive environments and resources necessary for students' successful preparation, timely progression and desired completion
- Provide necessary resources, infrastructure, staffing levels, and professional development for faculty and staff to work effectively in optimal learning environments with students enrolled in basic skills and developmental courses

Online Learning and Educational Resources

Context

Technology is transforming the way students engage with information, with education and with each other in their daily lives. Increasingly, students have come to expect online learning environments and components in their learning experiences; the technology and information revolution thus creates new possibilities for meeting the learning needs of students. Developing online learning and educational resources can allow us to re-think pedagogies and engagement strategies. Creating and adapting new tools, creative learning environments and pedagogies of online learning and engagement can empower students and the entire Lane community to connect with the emerging global information infrastructure and with each other.

> ***As new media are used by students both as their source of raw information and as the tools through which they express their mastery, the role of educator changes. Instead of teachers providing "content" to students, they now are freed to help students find "context" and meaning in their studies.*** **New Horizons for Learning,** ***Multi-Media Encourages New Learning Styles***

The commitment to exploring and expanding online learning and educational resources is not limited to any single teaching methodology or medium. Rather, our aim is to identify appropriate technological enhancements to serve the college mission, and to providing fiscally sustainable support and tools. The continuum of online components may range from simple administrative tools that facilitate classroom functions, to hybrid courses with some technologically mediated components, to fully online courses immersed in virtual learning environments.

Goals

- Expand quality online learning and educational resources
- Determine the effectiveness of online teaching and learning
- Identify and provide support services, including faculty and staff professional development opportunities, that will promote student success in modern learning environments

A Sustainable Learning and Working Environment

> ***Sustainability acknowledges the interdependence of society, the economy, and the environment, and it encourages long-term, strategic thinking that promotes effective stewardship of our natural, social, and economic resources.*** **Goliath Business News, *Sustainability and Entrepreneurship*, 2005**

Context

In recent years, a variety of issues related to climate change and energy use have focused a spotlight of interest and action on sustainability. Increasingly, it is becoming understood that the future health and well being of people around the world will rely on increased understanding of sustainable practices and values such as conservation, better resource utilization, and social equity. Lane's approach to sustainability literacy emphasizes its interdisciplinary nature, encompassing social, environmental, and economic orientations.

Lane will develop policies and procedures that support and encourage students and staff to learn about, understand, and experience the multidimensional significance of sustainability in our lives. Because of its status as a learning college, the college can support sustainability as an interdisciplinary curricular and co-curricular outcome, in which facets of sustainability are infused across the college academic and student affairs areas. All units at Lane promote and practice sustainability in their daily work, applying best practice principles of sustainable economics, resource conservation.

Goals

- Increase sustainability literacy among students and employees with the intent of promoting a socially, environmentally, and economically sustainable society
- Create systems that promote implementation of sustainable purchasing and business practices leading to better resource utilization, conservation, and social equity
- Use technology to increase energy conservation/carbon neutrality and to infuse sustainability throughout the curriculum in all disciplines
- Identify opportunities and support for faculty and staff to pursue professional development to promote the incorporation and understanding of sustainability in all phases of the curriculum and the work of the college, and to conduct that work using sustainable practices

A Diverse and Inclusive Learning and Working Environment

Context

Diversity is more than simply mirroring the demographics of the local population. Applying a social justice framework is important for creating a diverse and inclusive learning college. Welcoming and respecting students and employees with diverse backgrounds, life experiences, approaches, skill-sets, and understandings will enhance Lane's capacity to address the needs of our increasingly diverse community and workforce.

> ***At Lane, we want to pursue a social justice framework to guide diversity efforts… Diversity is about being inclusive, not exclusive. Understanding that people within the college will reflect a collection of similarities and differences, diversity will gather the power of many and reflect the spirit of one.*** **College Diversity Team, *Lane's Diversity Plan*, 2003**

Goals

- Improve hiring and retention efforts from within communities of color for part-time and full-time positions
- Provide trainings to increase cultural competency among Lane staff
- Develop effective, ongoing, systematic processes and measurements that assess the needs and success of diverse populations at the college
- Promote a welcoming, inclusive campus climate that supports the success of Lane's diverse students and staff by implementing best practices, community defined practices, and comprehensive strategies that focus on retention

A Safe Learning and Working Environment

Context

Safety on college and university campuses across the nation has been the subject of increasing attention and analysis in recent years. In particular, the randomness and severity of some violence has raised college consciousness of the need to put in place effective plans and systems to secure our community and property.

At Lane, safety has multiple dimensions: all members of our community have a right to learn and work in environments in which they are safe from discrimination or threats of harassment or physical harm. As an institution of higher learning, Lane is a place where people should feel free to engage in respectful, civil discourse, and where tolerance of alternative views is actively encouraged.

The college also commits to taking an active role in designing and maintaining healthful physical surroundings that are as free as possible from environmental toxins, pathogens and other contaminants

Goals

- Promote the prevention of physical harm to students and employees and deal effectively with safety risks if and when they occur
- Assure the proper handling of, and effective safeguards for, hazardous chemicals and environmental contaminants
- Provide and maintain safe and secure college buildings and infrastructure; prevent loss of property on campus and deal effectively with security challenges when property loss occurs
- Promote wellness among students and employees and deal effectively with health risks if and when they occur
- Promote safety through civil discourse; educate students and employees about the college's standard of not tolerating threats, harassment, or discrimination; maintain a commitment to dealing effectively with such matters if and when they occur in the learning and working environments

While the average cost of a serious workplace injury in Oregon is about $43,000, the personal costs cannot be quantified so easily. Every hazard that has been eliminated helps bring an employee home safe and healthy to their family. **Oregon OSHA, Mark E. Hurliman, VPP.** ***Press Release,*** **2006**

Acknowledgements

College Council began a review of Strategic Directions during a retreat in June 2009. Initial ideas for updating the Strategic Directions came from that retreat. The Board conducted a work session on Strategic Directions in July 2009. Ideas from those two retreats were developed into topics for conversations among faculty and staff during fall in-service – those conversations were co-sponsored by College Council and the President. During fall term, campus forums were held to discuss the issues listed below. Reports of the ideas and recommendations from each forum were prepared for College Council by the facilitator listed:

Liberal Education:
Susan Carkin

Basic Skills
Dawn DeWolf

Empowering Students:
Jim Salt

Distance Learning
Todd Lutz

Completion:
Mary Parthemer

Don McNair

General Issues

Knowing our Students:
Kate Barry

Craig Taylor

Sustainability:

Susie Cousar

Jennifer Hayward

Margaret Robertson

Two additional topics emerged during fall term: Sustainability and Safety. The Sustainability topic was assigned to Susie Cousar, Jennifer Hayward and Margaret Robertson, and they developed recommendations for a possible Strategic Direction; Kate Barry (photo above) took on responsibility for developing a possible Strategic Direction for Safety. Recommendations from both groups went to College Council for further discussion and revision.

The College Council Planning subcommittee – Sonya Christian, Vice President, Craig Taylor, IRAP, and Jim Salt, faculty union president – shepherded the College Council review and revision process.

APPENDIX 4

What is Lane doing well?

Affordability and providing access to higher education, financial support for students and the college:

- *Affordability and accessibility generally were frequently mentioned*

- Economical way to do first 2 years
- Foundation fundraising efforts
- Lower cost than universities
- More affordable than university
- Open door policy
- Provides accessible higher education opportunities
- Scholarship program
- Stretching dollars

Programs and services for students and Lane's learning environment including diversity:

- *Career and Technical programs and training were frequently mentioned*
- *Providing programs that serve health care careers was frequently mentioned*
- *Maintaining a comprehensive mission was frequently mentioned*

- Alternative education provider (GED, ABSE, ALS)
- Aviation programs
- Breadth of programs
- Career & Technical programs: Culinary arts program, Aviation & Flight Tech, Welding/Machinery, Dental Hygiene, CAD program
- Career pathways guidance to students
- Community education
- Cooperative Education - Intern/apprenticeship opportunities
- Counseling
- Culinary program
- Cultural diversity
- Dance and Music programs
- Daycare program
- Dislocated/displaced worker training
- Distance learning
- Elder Hostel
- ESL
- Fast track programs
- Fitness/Wellness program
- Florence ESL program – meeting the need by providing child care during class
- Good combination of in-class vs. distance learning

- Good learning environment
- Honor diversity
- Hospitality program
- Instructors
- Integrative Arts
- International outreach
- KLCC - especially new studio and improved signal to Oakridge
- Lane's learning environment
- Lifelong learning
- Maintaining face-to-face contact classes
- Making effort to keep up with changing technologies
- Meeting the needs of retired citizens
- Non-credit classes and their value
- Non-credit courses for seniors
- Opportunities for retirees
- Outward Ventures program
- Partnerships re development of classes for developmentally disabled
- Providing lifelong education
- Providing pathways for students
- Puertas Abiertas
- Quality of curriculum
- Relaxed and adult-oriented atmosphere
- Respectful classroom environment
- Retraining
- Rites of Passage
- Saturday morning classes
- Small classes
- Student interns are high quality
- Student testing and assessment
- Students are able to access more and more classes at Florence
- Students of all ages
- Summer academies
- Supports students success
- Teaches real life skills
- Technology/registering online
- Telecourses and distance learning
- Testing materials
- Theatre program/productions
- Transition to college level course
- Tutoring services
- Women in Transitions
- Women's basketball
- Workstudy program

Business connections including partnerships, SBDC- and SBM-related and workforce development:

- *Business partnerships and connections generally were frequently mentioned*
- *The SBDC and its programs were frequently mentioned*

- Addresses job market needs well, especially health industry
- Adjusts to changing conditions to respond to business needs
- Automotive partnerships
- Curriculum development – keeping up with the needs of the community
- Customer service training
- Dislocated worker assistance
- Entrepreneur program
- Focus on health care is very good
- Having the flexibility to contact Lane for job training skills Accommodating adults returning to school to increase earning potential.
- Meeting employer needs with available resources
- Micro-business program
- Nursing Program - partnership with SOCC, hospitals
- Partnering with chambers
- Provides opportunity to re-enter workforce in a different capacity
- Responding to industry trends
- Responsive to business needs
- SBDC
- Serving small businesses
- Small Business Management program
- Small businesses development
- The SBDC
- Trades training
- Workforce Development Training

Connections with high schools and school districts:

- *College Now, RTEC, high school outreach and connections with areas high schools were frequently mentioned*

- Breaking down barriers for HS students
- College Now, but need to reinstate at Oakridge HS
- Connections with high schools
- Cooperation with HS Teachers
- Coordinating with public schools
- GED program
- Good transition point between high school and -year institutions
- Helping Alternative HS with sustainability
- Involvement with high schools
- Partnership with 4-J school district

Sustainability and environmental concerns:

- Energy management and sustainability
- Recycling
- Sustainability practices

Transportation:

- Bus passes – transportation needs
- The Diamond Express bus to Eugene, but it goes to DTC, not main campus

Community connections including marketing and communication, outreach and involvement, advocacy:

- *Community outreach and involvement generally were frequently mentioned*

- Aspire
- Aspire goes to everyone
- Community conversations
- Community learning centers are a tangible community connection
- Diversity model for community
- Florence Center pays close attention to community needs
- Gathering input from community
- Good media coverage
- Impact on the community
- Lane has become an integral part of the community
- Respond to community needs
- Rotary district training
- Touches many areas of community

Stewardship of community's resources including effective leadership and operation, skill/dedication of faculty/staff:

- "Family" atmosphere
- All staff genuinely care
- Approach budget reductions intelligently
- Commitment to hiring full time faculty
- Commitment to students
- Creative openness of Lane faculty
- Excellent instructors
- Finding innovative ways to work toward financial sustainability – i.e. Siltcoos Station
- Flexibility
- Florence staff strive to do their best
- Good board of education

- Good communication: w/community and w/main campus
- Good management
- Great leadership
- National recognition
- People willing to help
- Quality of instruction
- Quality of staff and instructors
- Stewardship of limited funds.
- Tenacity to keep doing things
- Touches many lives
- Using people and resources

Facilities including different campuses and CML:

- Beauty of main campus
- Center for Meeting and Learning
- CG Center and other outreach centers
- Facilities – nice campus
- Florence Center
- Siltcoos Station Restoration

Connections with UO/OUS and other CCs:

- Bridge to four-year universities
- Courses transfer easily to university
- Credit transfer courses
- Diagnostic Imaging w/Linn Benton
- Enables students to explore high education options
- Good entry to higher education
- Integrates well with UO
- Interface with U of O for students preparing for 4-year degree
- Offers a door to university
- Prepare for university
- Transfer courses
- University transfer program

What should Lane be doing more of in the future to meet community needs?

Affordability and providing access to higher education, financial support for students and the college:

- Capital campaigns
- Fundraising
- Incentive classes (waivers)
- More financial aid information
- More paid internships for students
- Privatization of funding
- Reinstate senior discount
- Sell the cost factor to parents - st two years here is less expensive

Programs and services for students and Lane's learning environment including diversity:

- *Increasing programs and career opportunities in health occupations was frequently mentioned; these need to be available to students throughout Lane's service district including at the Florence Center*
- *Expanding distance learning was frequently mentioned*

- Career pathways for more programs
- Classes to improve technological skills
- Continue utilizing technology – more online offerings, keep using IP video
- Cooperative Education – great program, could do more
- Courses in leadership, professionalism, how to work in the field
- Courses/programs to serve agricultural sector
- Create environmental program
- Culinary program at Florence
- Cultural sensitivity training
- Determine student suitability/compatibility w/programs
- Develop new programs to meet emerging employment needs and markets: Pharmacy, Technician; Laboratory Technicians; Health Professions Specialists
- Entrepreneurial classes
- Expand all programs with waiting lists
- Expand non-credit classes for seniors
- Expand team building class e.g. across internet with e-projects
- Expand the following programs: Healthcare; Service industries; Sustainability; Software; RV and Automotive; Wood products
- Financial training
- Help disconnected/disaffected youth to connect with Lane job/career skills programs
- Increase number of classes
- Keep and expand the GIS program
- Latino Population - be more inclusive
- Maintain comprehensive mission

- More athletic programs
- More building trades training and classes
- More entrepreneurial programs
- More evening & weekend classes
- More life skill focus
- More offerings for seniors
- Offer Fire Science
- Offer more alternatives for at-risk students
- Provide literacy skills for immigrant youth
- Provide needed skills for individuals to maintain orchards and vineyards
- Re-focus on core academic programs
- Reserve academy
- More ESL
- Standard 1th grade reading level for all graduates
- Summer school at Florence campus
- Technology connections for seniors
- Technology training
- Tutors for seniors learning to use computers
- Vocational training
- Volunteerism training

Business connections including partnerships, SBDC- and SBM-related and workforce development:

- *Expanding relationships and partnerships with area businesses was frequently mentioned*

- Align with LCOG to improve service to small businesses
- Chamber connections
- Coop advisors need to determine if students are suited for work
- Customer service training
- Employee trainings
- Establish a career center
- Funding from businesses
- Get McKenzie-Willamette to move near Lane campus
- Help connect students to professions
- Lane needs to partner with the casino and Siuslaw High School to expand the culinary and hospitality program to Florence – other restaurant/hotel operators in Florence would also join such a partnership
- Maintain technical skill-based training
- Make skill-based training more efficient and more accessible
- Management training for restaurants
- More advanced vocational training
- More partnering with OCVA and other programs catering to tourism/hospitality
- More retraining
- More SBDC and Micro Business offerings

- More Workforce Training
- One and two-day workshops
- Outreach to specific industries
- Play a role in attracting workforce from outside the area
- Reinvigorate advisory committees
- Respond quickly to industry needs
- Small business advocate
- Small business development training
- Track new vocations
- Workforce development, employee trainings

Connections with high schools and school districts:

- "Middle" college
- A more visible and regular presence in the high schools
- A regional skills center
- Assessment/testing as early as 8th grade
- Begin health care programs in high schools
- Better connections with middle schools
- Better promotion of College Now
- Center for Advanced Learning for high school students
- Counseling presence in high schools
- Don't compete with K-12
- Expand "Expanded Options"
- Expand RTEC
- GED path to apprenticeship
- Get K-12 students onto the Lane campus often for career and education fair events
- Get Lane info to middle schools
- Have a presence in high schools
- Have Lane reps at Freshman Focus classes at SHS
- Health care programs in high schools
- Help kids at the point of decision making
- High school outreach
- High school to college track for health professions
- Invite more students to college visits
- Link on SPS site to College Now
- Make College Now available to 8th grade and up
- Need a smoother transition from high school to college
- Need pathway from college to the job – especially culinary students
- Offer more CollegeNow classes
- Outreach to parents regarding Lane's offerings
- Partner with educational units
- Partner with high schools
- Promote LCC more in high schools
- Provide job information to high school students

- Regular K-12 discussions
- Serve rural schools
- Share resources with high schools & communities
- Target parents of high school students with the idea to promote the value of a community college. Educate the parents to influence their high school child.
  Visit schools more
- Work more closely with high schools to recruit students
- Work with high school staff to provide instruction and services in the CLCs
- Work with young students (elementary and middle school) to vision and connect with 3Lane and a profession

Sustainability and environmental concerns:

- Expand sustainability and energy management to outreach centers
- Sustainability courses/training for small businesses, agriculture

Transportation:

- Get Diamond Express to stop at main campus
- Provide option for students in outlying areas to carpool
- Student transportation to Lane

Community connections including marketing and communication, outreach and involvement, advocacy:

- *Build relationships in the community and community involvement generally were frequently mentioned*
- *More advertising and marketing generally were frequently mentioned*

- Branding
- Lobby for more support from the community to better support students with needs, including the importance of filling out paperwork for scholarships.
  Create more focus on opportunities for men and try and recruit
- Change *Aspire* to go back to presenting course information and schedule
- Draw students in through the arts
- Emphasize both transfer and vocational options
- Establish "listening posts" in the community
- Establish a unique selling proposition
- Expand community information about career pathways
- Get the "right" people talking to legislators
- Improve alumni services/offerings
- Improve Lane's image as a place that better prepares you for your junior/senior years.
  Have current/former students talk with perspective students
- Increase marketing
- Keep changing to meet community needs
- Market program information

- Market student success stories
- Market to 20-30 yr-olds. Recruit/offer incentives
- Market to adults who want to improve lives
- More consistent community outreach
- More flyers/information – not all students have internet
- More PR re: instructors
- improve image of all community colleges
- Need to be more visible for seniors
- Need to develop more "political muscle"
- Promote Lane's image
- Public health role
- Publicize accomplishments
- Publicize more success stories
- Rework ExpressLane for better accessibility
- Send *Aspire* to high school and library rather than post office boxes
- Send flyer or postcard instead of *Aspire*
- Update image – not "last chance" college for dropouts, but the school for people who have drive
- Website is not user friendly

Stewardship of community's resources including effective leadership and operation, skill/dedication of faculty/staff:

- Help get word out about open positions
- Improve hiring processes
- Make better decisions about college budget and direction
- Need more "face-to-face" instructors in Florence – some part-time instructors were reduced
- Open all campuses year-round in order to avoid losing students to schools that are open year-round and maintain program continuity
- Use people in the communities to teach (non-certified personnel)

Facilities including different campuses and CML:

- Capital investments
- Develop a technology center
- Establish a hotel for Culinary students to run
- Improve access to physical fitness facilities
- Improve DTC environment
- Kiosk in Springfield Library
- Offer more classes at satellite centers
- Physical presence in DT Springfield
- Presence in outlying communities
- Reestablish CLCs
- Student housing at Lane
- Use all available space

Connections with UO/OUS and other CCs:

- Continue expanded role with OSU/UO
- Ensure that credits transfer to 4-year institutions
- Provide a smooth transition from Lane to UO for non-traditional students who work full time

Other:

- Be humble
- Be more entrepreneurial
- Clearer information contacts – who to call for what
- Legislature should treat K-12 and community colleges as one package
- Partner with government agencies
- Rename Building 19
- Think outside the box
- Use Lane resources to expand independent film makings
- Tap into senior pool for instruction ideas

What does each community need Lane to be doing to support the development of the community?

Affordability and providing access to higher education, financial support for students and the college:

- Make it easier for struggling students and families to access higher education at Lane. Sell a comprehensive support package including financial aid and child care
- More LCC Foundation help for Florence, support whole programs, not just scholarships
- Provide and educate about Lane program access and financial aid support for more Florence students.

Programs and services for students and Lane's learning environment including diversity:

- *Expanded distance learning opportunities were frequently mentioned*

- Bring ABSE/ALS and basic education classes and counseling back to Cottage Grove
- Business classes
- Career counseling
- Computer education and classes by Lane instructors at Oakridge HS
- Continue and expand the Outward Ventures program, with more focus on wellness for seniors.
- Develop short, seminar type distance learning
- Easier access to continuing education
- ECE classes
- Elder Hostel programs
- Establish a leadership program
- Expand culinary and hospitality programs
- Expand health care training programs and access for Florence students
- Expand the culinary and hospitality program to include Florence classes.
- Help with growing Latino population
- Increase non-credit class offerings
- Integrate citizenship into curriculum
- MAC courses-not just pc
- Mentorships
- More Coop Ed in Oakridge
- More credit classes
- More evening adult education or personal enrichment classes
- More evening classes
- More face-to-face classes
- More senior classes, both credit and non-credit.

- Offer child-care certification courses
- Offer more Fast Track programs
- Offer more professional programs in Florence, for example, paralegal
- Offer tutoring and mentoring services to students in Cottage Grove
- Office Admin program (previously cut)
- Parenting classes
- Provide foreign language and computer classes at the Senior Center
- Provide more cultural/civic/ethics education to produce employable students
- Public use of computer lab for fee
- Reinstate classes for developmentally disabled students in Cottage Grove
- Tourism training - new theme for CG
- Use VTEL or live video conferencing to combine CLC courses
- Water treatment program
- Wellness programs
- Young parenting courses like Saturday Circus
- Provide instruction for experienced persons to receive teaching certification

Business connections including partnerships, SBDC- and SBM-related and workforce development:

- Assign small business advocate to area
- Auto mechanic training in Oakridge
- Bring in more jobs. Several small businesses are closing due to the casino opening 5 restaurants, taking away a great deal of business.
- Career Pathways
- Communicate with Chambers. Find out what businesses are doing to support Lane and what their needs are
- Cooperative Education in city offices, local businesses
- Develop a mentoring program linking students with business owners
- Economic boost
- Entrepreneurial training
- Expand training and educational options for micro-businesses and local small business entrepreneurs
- Fully engage with Lane Workforce Partnership
- Help attract new businesses to the area
- Help with connection between business community and schools
- Interface with businesses
- More business courses
- More internships
- More job skills training i.e, childcare providers
- More job shadowing
- More one year certificate programs with access to jobs afterwards
- Need more connection with apprenticeship career paths

- Offer a hospitality career pathway as a continuation of the program at Siuslaw High School. The SHS program includes Culinary Arts I, II and an internship.
- Outreach to CG employers
- Partner directly with businesses
- Partnerships with Oakridge developers and businesses
- Provide classes in Oakridge that can assist with economic development, like customer service training
- Provide resources for small businesses
- Sponsor small business meetings and training opportunities in Cottage Grove
- Training done within Oakridge
- Training for community prison and hospital jobs
- Upgrade instruction for Royal Caribbean and Symantec
- Welding and fiberglass classes
- Work readiness training for entry-level workers. Many employers in Florence experience new employees who lack basic work readiness skills such as dependability, appropriate behavior/conduct, problem-solving skills, work ethic, productivity expectations, etc.
- Work skills program
- Workforce development
- Workforce Training

Connections with high schools and school districts:

- CLC classes, such as: Spanish, ESL, Criminal Justice
- Closer partnership with high school
- College Now English classes at Springfield High
- Have a presence at Oakridge HS
- Have RTEC program at JCHS
- Keep communication strong between Florence center and public schools
- More College Now in Oakridge (none during 06-07)
- More interaction with high schools
- More K-12 partnerships like integrative arts
- Offer advanced high school classes
- Offer College Now courses in summer
- Partner w/JCHS to use labs
- Promote College Now
- Provide education and training options to high school students
- Talk to HS about how to use CLC space
- Use high school teachers in CLC
- Use Lane students as tutors in JCHS
- Work with South Lane SD and K-12 counselors to articulate a path to higher education for elementary and middle school students

Sustainability and environmental concerns:

- Sustainability training for tasks like recycling florescent light bulbs

Transportation:

- CLC - travel from N Eugene to main campus is time consuming
- Get more LTD "runs/routes"
- Help JC establish a car pool or a bus/van system for traveling to main campus
- Keep plenty of parking available
- Offer free bus passes each term
- Understand transportation needs

Community connections including marketing and communication, outreach and involvement, advocacy:

- Create a strong physical presence for Lane in North Eugene
- Develop a plan for using CLC and building community relations
- Engage with civic organizations
- Facilitate volunteerism in community
- Image overhaul
- Inform Oakridge residents about programs and classes, e.g., FastTrack Auto
- Know that CG serves broad area (2-3 times the city population)
- Lane could fill a role in the Cottage Grove visioning process/outcomes
- Marketing
- More consistent partnering in JC
- Need a library and/or a partnership with local public library
- Partner with Food Share
- Partner with library to teach computer skills
- Partner with the community
- Promote Lane in JC
- Reach out to the Springfield population
- Speak to service clubs about Lane programs
- Special Oakridge flyer to replace *Aspire*
- Start a "Did you know ….. campaign"
- Strengthen partnerships with Cottage Grove community organizations
- Stronger Springfield/Lane connection
- The CLC contributes to area residents coming together

Stewardship of community's resources including effective leadership and operation, skill/dedication of faculty/staff:

- Better collaboration with main campus and Florence Ctr
- Bring back coordinator positions to CLCs
- Continue supporting Siltcoos Station renovations

- Lane resources not finding their way to CG
- More administrator visits to Oakridge
- More personnel
- Need a director (CG Ctr)
- Open Florence campus longer each day and on weekends
- Open year round
- Reinstate summer term at Florence campus
- Florence employees paid 100% vs. 86%

Facilities including different campuses and CML:

- All college facilities open in the summer
- at DTC -- More computer lab access
- at DTC, Offer classes between 12 and 2 pm for employees in the area
- Ban smoking in front of DTC
- Be more entrepreneurial – rent out space at DTC
- Business trainings at DTC
- Center, office or kiosk in Springfield
- Consider developing Centre Court building
- Create specialized training sites in N Eugene
- Daytime conference use at DTC
- Don't repeat main campus offerings at DTC
- DTC helps Capture new downtown residential growth
- DTC is an important asset to Eugene
- DTC is Anchor to downtown core
- DTC is critical especially for working people and retailers
- DTC is Gateway to downtown Eugene, LTD access
- DTC Plays a positive role in downtown revitalization effort
- Evening classes at DTC
- If campus is closed, make it available as space to be used by the community for other purposes
- Improve lobby at DTC
- Increase visibility of DTC
- Inform public about student headcounts and DTC usage
- Lane needs a presence in Oakridge
- Maintain and grow DTC
- More business series, employee skill training at DTC
- Need good study space at Florence Ctr
- Open a career center in N Eugene
- Put Lane signage in CLC
- Rebuild DTC
- Remodel science instructional facilities and classrooms in Florence
- Satellite campuses
- Upgrade/remodel DTC

Connections with UO/OUS and other CCs:

- Partner with OHSU to get an urgent care facility in Oakridge
- Partnering with other colleges

Other

- Best and brightest leave CG; we need jobs
- Bring dental services to Oakridge periodically
- Challenge our young to stay in Florence we're seeing a steady move of young adults to re-locate (community issue)
- Continue to draw senior citizens as resources to the college
- Keep library on the mailing list
- Learn some lessons from "Team Springfield"
- More opportunities for upper level kids coming from the high school
- Balance between serving senior residents and K-12
- More volunteers at the Florence campus
- Oakridge needs to be more than simply a source of high schools students to attend Lane
- Part-time Lane-Oakridge coordinator
- Tap and use the retirees in Oakridge as volunteers for Lane at Oakridge HS
- Use local instructors

Cottage Grove Community Conversation
Cottage Grove Center
February 19, 2008
28 Attendees

What is Lane doing well?

Lane's comprehensive mission
Quality of curriculum
Affordability
Variety of offerings
Maintaining face-to-face contact classes
Creative openness of Lane faculty

Career and Technical programs
Aviation programs
Health Occupations programs
RTEC
Theatre program/productions
Dance program
Hospitality program
Retraining

Transfer courses

Noncredit courses
Opportunities for retirees
Dental Hygiene provided to citizens
Community outreach
Rotary district training

BDC & SCORE

College Now
Breaking down barriers for HS students
Cooperation with HS Teachers
Helping Alternative HS with sustainability
GED program

CG Center and other outreach centers

Telecourses and distance learning
Making effort to keep up with changing technologies

Partnerships re development of classes for developmentally disabled

Summer academies

Foundation fundraising efforts

What should Lane be doing more of in the future to meet community needs?

Expand Health Occupations programs
Keep and expand the GIS program
More building trades training and classes
Expand sustainability and energy management to outreach centers

Counseling presence in high schools
High school to college track for health professions
GED path to apprenticeship

Change *Aspire* to go back to presenting course information and schedule

Sustainability courses/training for small businesses, agriculture

Volunteerism training

Latino Population - be more inclusive

More paid internships for students

Use people in the communities to teach (non-certified personnel)

Student Housing

Get McKenzie-Willamette to move near Lane campus

Maintain comprehensive mission

Expand distance learning

Draw students in through the arts

Use Lane resources to expand independent film makings

More advertising

Website is not user friendly
Rework ExpressLane for better accessibility

What does Cottage Grove need Lane to be doing to support the development of the community?

More personnel
Open year round
Need a director
More face-to-face classes
More evening classes
More distance learning

Need more connection with apprenticeship career paths

Public use of computer lab for fee
MAC courses-not just pc

Bring ABSE/ALS and basic education classes and counseling back to Cottage Grove

Work with South Lane SD and K-12 counselors to articulate a path to higher education for elementary and middle school students
More interaction with high schools

Expand training and educational options for micro-businesses and local small business entrepreneurs
Sponsor small business meetings and training opportunities in Cottage Grove
More business courses
Entrepreneurial training

Speak to service clubs about Lane programs
Outreach to CG employers
Strengthen partnerships with Cottage Grove community organizations
Engage with civic organizations

Offer tutoring and mentoring services to students in Cottage Grove

Reinstate classes for developmentally disabled students in Cottage Grove

Elder Hostel programs

Integrate citizenship into curriculum

Sustainability training for tasks like recycling florescent light bulbs

Facilitate volunteerism in community

Understand transportation needs

Office Admin program (previously cut)
ECE classes
Offer technical programs, e.g., Florence
Young parenting courses like Saturday Circus
Wellness programs
Establish a leadership program

Expand culinary and hospitality programs
Tourism training - new theme for CG

Best and brightest leave CG; we need jobs

Lane could fill a role in the Cottage Grove visioning process/outcomes

Know that CG serves broad area (2-3 times the city population)
Lane resources not finding their way to CG

Eugene Community Conversation
November 26, 2007
Lane DTC
18 attendees

What is Lane doing well?

Comprehensive mission
Touches many lives

Aspire goes to everyone
Breadth of programs
Variety of classes

Access to higher education
Offers a door to university
University transfer program
High school outreach

Dislocated/displaced worker training
Provides opportunity to re-enter workforce in a different capacity

Business Development Center
Serving small businesses

Women in Transitions

Partnerships

Flexibility

Beauty of main campus
Good management
Staff
Quality of instruction

Community education
Community outreach
Gathering input from community
Impact on the community

Accessibility

Diversity

CML

Women's basketball
Aviation programs

Responsive to business needs

ESL

What should Lane be doing more of in the future to meet community needs?

Improve DTC environment

Maintain comprehensive mission

Make better decisions about college budget and direction

Fundraising
Capital campaigns

High school outreach

Legislature should treat K-12 and community colleges as one package
Get the "right" people talking to legislators

Branding
More media
Improve image of all community colleges

Reinvigorate advisory committees

Establish "listening posts" in the community

Build relationships
Sustain, maintain and build on existing relationships
Business partnerships
Privatization of funding
Funding from businesses
Capital investments

Expand the following programs:

- Healthcare
- Service industries
- Sustainability
- Software
- RV and Automotive
- Wood products

Expand all programs with waiting lists
Develop new programs to meet emerging employment needs and markets

- Pharmacy Technician
- Laboratory Technicians
- Health Professions Specialists

Technology training
Vocational training

Respond quickly to industry needs
Workforce development, employee trainings
One and two-day workshops
Financial training
Cultural sensitivity training

Improve hiring processes

Increase number of classes
Incentive classes (waivers)

Community involvement

Distance learning

Re-focus on core academic programs

Does the Downtown Center have a significant role to play downtown? If so, what are the most important things it should be doing?

Yes, presence is critical especially for working people and retailers
DTC is an important asset to Eugene

Gateway to downtown Eugene, LTD access
Anchor to downtown core
Capture new downtown residential growth
Play a positive role in downtown revitalization effort
Consider developing Centre Court building

More computer lab access

Daytime conference use
Evening classes
Don't repeat main campus offerings

Offer classes between 12 and 2 pm for employees in the area

Rebuild DTC
Maintain and grow DTC
Upgrade/remodel
Improve lobby
Increase visibility
Inform public about student headcounts and DTC usage

Interface with businesses
Business trainings
More business series, employee skill training

Ban smoking in front of building

Be more entrepreneurial – rent out space

Fern Ridge Community Conversation
Elmira High School CLC
May 8, 2008
13 attendees

What is Lane doing well?

Affordability
Providing pathways for students
Diversity of options

Nursing program
Dental Hygiene program
Fast track programs
Dance and Music program

Community learning centers are a tangible community connection
Responsive to community needs
Partnering with chambers

Using people and resources

High School connections

SBDC
Entrepreneur program

Good combination of in class vs. distance learning

Meets specific needs in higher education – transfer or vocational
Good entry to higher education
Enables students to explore high education options
Integrates well with UO

Aspire

What should Lane be doing more of in the future to meet community needs?

Technology connections for seniors
More offerings for seniors

Work with high school staff to provide instruction and services in the CLCs

Need to develop more "political muscle"

Clearer information contacts – who to call for what

Promote Lane's image
More PR re: instructors
Market to adults who want to improve lives

A more visible and regular presence in the high schools

Need a smoother transition from high school to college
Need pathway from college to the job – especially culinary students

Develop a technology center

Create environmental program

Expand team building class e.g. across internet with e-projects

Outreach to specific industries

More evening classes starting at 5:30 pm

More entrepreneurial programs

What does Fern Ridge need Lane to be doing to support the development of the community?

Put Lane signage in CLC
Talk to HS about how to use CLC space
Develop a plan for using CLC and building community relations
Use high school teachers in CLC
Bring back coordinator positions to CLCs

More distance learning
Develop short, seminar type distance learning

Help with connection between business community and schools
Help attract new businesses to the area
Economic boost

Develop a mentoring program linking students with business owners

Parenting classes

Easier access to continuing education

Assign small business advocate to area

Partner with the community

Keep library on the mailing list

More internships

Florence Community Conversation
January 31, 2008

What is Lane doing well?

Florence Center
Good communication
w/community
w/ main campus
Good director
Florence staff strive to do their best
Florence Center pays close attention to community needs
Students are able to access more and more classes at Florence
Florence ESL program – meeting the need by providing child care during class

Good media coverage

College Now
Good transition point between high school and 4-year institutions
High School relations

Partnerships with businesses
Automotive partnerships
Nursing Program - partnership with SOCC, hospitals
Diagnostic Imaging w/Linn Benton
Focus on health care is very good

Scholarship program

Meeting the needs of retired citizens
Non-credit courses for seniors
Non-credit classes and their value
Elder Hostel
Outward Ventures program
Providing lifelong education

Technology/registering online
Distance learning

Culinary program

Approach budget reductions intelligently
Finding innovative ways to work toward financial sustainability – i.e. Siltcoos Station

Trades training
Having the flexibility to contact Lane for job training skills
Accommodating adults returning to school to increase earning potential.

Fitness/Wellness program

Cooperative Education
Student interns are high quality

Siltcoos Station Restoration

What should Lane be doing more of in the future to meet community needs?

Summer school at Florence campus
Open all campuses year-round in order to avoid losing students to schools that are open year-round and maintain program continuity
Need more "face-to-face" instructors in Florence – some part-time instructors were reduced

Expand healthcare programs
Expand Florence nursing program
All Lane health occupation programs need to somehow be available to students in Florence, or at least all the pre-requisites

Cooperative Education – great program, could do more
Coop advisors need to determine if students are suited for work
Help get word out about open positions

Culinary program at Florence
Lane needs to partner with the casino and Siuslaw High School to expand the culinary and hospitality program to Florence – other restaurant/hotel operators in Florence would also join such a partnership
Management training for restaurants
More partnering with OCVA and other programs catering to tourism/hospitality

Standard 12th grade reading level for all graduates
Courses in leadership, professionalism, how to work in the field
Determine student suitability/compatibility w/programs
More life skill focus

Reserve academy

Career pathways for more programs

Target parents of high school students with the idea to promote the value of a community college. Educate the parents to influence their high school child.

Lobby for more support from the community to better support students with needs, including the importance of filling out paperwork for scholarships.
Create more focus on opportunities for men and try and recruit
More ESL

Expand distance learning
Continue utilizing technology – more online offerings, keep using IP video

Expand non-credit classes for seniors
Reinstate senior discount
Need to be more visible for seniors
Tap into senior pool for instruction ideas
Tutors for seniors learning to use computers
Classes on volunteerism

Facilities

What does Florence need Lane to be doing to support the development of the community?

Business classes
More credit classes
Offer child-care certification courses
Offer more professional programs in Florence, for example, paralegal

Career Pathways
Offer a hospitality career pathway as a continuation of the program at Siuslaw High School. The SHS program includes Culinary Arts I, II and an internship.
Expand the culinary and hospitality program to include Florence classes.

Expand health care training programs and access for Florence students

Marketing

Partnering with other colleges
Partner with Food Share

Promote College Now
Challenge our young to stay in Florence we're seeing a steady move of young adults to re-locate (community issue)
More opportunities for upper level kids coming from the high school

Balance between serving senior residents and K-12

Keep communication strong between Florence center and public schools

Open campus longer each day and on weekends
All college facilities open in the summer
Florence employees paid 100% vs. 86%

Provide instruction for experienced persons to receive teaching certification

Continue and expand the Outward Ventures program, with more focus on wellness for seniors.
Continue to draw senior citizens as resources to the college
More senior classes, both credit and non-credit.
Increase non-credit class offerings

Remodel science instructional facilities and classrooms in Florence

Work readiness training for entry-level workers. Many employers in Florence experience new employees who lack basic work readiness skills such as dependability, appropriate behavior/conduct, problem-solving skills, work ethic, productivity expectations, etc.

Bring in more jobs. Several small businesses are closing due to the casino opening 5 restaurants, taking away a great deal of business.
More job skills training i.e, childcare providers
More job shadowing
Workforce Training

Provide and educate about Lane program access and financial aid support for more Florence students.
More LCC Foundation help for Florence, support whole programs, not just scholarships

Offer College Now courses in summer
Reinstate summer term at Florence campus
If campus is closed, make it available as space to be used by the community for other purposes
More volunteers at the Florence campus
Better collaboration with main campus

Distance Learning

Need a library and/or a partnership with local public library
Need good study space

Continue supporting Siltcoos Station renovations

Junction City Community Conversation
Junction City High School CLC
June 3, 2008
10 attendees

What is Lane doing well?

Addresses job market needs well, especially health industry

RTEC & Career Technical programs
College Now
Workforce Development Training
Women in Transitions

Supports students success
Provides accessible higher education opportunities

Advertising

Commitment to hiring full time faculty
Honor diversity

Tutoring services

Open door policy
"Family" atmosphere
People willing to help

Variety of day classes
Saturday morning classes

What should Lane be doing more of in the future to meet community needs?

More Workforce Training
More retraining

Promote LCC more in high schools
Partner with high schools
Partner with educational units

Expand "Expanded Options"
Offer more alternatives for at-risk students

More consistent community outreach

Market student success stories
Market program information

Classes to improve technological skills

Expand distance learning
More evening & weekend classes

Partner with government agencies

Reestablish CLCs

What does Junction City need Lane to be doing to support the development of the community?

Partner w/JCHS to use labs
Have RTEC program at JCHS
Use Lane students as tutors in HS

Help JC establish a car pool or a bus/van system for traveling to main campus

Training for community prison and hospital jobs

Partner with library to teach computer skills

Promote Lane in JC
More consistent partnering in JC

CLC classes, such as
Spanish
ESL
Criminal Justice
Etc.

Use local instructors

More evening adult education or personal enrichment classes

Use VTEL or live video conferencing to combine CLC courses

Provide foreign language and computer classes at the Senior Center

North Eugene Community Conversation
Shasta Middle School
March 18, 2008
9 attendees

What is Lane doing well?

Low cost access for higher education
Bridge to four-year universities
Credit transfer courses
Flexibility
Small classes

Lane's learning environment
Excellent instructors
Respectful classroom environment
Open to different opinions
All staff genuinely care
Relaxed and adult-oriented atmosphere

Alternative education provider (GED, ABSE, ALS)
GED Program
College Now

Career pathways guidance to students

Women in Transitions

Dislocated worker assistance

Business partnerships
Business training
Customer service training
Small businesses development

Professional technical training
RTEC program
Health careers programs

Center for Meeting and Learning
Culinary Program

Community outreach
Community conversations

What should Lane be doing more of in the future to meet community needs?

Maintain technical skill-based training
Make skill-based training more efficient and more accessible

More financial aid information

Regular K-12 discussions
Get K-12 students onto the Lane campus often for career and education fair events
Have a presence in high schools
Get Lane info to middle schools

Expand health professions programs

Expand community information about career pathways

Maintain business partnerships

Provide a smooth transition from Lane to UO for non-traditional students who work full time

Market to 20-30 yr-olds. Recruit/offer incentives
Improve Lane's image as a place that better prepares you for your junior/senior years. Have current/former students talk with perspective students

Publicize more success stories

Offer Fire Science

Provide literacy skills for immigrant youth
Help disconnected/disaffected youth to connect with Lane job/career skills programs

Improve alumni services/offerings

Courses/programs to serve agricultural sector
Provide needed skills for individuals to maintain orchards and vineyards

What should Lane be doing more of to support community development in North Eugene?

Create a strong physical presence for Lane in North Eugene
Open a career center in N Eugene
Create specialized training sites in N Eugene

Make it easier for struggling students and families to access higher education at Lane. Sell a comprehensive support package including financial aid and child care

Start a "Did you know ….. campaign"

Satellite campuses

Fully engage with Lane Workforce Partnership
Communicate with Chambers. Find out what businesses are doing to support Lane and what their needs are

Keep plenty of parking available
Get more LTD "runs/routes"
Offer free bus passes each term
Offer more distance learning

Provide more cultural/civic/ethics education to produce employable students

Offer more Fast Track programs

CLC - travel from N Eugene to main campus is time consuming
The CLC contributes to area residents coming together

Oakridge Community Conversation
Greenwaters Park
March 11, 2008
10 Attendees

What is Lane doing well?

Affordability
Economical way to do first 2 years

Counseling
Instructors
Transition to college level courses
Testing materials

The SBDC
Micro-business program
Business partnerships

Coordinating with public schools
College Now, but need to reinstate at Oakridge HS

Energy management and sustainability
Recycling

Career/technical education
Career training
Dislocated worker program

Workstudy program

The Diamond Express bus to Eugene, but it goes to DTC, not main campus

KLCC - especially new studio and improved signal to Oakridge

Stretching dollars

Community involvement

What should Lane be doing more of in the future to meet community needs?

Marketing courses
Small business development training
More SBDC and Micro Business offerings

Get Diamond Express to stop at main campus

Send flyer or postcard instead of *Aspire*
Send *Aspire* to high school and library rather than post office boxes

Offer more CollegeNow classes

More classes for seniors

Student housing at Lane

Student transportation to Lane
Provide option for students in outlying areas to carpool

Customer service training

Expand health careers programs

Expand distance learning

What does Oakridge need to be doing to support the development of the community?

Special Oakridge flyer to replace *Aspire*

More College Now in Oakridge (none during 06-07)
Have a presence at Oakridge HS
Closer partnership with high school
Computer education and classes by Lane instructors at Oakridge HS
Tap and use the retirees in Oakridge as volunteers for Lane at Oakridge HS

Inform Oakridge residents about programs and classes, e.g., FastTrack Auto

Provide classes in Oakridge that can assist with economic development, like customer service training

Auto mechanic training in Oakridge
Welding and fiberglass classes
(They hope to have a boat mfg. business locate in Oakridge soon)

More Coop Ed in Oakridge

More administrator visits to Oakridge
Lane needs a presence in Oakridge
Training done within Oakridge

Partnerships with Oakridge developers and businesses

Oakridge needs to be more than simply a source of high schools students to attend Lane

Partner with OHSU to get an urgent care facility in Oakridge
Bring dental services to Oakridge periodically

Part-time Lane-Oakridge coordinator

South Eugene Community Conversation
Lane Center for Meeting and Learning
May 27, 2008
5 attendees

What is Lane doing well?

ESL
Rites of Passage
Students of all ages

Touches many areas of community
Community outreach

Partnership with 4-J school district
Partnership with K-12
Connections with high schools
High school outreach

Student testing and assessment

RTEC
College Now

Lower cost than universities
Provide higher education opportunities

Comprehensive

Smaller class sizes

Teaches real life skills

What should Lane be doing more of in the future to meet student needs?

Better connections with middle schools
Make College Now available to 8th grade and up
Assessment/testing as early as 8th grade

Small business advocate
Business relationships
Chamber connections
Entrepreneurial classes

Distance Learning

Don't compete with K-12

Establish a career center

Sell the cost factor to parents - 1st two years here is less expensive

Establish a unique selling proposition

Springfield Community Conversation
November 20, 2007
Springfield Public Library
22 attendees

What is Lane doing well?

Stewardship of limited funds.
Tenacity to keep doing things

International outreach

Meeting employer needs with available resources
Adjusts to changing conditions to respond to business needs
Responding to industry trends
Curriculum development – keeping up with the needs of the community
Small Business Management program

Great leadership
Good board of education
Quality of staff and instructors

National recognition

Lane has become an intregal part of the community

Diversity model for community

Center for Meeting and Learning

Career & Technical programs

- Culinary arts program
- Aviation & Flight Tech
- Welding/Machinery
- Dental Hygiene
- CAD program

College Now

Child care program

Bus passes – transportation needs

Cooperative Education - Intern/apprenticeship opportunities

Affordability

Flexibility

Relationships with K-12

Integrative Arts

Interface with U of O for students preparing for 4-year degree

Good learning environment
Lifelong learning

Sustainability practices

What should Lane be doing more of in the future to meet community needs?

Health care training
Begin health care programs in high schools
Public health role
Health care programs in high schools
Expand nursing, dental hygiene

Marketing
Update image – not "last chance" college for dropouts, but the school for people who have drive
Increase marketing

Publicize accomplishments

Improve access to physical fitness facilities

Distance learning

"Middle" college
Help connect students to professions
Help kids at the point of decision making
Provide job information to high school students
Outreach to parents regarding Lane's offerings
Work with young students (elementary and middle school) to vision and connect with Lane and a profession
Work more closely with high schools to recruit students
Emphasize both transfer and vocational options
Center for Advanced Learning for high school students

Be more entrepreneurial

Commitment to partnerships
Employee trainings
Play a role in attracting workforce from outside the area
Track new vocations
More advanced vocational training

Maintain vocational education
Align with LCOG to improve service to small businesses
Expand RTEC
A regional skills center
Technical training

Share resources with high schools & communities

Think outside the box

Be humble

Continue expanded role with OSU/UO
Ensure that credits transfer to 4-year institutions

Physical presence in DT Springfield
Kiosk in Springfield Library

Presence in outlying communities
Serve rural schools

Rename Building 19

Establish a hotel for Culinary students to run

Use all available space

Keep changing to meet community needs

What does Springfield need Lane to be doing to support the development of the community?

Water treatment program

Image overhaul

More one year certificate programs with access to jobs afterwards

Workforce development
Partner directly with businesses

Work skills program
Provide resources for small businesses
Upgrade instruction for Royal Caribbean and Symantec

Help with growing Latino population

Expand distance learning

Reach out to the Springfield population
Stronger Springfield/Lane connection
Center, office or kiosk in Springfield
Learn some lessons from "Team Springfield"

Cooperative Education in city offices, local businesses

Offer advanced high school classes
College Now English classes at Springfield High
Provide education and training options to high school students
More K-12 partnerships like integrative arts

Career counseling

Mentorships

Springfield Student Advisory Community Conversation
Springfield Public Schools Administration Building
March 13, 2008

What is Lane doing well?

College Now
Involvement with high schools

More affordable than university
Courses transfer easily to university
Smaller class sizes
Prepare for university

Puertas Abiertas
Women in Transitions

Dance program

Variety of classes

Daycare program

Facilities – nice campus

Accessibility for all levels and ages

Commitment to students

Cultural diversity

Respond to community needs

What should Lane be doing more of in the future to meet student needs?

Visit schools more

Offer more classes at satellite centers

Better promotion of College Now
Link on SPS site to College Now

Have Lane reps at Freshman Focus classes at SHS

More advertising

More athletic programs

More flyers/information – not all students have internet

Invite more students to college visits

Particular classes that interest you:

Writing programs

Service learning

More art classes – cartooning

Health occupations at high schools

APPENDIX 5

Relevant Oregon Revised Statutes

341.290 General powers; rules. The board of education of a community college district shall be responsible for the general supervision and control of any and all community colleges operated by the district. Consistent with any applicable rules of the State Board of Education, the board may:

(1) Subject to ORS chapters 238 and 238A, employ administrative officers, professional personnel and other employees, define their duties, terms and conditions of employment and prescribe compensation therefor, pursuant to ORS 243.650 to 243.782.

(2) Enact rules for the government of the community college, including professional personnel and other employees thereof and students therein.

(3) Prescribe the educational program.

(4) Control use of and access to the grounds, buildings, books, equipment and other property of the district.

(5) Acquire, receive, hold, control, convey, sell, manage, operate, lease, lease-purchase, lend, invest, improve and develop any and all property of whatever nature given to or appropriated for the use, support or benefit of any activity under the control of the board, according to the terms and conditions of such gift or appropriation.

(6) Purchase real property upon a contractual basis when the period of time allowed for payment under the contract does not exceed 30 years.

(7) Fix standards of admission to the community college, prescribe and collect tuition for admission to the community college, including fixing different tuition rates for students who reside in the district, students who do not reside in the district but are residents of the state and students who do not reside in the state.

(8) Prescribe and collect fees and expend funds so raised for special programs and services for the students and for programs for the cultural and physical development of the students.

(9) Provide and disseminate to the public information relating to the program, operation and finances of the community college.

(10) Establish or contract for advisory and consultant services.

(11) Take, hold and dispose of mortgages on real and personal property acquired by way of gift or arising out of transactions entered into in accordance with the powers, duties and authority of the board and institute, maintain and participate in suits and actions and other judicial proceedings in the name of the district for the foreclosure of such mortgages.

(12) Maintain programs, services and facilities, and, in connection therewith, cooperate and enter into agreements with any person or public or private agency.

(13) Provide student services including health, guidance, counseling and placement services, and contract therefor.

(14) Join appropriate associations and pay any required dues therefor from resources of the district.

(15) Apply for federal funds and accept and enter into any contracts or agreements for the receipt of such funds from the federal government or its agencies for educational purposes.

(16) Exercise any other power, duty or responsibility necessary to carry out the functions under this section or required by law.

(17) Prescribe rules for the use and access to public records of the district that are consistent with ORS 192.420, and education records of students under applicable state and federal law and rules of the State Board of Education. Whenever a student has attained 18 years of age or is

attending an institution of post-secondary education, the permission or consent required of and the rights accorded to a parent of the student regarding education records shall thereafter be required of and accorded to only the student. However, faculty records relating to matters such as conduct, personal and academic evaluations, disciplinary actions, if any, and other personal matters shall not be made available to public inspection for any purpose except with the consent of the person who is the subject of the record or upon order of a court of competent jurisdiction.

(18) Enter into contracts for the receipt of cash or property, or both, and establish charitable gift annuities pursuant to ORS 731.038; and, commit, appropriate, authorize and budget for the payment of or other disposition of general funds to pay, in whole or in part, sums due under an agreement for a charitable gift annuity, and to provide the necessary funding for reserves or other trust funds pursuant to ORS 731.038.

(19) Encourage gifts to the district by faithfully devoting the proceeds of such gifts to the district purposes for which intended.

(20) Build, furnish, equip, repair, lease, purchase and raze facilities; and locate, buy and acquire lands for all district purposes. Financing may be by any prudent method including but not limited to loans, contract purchase or lease. Leases authorized by this section include lease-purchase agreements under which the district may acquire ownership of the leased property at a nominal price. Such financing agreements may be for a term of up to 30 years except for lease arrangements which may be for a term of up to 50 years.

(21) Participate in an educational consortium with public and private institutions that offer upper division and graduate instruction. Community colleges engaged in such consortiums may expend money, provide facilities and assign staff to assist those institutions offering upper division and graduate instruction.

(22) Enter into contracts of insurance or medical and hospital service contracts or may operate a self-insurance program as provided in ORS 341.312. [1971 c.513 §4; 1973 c.536 §34; 1981 c.137 §1; 1983 c.182 §1; 1985 c.455 §1; 1989 c.191 §1; 1989 c.341 §1; 1993 c.806 §6; 1995 c.79 §185; 1999 c.502 §1; 2003 c.733 §74; 2005 c.31 §5]

341.425 Approval required to commence or change program and for transfer credits. (1) Before an educational program is commenced at any community college, the board of education of a community college district shall apply to the State Board of Education for permission to commence the program. After the first year of the program, course additions, deletions or changes must be presented to the State Board of Education or a representative of the Department of Community Colleges and Workforce Development authorized to act for the state board for approval.

(2) Until the community college becomes accredited by the Northwest Association of Schools and Colleges or its successor, the community college shall contract with an accredited community college for its instructional services, including curricula, to ensure its courses carry accreditation and are acceptable for transfer.

(3) After reviewing the contractual agreement between the nonaccredited and the accredited colleges and after suggesting any modifications in the proposed program of studies, the State Board of Education shall approve or disapprove the application of a district. [Formerly 341.560; 1971 c.513 §89; 1991 c.757 §6; 1995 c.67 §17; 1997 c.270 §1; 1999 c.147 §§1,2]

341.465 Certificates and associate degrees. The board of a district operating a community college, upon approval of the State Board of Education, may award certificates and associate degrees indicating satisfactory completion of a course of study offered by the community college. [Formerly 341.580]

For the entirety of Chapter 341 of the Oregon Revised Statutes (2009), please see: <http://www.leg.state.or.us/ors/341.html>

APPENDIX 6

Agenda
Members
Board Minutes
District Map
Zone Maps
Zone Descriptions
Policies
Monitoring Reports
Community Conversations
Board of Education Main Page

LANE COMMUNITY COLLEGE
BOARD OF EDUCATION MINUTES
March 17, 2010

1. Attendance
Board members present: Bob Ackerman, Pat Albright, Susie Johnston, Roger Hall, Gary LeClair, Tony McCown and Sharon Stiles. Also present were: President Mary Spilde; Vice President Sonya Christian; Chief Financial Officer Greg Morgan; Legal Counsel Meg Kieran; Lane Community College Employees Federation President Bob Baldwin; Lane Community College Education Association President Jim Salt; and ASLCC President James Manning.

A. Chair Albright called the meeting to order at 6:37 p.m.

B. President's Report
The Oregon Legislature's special session concluded on February 25. The Oregon Community College Association has prepared an end-of-session report, which is available on their website. During the one month session, the legislature approved additional funding for the Oregon Opportunity Grant to eliminate the need for spring term reductions and also replaced old language in the program's statue, which would have made thousands of part-time students ineligible for the grant this spring had action not been taken. The Legislature also approved a constitutional amendment for the May ballot, which would state how bond funding may be used in the acquisition and construction of properties for institutions of higher education.

Board members Sharon Stiles and Pat Albright joined me and other staff members at the Florence Center Science Lab Dedication Ceremony on March 5. Nearly 75 community residents attended this event. The celebration included touring the new science lab, a smart classroom demonstration by Training Coordinator, Michael Levick, and presentation on the Florence Center and its unique partnership with PeaceHealth Siuslaw Region. Bob Purscelley did a great job of organizing the event and recognizing the faculty and staff that were instrumental in making the project a reality.

The ACCT National Legislative Summit was held in Washington, D.C. last week. The event, which was rescheduled due to February's snowstorms, brought community college leaders from across the nation to lobby during the final push for the American Graduation Initiative (AGI), student loan reform, and other community college priorities. I was joined by Pat Albright, Tony McCown, and Brett Rowlett. Last Thursday, it looked like the AGI was dead. We managed to breathe some life into it, but by the time we were headed to the airport on Friday it appeared to be dead. At this point, it is on life support, but it ain't dead yet! We should know more in the next couple of days.

We held a conversation with faculty a couple of weeks ago to launch Lane's response to the national completion agenda. A number of faculty attended, and I think we are well positioned to continue the conversation.

Congressman David Wu, chair of the Congressional Community College Caucus, visited campus on March 6. Roger Ebbage and staff spoke to the Congressman about Lane's Energy Program and discussed the college's potential involvement with a new federal competitive grant program pertaining to energy conservation.

Men's basketball player Dominique Watson was selected first team All Southern Region and led the NWACC in scoring this season with an average of 29 points per game. The women's basketball team finished with a 24-6 record and a sixth place finish at the NWAAC Tournament. They made it to their seventh straight final four appearance and continue to hold the longest national home game record of 79 consecutive wins. Sarah Brolsma Whitfield and Theresa Brown were voted first team All Southern Region and Tiffany Rich was voted second team All Southern Region.

Seven students and four staff attended the American College of Sports Medicine Northwest Conference held in Portland March 6 and 7. Students competed in the Annual Quiz Bowl competition representing Lane against other colleges and universities in the Pacific Northwest. This included all levels – undergraduate students, masters program students, and PhD program students. They competed well and finished in the middle of the pack, well above many four-year institutions.

Kresge issued Lane a challenge grant in April 2009. If we could raise $16,500,000 for the Health and Wellness Building and other purposes by March 31, 2010, they would grant us $800,000. We are $135,000 away from that goal.

As you know, long time board member Jim Pitney passed away last month. I was asked to speak at his memorial service, which was an uplifting celebration of his life. It was wonderful to spend time

with his family and hear how much Lane meant to him. Pitney served on Lane's Board of Education for 24 years.

2) February Highlights
February highlights at Lane Community College as offered in the board mailing were presented.

3) Personnel
The college's current personnel appointments were presented.

C. Board Agenda Review/Changes
Item 4A, Downtown Campus Update, was moved to 1E.

D. Statements from Audience
Lonnie McCullough, community member, urged the board to consider purchasing Civic Stadium.

4A. Downtown Campus Update
Spilde informed the board that the Downtown Campus item would include an update on the feasibility study and new design concepts, the City of Eugene deal points for the acquisition of a new site and disposition of the current facility, and information on Eugene's Urban Renewal Financing. No action was proposed.

Spilde introduced members of the design team: Jill Sherman of Gerding Edlen, Jim Robertson of Robertson/Sherwood/Architects, and Kent Duffy of SRG Partnership, who presented the feasibility study on the Downtown Campus. This is a landmark project for Lane and Eugene and will bring national recognition. Location, design, and funding aspects were presented, as well as construction costs.

In addition to classroom and instructional space, the feasibility study included a housing analysis. Proposed student housing would provide 75 units. While the inclusion of tenants is unlikely to provide a source of revenue in the short run, student housing is still being considered as it may meet the goals of the College. The inclusion of student housing would also make a significant contribution toward the City of Eugene's goal of creating a vibrant downtown.

Project delivery methods were discussed; the design team recommended the Construction Management/General Contractor (CM/GC) method, which retains a contractor and a guaranteed maximum price early in the process. Based on the construction schedule, the facility would be complete and ready for students by Fall Term 2013. However, if the College chooses the fast track CM/GC method, the Downtown Campus could be completed by Fall Term 2012. The fast track method would mean a lower risk of cost escalation but would also involve shorter decision and planning timelines, and construction would need to begin by February 2011.

Spilde introduced Denny Braud, Senior Development Analyst for the City of Eugene. Braud thanked the board for partnering with the City on such an exciting project. The City Council met last week and approved the sale of the new DTC site for $1, with the stipulation that Lane is required to move forward in a timely way in order for the City to get a return on the investment. The City will work closely with the College to establish a reasonable timeline. The Council took action to propose that the urban renewal plan be revised to give Lane $8 million for the DTC project and will hold a public hearing on the amendment on April 19. The Council is considering the existing Willamette Street property but will vote at a later meeting.

Braud introduced Eugene Mayor Kitty Piercy, who claimed that the partnership was a perfect project for Eugene, in that it ties to the City's sustainability goals, will train students, and will help revitalize downtown Eugene.

Spilde introduced Annette Spickard, Lane County Assessor, who provided information on Urban Renewal Financing. Spickard distributed a handout containing a simple explanation of urban renewal, and she described the impact that it would have on Lane Community College and other public organizations. The net effect is that the tax rate remains the same but a portion of it is split off to go to the urban renewal agency.

The board took a ten-minute break at 8:10 p.m.

2A. Consent Agenda
Hall moved, seconded by McCown, to approve the Consent Agenda consisting of:

- The approval of the February 3, 2010 meeting minutes
- Network Equipment Bond Purchase
- Building 2 Remodel RFP
- Buildings 4 & 5 Remodel/Addition RFP
- HVAC Equipment for Buildings 2, 4, and 5

Motion passed unanimously.

3. Policy Review
A. Second Reading
1. Financial Planning & Budgeting, A.040
McCown moved, seconded by LeClair, to approve the second reading of board policy A.040, Financial Planning & Budgeting.

Motion passed unanimously.

POLICY NUMBER: A.040
POLICY TYPE: EXECUTIVE DIRECTIONS
POLICY TITLE: FINANCIAL PLANNING AND BUDGETING

Financial planning for any fiscal year or the remaining part of any fiscal year shall reflect the board's end priorities, avoid fiscal jeopardy, and shall be derived from a multi-year plan.

Accordingly, the president shall assure budgeting that:

1. Complies with Oregon Local Budget Law.
2. Contains sufficient information to enable credible projections of resources and expenditures as presented in the Budget Document in accordance with Oregon Local Budget Law.
3. Discloses planning assumptions.
4. Limits expenditures in any fiscal year to conservatively projected resources for that period.
5. Maintains current assets at any time to at least twice current liabilities.
6. Complies with budget and financial policies contained in Section E.

ADOPTED: November 9, 1998
REVISED: April 12, 2000
REVISED: January 14, 2004
REVIEWED: October 10, 2007

2. Financial Condition & Activities, A.050
LeClair moved, seconded by Stiles, to approve the second reading of board policy A.050, Financial Condition & Activities, A.050.

POLICY NUMBER: A.050
POLICY TYPE: EXECUTIVE DIRECTIONS
POLICY TITLE: FINANCIAL CONDITION AND ACTIVITIES

With respect to the actual, on-going financial condition and activities, the president shall avoid fiscal jeopardy and assure that actual expenditures reflect board priorities as established in ends policies.

Accordingly, the president shall:

1. Not expend more funds than have been received in the fiscal year to date, except as approved by the board.
2. Not use any long-term reserves that are not budgeted and appropriated for expenditure.
3. Settle payroll and debts in a timely manner.
4. Assure that tax payments or other government-ordered payments or filings be on time and accurately filed.
5. Make no single purchase or commitment of greater than $100,000 for goods and services contracts, or $150,000 for public improvements contracts, without board approval, except in extreme emergencies.
6. Acquire, encumber, or dispose of real property only with board approval, except in extreme emergencies.
7. Pursue receivables aggressively after a reasonable grace period.
8. Comply with budget and financial policies contained in Section E.
9. Not contract with the College's independent auditors for nonaudit services without prior approval of the Board.
10. Provide the following annual certifications, by the president and by the vice president for college operations, to the Board upon receipt of the audited financial statements:

    a. He/she has reviewed the annual audit report;
    b. Based on his/her knowledge, the report does not contain any untrue statement of a material fact or omission of a material fact that makes the financial statements misleading;
    c. Based on his/her knowledge, the financial statements present in all material respects the financial condition and results of operations.

11. Establish and maintain an adequate internal control structure and procedures for financial operations and reporting.

ADOPTED: November 9, 1998
REVISED: May 12, 1999
REVISED: April 12, 2000
REVISED: January 14, 2004
REVISED: March 9, 2005
REVISED: July 19, 2006

Motion passed unanimously.

B. First Reading
1. Emergency Presidential Succession, A.060
No changes were recommended to this policy. A second reading will be held in April.

POLICY NUMBER: A.060
POLICY TYPE: EXECUTIVE DIRECTIONS
POLICY TITLE: EMERGENCY PRESIDENTIAL SUCCESSION

In order to protect the board from sudden loss of presidential services, the president shall have at least one other executive familiar with board and presidential issues and processes. The president shall periodically furnish the board with the current name or names of the executive or executives familiar with the board and presidential issues and processes. In the event of a sudden loss of presidential services, the board shall appoint an acting president of the college in accordance with board policy B.050.

ADOPTED: November 9, 1998
REVISED: April 12, 2000
REVIEWED: January 14, 2004
REVISED: September 12, 2007

4. Discussion/Action Items
A. Strategic Planning
Christian presented the latest draft of the strategic plan to the board, stating that the administration is devising a detailed implementation plan with accountability. She requested feedback from the board for suggested revisions.

McCown stated that he would like to see the plan and ideas reach more of the staff. Some of the best implementation strategies may come from people not intimately involved in creating the document and implementation responsibilities. He suggested asking the college community how to make this a part of the college culture from the bottom up. Albright appreciated the strategic plan because it keeps the college moving in the right direction. Many of the aspects of the plan are already part of the college. He would like to see the document identify places where we are already meeting or working toward a specific goal. Ackerman suggested the insertion of language stating that Lane provides personal and academic counseling in the mission statement and that we follow a fair and efficient process on the resolution of disputes under the section on integrity and requested administration response. Johnston complimented the student success piece of the document, stating that it is always a challenge to measure student success. She also stressed the importance of expanding our online offerings. Hall asked who would be responsible for ensuring that students have the necessary skills and how does that occur. He emphasized the importance of the creation of an honors college. Board members discussed the need for implementing the plan but balancing that with fiscal sustainability. They cautioned administration that the implementation of the plan must be done in a fiscally sustainable manner and within revenues.

Johnston moved to approve the document with discussion at a future meeting regarding issues raised by board member Ackerman. McCown seconded.

Motion passed unanimously.

C. Tuition Rate
In January, the board approved the use of the higher education price index for the purpose of establishing a tuition rate for 2010-11. Use of the HEPI results in a $2 per credit hour increase in tuition, resulting in a total resident tuition rate of $80. The temporary tuition surcharge rate of $3 per credit will be in effect for one more year. The board requested information regarding the possibility of reimbursing the students for this year's surcharge; Spilde stated that possible rebate information will be an item on the board meeting agenda for April.

LeClair moved to approve an adjustment to 2010-11 tuition rates equivalent to $2 per credit hour increase for the resident student rate resulting in a resident tuition rate of $80 (total of $83 with surcharge). The current rates of $210 per credit hour for international students during fall, winter, and spring terms and $140 per credit hour for summer term will be retained. The non resident rate will remain at $210 per credit. The $3 temporary surcharge is also applied to international and non-resident students for a total tuition rate of $213. McCown seconded.

Motion passed unanimously.

>> Return to Lane's Home Page >> Board of Education Main Page >> Return to top of page

D. Budget Planning Documents
Spilde provided background on the budget planning process, stating that College Council began working on the process in the fall. She pointed out the changes in each document from last year. Though Spilde recommended approving the documents as written, she informed the board that College Council was not able to reach consensus. When consensus cannot be reached, the decision defaults to the administration.

Baldwin stated that he disapproved of reducing the revenue strategy even as enrollment is growing. There has been no evidence to show that the growth was caused by strategic action versus a result of economic hardship.

McCown moved to approve to approve the budget planning documents as written. Ackerman seconded.

Salt wanted to include priority #14, "strive to protect salaries and benefits from the cost of inflation," recognizing that these are principles, not a permanent list of strategies, and we may not always be able to meet them. He recommended having a separate vote on that item.

The board discussed the consensus practice. While agreement of everyone is something to strive for, practically it can be very difficult to achieve and often times bogs down the process. Spilde explained that consensus moves the group toward a common goal and puts people in each other's shoes.

McCown amended his motion to change #10 of the budget principles to state "strive to protect employee compensation with inflation and provide professional development," and to add #14, "strive to protect salaries and benefits from the cost of inflation." The motion died for lack of a second.

Motion passed on the original motion, 6 -1. LeClair dissented.

5. Accountability/Reports
A. Benchmarks
Craig Taylor, Institutional Research, Assessment, and Planning director, responded to questions and comments on the following Benchmarks:

- Percent of County Population Enrolled (Age 18-years +)
- Table 16: Headcount by Oregon County of Residence – 2007-08 (from the ODCCWD Community College Profile)

B. Financial Conditions and Activities, A.050 Quarterly Report
Greg Morgan, Chief Financial Officer, answered questions and responded to comments regarding the Financial Conditions and Activities monitoring report.

C. Facilities Update
An update on the status of bond projects was presented.

6. Reports
ASLCC President James Manning reported that ten students will be attending the legislative conference in Washington, D.C. ASLCC is in the process of hiring a new Oregon Student Association campus organizer. On April 9, ASLCC will host a panel on the student action labor project. There has been a change in the way that student body officers are compensated which disproportionately affects those who are not on financial aid. The compensation is applied to their student account balance. Lane has the highest community college tuition rate in the state; Manning voiced his increasing concern about Lane's ability as an institution to provide education and services to people in the community. On the budget documents, there are plenty of principles that benefit the faculty and staff, but students are not mentioned until number five in the list. Manning would have included a point that states that Lane will strive to keep tuition low.

LCCEF President Bob Baldwin reported that, despite all of the criticism he has had about the governance system over the years, he had to admit that this is the first year that consensus was not reached on the budget documents. However, the same College Council using the same process did come to consensus on the strategic directions. Full discussions were had that were sometimes tense, but the quality of the document reflects the content of discussions and input from members. The union and student body presidents are willing to accept the document and promote it with their members. When consensus works, everybody who was engaged goes back to their constituencies and is able to say the process was fair and good. Ninety-eight percent of the time, the outcome is good; two percent of the time, administration has to step in. In a report from Workforce Partnership, funds were awarded to Lane to expand training services in June 2009 from American Recovery & Reinvestment Act funds. Much is being done in terms of safety on campus, for instance, improving the lighting, installing the keyless entry system, but there are also problems, such as inadequate public safety staffing and air quality problems in buildings. The college as a community could do a better job. Do we actively engage safety as we do the other values? If not, it affects perceptions on how employees are valued. Four cases are pending arbitration or grievances. It was difficult for Baldwin to agree with Ackerman's statement earlier in the meeting that disputes are

handled with a fair and efficient process.

Salt commented that this is the first time that College Council has not approved the budget documents with a system of consensus. He echoed Baldwin's comments regarding the governance system; the consensus system works well, and evidence of that can be seen in the Strategic Plan document. He complimented Christian and Taylor on the document. Salt reported that OEA PIE (Oregon Education Association's People for the Improvement of Education) has recommended Bill Bradbury for governor, stating that he was likely to be a better support of education than Kitzhaber. Salt was optimistic about the future of AGI.

Vice President Sonya Christian gave credit to Salt for the piece in the budget documents which has criteria to determine enrollment growth. With that model, positive or negative enrollment can be predicted. The college was able to accommodate the 12 percent student enrollment growth last fall because of planning.

Chief Financial Officer Greg Morgan reported that KLCC has won a "Special Citations" award in the 2009 National Education Writers Association contest for education reporting. This is a prestigious national competition. The two other winners in this category were from the much larger markets of Boston and New York City. The first annual Special Support Services fundraiser is a talent show and will be held on April 2. Bookstore sales are up 40 percent.

Board Reports
Ackerman attended the NAACP Freedom Fund dinner at the end of February. Our commitment to diversity is strengthened when we participate in these events. Ackerman commented on the consensus process, stating that he would like to see the process simplified. One way would be to solicit guidelines from all groups and then incorporate them.

McCown attended the ACCT National Legislative Summit in Washington, D.C. It was an amazing experience. In all of his lobbying efforts he had never experienced such an on-the-ground influence. He wished Mara Ventura, OSA Campus Organizer, luck on her future endeavors and thanked her for her time at Lane. McCown felt that the budget process was a good model. A lot of time and energy gets put into it, but, as plenty of key players have stated, it works well.

Stiles thanked everyone who attended the ribbon cutting ceremony for the Science Lab at the Florence Center. She thanked Michele Erickson for taking her on a tour of the Health and Wellness Building. Stiles reported that Rick Yecny, former budget committee member, is now the CEO at PeaceHealth in Florence.

Albright attended the Science Lab dedication at the Florence Center. It is a great facility and will enable the Center to move their education process forward. He attended the recent home games of the Lady Titans. With the longest home game winning streak in the nation, they have a lot to be proud of. Albright attended the National Legislative Summit in D.C. He thanked Spilde and Rowlett for helping to make a significant impact at the national level.

Johnston recognized Rick Yecny's accomplishment, stating that PeaceHealth is fortunate to have him. She appreciated Manning's passion in speaking his mind regarding the tuition issue. She thanked College Council for their work on the budget documents and strategic plan.

LeClair clarified some of his comments he had made regarding the consensus model. People do need to be heard, but the more simple the process, the faster it will move. He appreciated the feasibility study and was excited about the downtown campus; however, he would like to see more space added if funding allows it.

Hall commented that the strategic plan was one of the finest documents he had seen and thanked everyone who worked on it. He thanked Manning for his comments regarding tuition. His thoughts are understood and shared by the board. He felt that a lot of enormous effort is given in order to reach consensus. Sometimes it is not going to happen, but it still works 98 percent of the time.

7. Date, Place, and Proposed Agenda Items for the Next Regular Meeting
Wednesday, April 14, 6:30 pm, Boardroom, Building 3, Lane Community College

8. The board meeting unanimously adjourned at 10:02 p.m.

_____ _____

Mary Spilde, President/District Clerk Pat Albright, Board Chair

Lane Community College - Board of Education
4000 East 30th Avenue, Eugene, Oregon 97405
Please address comments regarding this page to Tracy Simms
Revised 8/4/10 (jhg)

APPENDIX 7

THE PROMISE OF OPEN EDUCATION

May 2010

A report on the research and findings of the Lane Community College Open Educational Resources Team

Open Educational Resources

www.bit.ly/laneoer

THE PROMISE OF OPEN EDUCATION

A report on the research and findings of the Lane Community College Open Educational Resources Team

MAY 2010

Prepared by Millennial Associates, LLC
Springfield, Oregon

CONTENTS

REPORT

APPENDICES

Summary

Lane Community College stands at a crossroads in learning opportunity and delivery. As information sharing technologies emerge, the skills required to be successful in today's workforce are being redefined. Employers are increasingly seeking individuals with the ability to actively solve problems, seek resources, analyze information, and communicate effectively. A spirit of lifelong learning is required for college graduates to meet expectations in today's knowledge-based economy.

The Lane Board of Education prioritized the exploration of innovative learning technologies through the 2011-2015 strategic direction, **Online Learning and Teaching**. According to the direction statement, "[Lane Community College's] aim is to identify appropriate technological enhancements to serve the college mission, and to providing fiscally sustainable support and tools."[1] Technologies such as OERs have the immediate capability to align with the intent of this strategic direction and the college mission by providing relevant, flexible teaching materials of value to students and faculty and improving student experience at Lane.

Emerging social and knowledge-sharing technologies have brought a renaissance in learning and content delivery methods to higher education. Of high interest to students, OERs can deliver highly relevant content on-demand, thereby increasing the value of a Lane education to students. With electronic delivery, the possibilities are endless with OERs, having the ability to address some of the critical shortcomings of textbooks and traditional content delivery.

With OERs, information is actively shared and adopted by individuals who likewise share their adaptations. Course materials are modified to meet the specific needs of courses, the instructor, or students. In the end, a new, improved product can emerge, which ignites the revision process once again. With OERs, knowledge has the potential to grow and become more relevant every time it is used, not simply in-between publishing revisions.

The Lane OER Team (www.bit.ly/laneoer) was charged with researching and assessing the current state of OERs and providing their findings in a report to the faculty and student body of Lane. This report includes the analysis of over 50 open educational resource providers, organizations, repositories, searches, and producers. The team was also responsible for identifying and recommending actions for Lane Community College to approach the implementation of OERs. This report describes 15 actionable items available for immediate approval and execution aimed to empower faculty in the use of OERs in courses.

KEY FINDINGS

AVAILABILITY

A variety of open educational resource modules continue to be developed on a daily basis, all of which are free of license or charge. As OERs continue to be adopted, their quality and value can continually increase due to increased involvement and sharing.

A key challenge surrounding OER adoption is locating and augmenting existing open educational resources to suit individual course needs at Lane. Due to the emergent nature of OERs, many course instructors have yet explored open curriculum and texts, opting for traditional methods provided through textbook publishers.

[1] Lane Community College Strategic Directions, 2011-2015. [http://www.lanecc.edu/research/planning/documents/OnlineLearning.pdf]

For Lane courses to effectively use OERs, a strong professional development and educational component for Lane faculty is needed. Empowering instructors to find, modify, and even create their own OERs can affect the direct relevance to students and improve the quality of the learning materials.

QUALITY

The culture of open educational resources encourages self-publication and sharing of information. Unfortunately, the traditional functions of an editor in OER publication are frequently omitted from the process. Many open educational resources lack the approval of a central body or publisher, a symbol which traditionally signified quality in a textbook or other learning module.

Despite a lack of official quality standards on the surface, higher-quality educational materials can emerge as a result of OER development and sharing. As more instructors adopt and modify content to meet specific course needs and likewise share their modifications and findings, richer course materials which are highly relevant to students are provided. OER materials can be updated instantly, with both students and instructors not having to wait or pay for new editions of a textbook.

DEVELOPMENT

Instructors and other subject-matter experts find it difficult to share their knowledge when few quality training options, guidance materials, or other empowerment tools exist. In addition, instructors find it more difficult to both adopt and create OERs when they are not compensated for the time it takes.

The active creation and modification of OERs for classroom and online instruction contributes to the furtherance of academic study. The professional benefits of OER adoption and development can be highly valuable, providing professional development opportunities for faculty in higher education.

Efforts to empower faculty in the adoption, development, and sharing of open educational resources is critical to the success of OERs at Lane. Training opportunities and other supportive programs can be created to assist faculty in the use of OERs in the classroom.

ACCESSIBILITY

As information increasingly becomes available without requiring membership or subscription, and as information also becomes hyperlinked and searchable, students can find and access relevant material easier than in the traditional textbook format. This could lead to more learning opportunities both inside and out of class.

With multi-channel learning and multimedia course materials also comes the improved ability to convey knowledge across methods of learning. Connecting with students who use textual, auditory, kinesthetic, and digital learning styles is more achievable today given the new tools of communication. This array of multimedia tools could correlate to student success and retention.

Advances in technology in education have also increasingly advanced the capability of individuals with disabilities to participate in classroom learning environments. Due to the electronic nature of OERs, texts and other materials are already converted to a *universal electronic design*, allowing for instant use in alternative formats for students with disabilities. Materials conforming to universal design principles eliminates mandatory cost associated with converting paper texts.

THE LANE OER TEAM

In fall 2009, the President of the Associated Students of Lane Community College approached the Vice President of Academic and Student Affairs at Lane, expressing interest in exploring the use of open educational resources in courses. Motivated by affordability and increased access to educational materials, ASLCC believed that adoption of OERs could be a win-win-win situation: they hold the potential to benefit students, instructors, and the institution as a whole.

…OERs could be a win-win-win situation: they hold the potential to benefit students, instructors, and the institution as a whole

The OER Project was commissioned by the Vice President of Academic and Student Affairs and a team was assembled in spring 2010 to explore the feasibility of OERs. The team was represented by various stakeholder groups at Lane, composed of students, faculty, staff, managers, and technology experts.

The Lane OER Team was chartered to accomplish the following:

- Research available OERs and the organizations that support OERs
- Recommend actions to implement OERs in courses at Lane
- Promote the use of OERs among faculty, staff, and the community
- Train and provide guidance to faculty in the adoption and development of OERs

The Lane OER Team, Spring 2010

RECOMMENDATIONS

The findings of this report identify the needs and interests of Lane Community College stakeholders regarding open educational resources. The following recommendations are aimed to create a supportive and practical environment at Lane in which open educational resources can thrive and instructors can develop professionally. As OER adoption specifically aligns with the Lane Community College mission, vision, and strategic directions, action should be taken using these recommendations as a guide to begin to realize the promise of open education.

1 – INFRASTRUCTURE

Create an environment in which open educational resources can thrive, are widely used, are supported, and are sustainable.

2 – ADOPTION AND DEVELOPMENT

Develop a comprehensive set of resources aimed at creating a culture of open education at Lane, increasing open educational resource awareness, improving skills in identifying, modifying, and adapting OERs, and fostering a culture of sharing and collaboration.

3 – COMMUNITY LEARNING

Create a fellowship of Lane Community College faculty to empower instructors to use OERs in their courses, provide support for curriculum development, and enable this community of instructors to explore, learn about, and share open education principles in a peer-learning environment.

Background

Lane Community College has been an icon of excellence and innovation since its inception. Founded in 1964, Lane's commitment to developing the highest quality pedagogies and empowering its students in the use of emerging technologies remains strong.

The recent emergence of open educational resources, or OERs, encourages colleges and universities to explore new methods of distributing knowledge to students. It is becoming more apparent that the integration of innovative technologies and content delivery systems in the classroom could further empower students to be successful in today's knowledge-based economy.

As a member of the League for Innovation in the Community College, it is in Lane Community College's interest to determine the availability, feasibility, and potential success in the use of open educational resources. Adoption and development of open educational resources can achieve multiple institutional and student goals.

BACKGROUND OF OPEN EDUCATIONAL RESOURCES

Open educational resources include text, videos, audio, and images with which instructors, departments, institutions, and students are able to freely use without cost and are legally allowed to modify the content to suit their needs. This offers the opportunities to distribute educational materials in an unprecedented manner in academia, not being as hindered by traditional barriers of access to books or instructors.

Due to the potential for increased sharing of information and creative works, traditional models of publication and print are being challenged.

Recent developments in communication and information technologies have given rise to global sharing of knowledge. Specifically with the Internet, information can now be published and distributed far cheaper and more efficiently than ever before. Due to the potential for increased sharing of information and creative works, traditional models of publication and print are being challenged.

The Internet provides a platform on which any individual may publish and access information for far less resources than the textbook publishing industry has been able to provide. This is coupled with an increase in desire for sharing through social technologies such as social networking, personal publication through blogging and websites, and email.

Open sharing licenses have drastically increased in popularity as participation has increased via the web. The most common of these, the open attribution license, is one in which the creator of content gives free and unrestricted permission to use, change, reuse, and even sometimes resell their content as long as whoever uses it attributes the original author to its creation. The author retains the ability to remain in control of the original content. This greatly differs from the traditional "all rights reserved" copyright, with the author retaining sole use of the material.

It is the rise of both the open attribution license and sharing via the Internet that promoted the concept of open educational resources in higher education. The potential of a body of continually-growing knowledge and the ability to openly modify this knowledge to suit student needs is the great driving force behind the adoption of OERs. Materials can improve without having to wait for new textbook editions. In addition, the affordability of open educational resources is a valuable motivation for students. Coupled with the July 1, 2010 enacting date for the transparency and affordability-motivated Higher Education Opportunity Acts textbook provisions, OERs can provide a solid method in which to address the growing concern of the costs associated with higher education.

HISTORY OF OPEN EDUCATION AT LANE

In 2006, Lane faculty webmaster Joe Escobar attended a conference workshop on open educational resources sponsored by the League for Innovation in the Community College. Bringing his findings back to Lane, Mr. Escobar planted the seed which would bring Hal Plotkin to present at the Lane 2007 Spring Faculty and Staff Conference. As an OER pioneer from the Foothill-De Anza Community College District in California, Mr. Plotkin demonstrated to Lane faculty and staff the potential of OERs at college campuses in his presentation "Building and Using Public Domain/Open Education Resources as Substitutes for Commercial Textbooks."

Due to a variety of challenges including the lack of dynamic technologies, Lane's OER efforts were set aside to wait for viable options to emerge. As content delivery, social networking, and other internet technologies improved over the years, the Associated Students of Lane Community College expressed interest in 2009 in reopening OER research at Lane, seeking to implement relevant, valuable, and affordable course materials. Coupled with the concept of universal content design and electronic text, learning technologies and content delivery methods have become more robust. The culture of knowledge sharing has also become increasingly popular in academia. It is this combination of opportunities which invoked a revival of research at Lane.

LANE'S ROLE

Actively pursuing and developing open educational resources directly supports the Lane Community College Mission and multiple Core Values.

Online Teaching and Learning is a strategic direction adopted by the Lane Board of Education for the college. This goal seeks to identify resources and methods which could improve the quality and relevance of a Lane education today and empower both faculty and students in the use of such emerging technologies.

Traditional textbook prices have risen at four times the rate of inflation since 2000. An average textbook costs more than $75

The vision of the college to *transform lives through learning* further justifies the exploration of adopting OERs. By integrating accessible, affordable, and technology-empowered knowledge into course materials, Lane will equip students with the necessary tools to be successful in today's workforce.

A variety of learning styles are addressed with OERs, offering visual, audio, and other multimedia components in addition to text. When using open educational resources, students are able to access content in a myriad of ways and can find learning opportunities which best suit them.

WHY OPEN EDUCATIONAL RESOURCES?

In their 2006 commissioned report titled "*A Test of Leadership, Charting the Future of U.S. Higher Education*", the U.S. Department of Education highlighted that "academic programs must be transformed to serve the changing needs of a knowledge economy."[2] Open educational resources exemplify this priority by providing valuable opportunities through innovative course delivery methods.

[2] U.S. Department of Education. (2006). A Test of Leadership, Charting the Future of U.S. Higher Education. Washington, D.C.: U.S. Dept. of Education [http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html]

In 2008, the United States Congress passed H.R. 4137, the Higher Education Opportunity Act (HEOA). The bill contained measures specifically aimed to reduce the cost of textbooks for students at institutions of higher education in the United States. It was the focus of these provision to improve the transparency in the textbook selection process at colleges, increase the availability of text versions (bound, unbound, electronic, etc.), and justify the costs associated with new textbook editions.[3]

Taking effect on July 1, 2010, the HEOA's textbook provisions are now becoming a federal requirement for publishers, college campuses, and bookstores. While not specifically mentioning open education, the spirit of the textbook provisions HEOA are exemplified by the transparent and accessible nature of open education, as well as the affordability opportunities which OERs could provide. As the provisions of the bill begin to take effect, OERs could increasingly become a viable option for institutions, bookstores and faculty to meet the spirit and requirements of the law. The affordability of course materials for students will continue to be a driving force behind the implementation of OERs in the near future and beyond.

OERs also create professional and institutional development opportunities for faculty and staff. When using OERs, students, faculty, and the institution can also find value in increasing their competency with technology-based information retrieval, which is critical in today's information-heavy workforce.

[3] The Higher Education Opportunity Act of 2008, § 133. H.R. 4137. 110th Cong. 2nd Sess. (2008). [http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf]

Findings

The Lane OER Team conducted an extensive study of over 50 open educational resource primary sources, including platforms, repositories, search centers, and databases. In addition to the primary sources, the team researched information located at organization websites, expert interviews, webinars, conferences, blogs, news articles, and social media profiles.

These findings are those of the Lane OER team on the current state of the availability, adoption, and development of open educational resources in the community college.

It is the hope of the team that these findings can be used as a primer on open educational resource familiarization and can provide the necessary background to encourage further exploration into the use of OERs.

AVAILABILITY AND ADOPTION

The availability of open educational resources is scattered or non-uniform, mostly due to the decentralized, personal, and individually empowered culture surrounding OERs. Multiple organizations and collaborations exist, however, to collect, store, and categorize OERs. While many of these such organizations exist, groups don't frequently work collaboratively, have their resource storage infrastructure built electronically for easy search across websites or platforms, or categorize their resources in a way which is intuitive or easy for instructors to browse, leading to a challenge in OER adoption.

In addition to a non-uniform, non-central location when searching for OERs, full course materials are not readily available for many disciplines or courses, leading to an abnormally large required time investment for curriculum development for faculty who wish to teach with OERs but have no prior experience in finding such resources. With no standard path in finding and adopting OERs, faculty interested in exploring OER use at Lane are hard-pressed to find the time and energy to launch a full-scale search of the Internet to find a quality collection of course materials.

Most OERs available today are modules…It naturally requires more resources to gather enough resources for a complete college course than to find or create a module.

Many **thousands** of open educational resources exist in some form today from institutions, organizations, and authors. The challenge, however, is empowering faculty to navigate the repositories of OERs given their relative lack of organization, search capability, and availability across subjects and disciplines.

Any OER which does not sufficiently provide enough material for an entire college course is commonly called a **module**. Most OERs available today are modules. Knowledge collection, including the process of assembling traditional textbooks and courses, operates as a combining of modular ideas, topics, and discussions. It naturally requires more resources to gather a complete college course worth of materials than to find or create a module. Complete textbooks or course collections occur far less frequently in the OER sharing realm. As there are few, peer-reviewed, open texts in existence, the lack of OER adoption across college campuses is understandable.

In order to find value in the vast array of open educational resources on the web, faculty need to know where to look, know what to look for, and know the best practices associated with creating their own course materials out of OERs. To help solve this challenge, Lane can create a common web portal for faculty which provides a comprehensive directory to all known available resources and training materials. This would empower faculty to learn about OERs, browse and find resources, and develop their own courses using these resources.

Training and guidance materials outlining the best practices associated with adopting and developing new OERs is surprisingly absent from the primary OER providers. Efficient training opportunities which establish the importance of OERs and prevent frustration are essential as faculty time is highly valuable.

Empowering faculty with professional development and training opportunities are perhaps the most efficient and best ways to encourage OER adoption at Lane. To create a highly supportive and practical OER environment at Lane, special effort should be taken to develop the infrastructure and professional development opportunities for faculty members. Increasing the ease and developing OER literacy programs can positively impact course materials and students at Lane, leading the college to realize the promises of open education.

QUALITY

Traditionally published course materials exhibit a strong editorial component. Texts are reviewed for content, style, and consistency. Subject experts weigh in on the reliability of the information being presented. Multiple revisions are often made to satisfy an editorial board's standards and opinions.

At no fault of the authors of OERs, those who publish open resources are generally prohibited from enjoying the credibility offered by traditional commercial publications

The culture of open educational resources encourages self-publication and sharing of information, but unfortunately the traditional functions of an editor are frequently omitted at no fault of the author: no centralized or widely utilized process exists. However, this lack of centralized approval body is hardly new.

In the early 2000s, the publishing industry experienced a similar groundswell of independent and individualized publications. Over the last ten years, Web 2.0 technologies have literally given the capability for anyone to publish thoughts, research, opinions, and observations.

Once thought to be low-quality, unreliable information, blogging is now a powerhouse of the daily American media cycle. Wikis and other online encyclopedias are constantly enriched by their increasingly growing number users, with information constantly becoming more relevant and regularly updated. Other social media have empowered millions of people to publish valuable and rich material of interest to their social circles. New methods for filtering unwanted and unreliable information have also emerged, a trend which will likely emerge for OERs as they are increasingly adopted.

Open educational resources used by the higher education industry stand to gain from this rich individual involvement. OERs can be updated, revised, or modified instantly, thereby increasing the relevance and value to students and faculty. Mistakes can be eliminated and new versions shared simultaneously. The quality of OERs can be improved with every course, taking careful note of student needs, classroom environment, and technological trends.

User-generated content is becoming a critical component of information distribution and the Web 2.0 culture. Open educational materials follow this emerging model as they can be freely shared and consumed, allowing anyone to contribute and improve the product. OERs can increase in value to the consumer at a rate unachievable by traditional publication methods.

It is imperative to retain the highest-quality materials in college courses as student success is likely correlated in part to the relevance and quality of the materials with which they are presented. In addition, students expect the best materials in return for their tuition dollar. OERs provide a valuable opportunity for instructors to increase the relevance of their learning materials at any time. Students can contribute to the relevance and value of their materials. Instructors can "feel the pulse" of their courses through the use of their OERs.

Most OERs available to instructors in higher education lack established quality standards (FlatWorld Knowledge's hybrid commercial/open model being an exception). In addition, because

of the decentralized method of publication, no widely utilized peer revision or editorial opportunities exist for publishers of OERs. At no fault of the authors of OERs, those who publish open resources are generally prohibited from enjoying the credibility offered by traditional commercial publications. However, as OERs continue to grow in use, it is believed that the same incredible quality of richness experienced with today's Web 2.0 technologies will likewise affect OERs and community-accepted standards will become mainstream to filter out lower-quality resources.

How Quality Can Be Assessed

It is a primary function of faculty members to conduct curriculum development. This includes the review of potential curriculum that could be used in a course. Using a set of personally developed or shared standards, an instructor can assess the value, credibility, and quality of an OER (both modular or full text) and provide his or her approval of the material.

…students expect the best materials in return for their tuition dollar.

A tacit endorsement of the quality of materials can be inferred from faculty and institutions which have already adopted open educational resources. For instance, the popular open textbook *Collaborative Statistics* by Barbara Illowsky and Susan Dean has been adopted for use by De Anza Community College in California.[4] The use of this text by the college in an actual course implies that the instructors who teach this course endorse the materials and that the course meets the curriculum guidelines of the college. While not often providing a formal endorsement in examples such as this, the actual use of an OER in course settings provides some indication as to the quality of a resource.

Quality measures used by Web 2.0 technologies such as blogs, wikis, crowd voting, and other independent publication platforms are emerging. These include offering institutional and expert endorsements, references, and popularity or "crowd" voting on OER websites. While these options are being explored by many open resource organizations, these measures are not yet to the level of providing the expected indication for faculty who are browsing available OERs. As more instructors and institutions embrace a culture of sharing and adopt OERs, the community of producers and adopters will invariably create standards which can help imply a resource's quality.

Instructors who are looking to adopt OERs in their courses are encouraged by most organizations to critically examine an open resource's content for style, subject, and semantics, the same as one would do in examining materials when developing a curriculum. In addition, it is valuable for faculty to adopt recommended content standards for OER adoption and to seek out testimonials, references, and other comments surrounding particular resources. What can result is a dialogue between developers and adopters, with OERs growing in value and richness when adopters provide feedback that leads to content improvement.

DEVELOPMENT

The continuous creation of new and valuable OERs is a challenging piece of the OER puzzle. Often requiring large amounts of time, financial capital, and knowledge, it appears that although the technologies that support the development sharing of OERs have become increasingly available, the actual adoption of OERs can lag due to the required resources to explore methods past the status quo (i.e. traditional textbook distribution).

The volunteering of knowledge and information has increased over the last few years due to the expansion of individual participation on the Internet.

This obstacle to campus-scale OER adoption is caused by the lack of faculty empowerment and guidance. Instructors and subject-matter experts often find it difficult to share their knowledge when they do not understand available OER options and don't have time to conduct research in finding OERs. In addition,

[4] Connexions. (2010). *Collaborative Statistics.* [http://cnx.org/content/col10522/latest]

instructors are rarely financially compensated for OER development, frequently leaving only "free time" for the development of OERs.

The volunteering of knowledge and information has increased over the last few years due to the expansion of individual participation on the Internet. Participants are generally motivated by the gratification of advancing knowledge in their fields of interest and increasing their stature within their fields as a contributor and community participant. However, daily faculty responsibilities frequently triumph over exploratory and uncompensated OER research.

As the commercial sale of OERs is not viable, alternative encouragement to participate is being sought out by OER practitioners. Incentives are critical to promoting the development of OERs among faculty and subject matter experts.

Charitable grants and institutional investment in open educational resources appears to be a viable model providing financial capital in support of continued development and maintenance of open educational resources. As the OER industry is still in an infant state, however, the realized return on investment may take some time to become quantitatively evident.

While not officially established in any institution identified by the Lane OER Team's research, institutional grants to faculty could provide a valuable incentive for production. In addition, the professional development opportunities of joining a network of OER developers, interacting with subject-matter experts, and contributing to one's field can be valuable. Compensatory incentives and organizational support can make obsolete the challenges encountered by instructors who seek to develop OERs.

Professional Development an Incentive

Faculty at institutions of higher education, including Lane Community College, are increasingly developing open educational resources and other materials to advance both the knowledge in their field and to improve the success of their students. This non-traditional form of publication is giving value to the individual instructor and demonstrates their commitment the advancement of their field of expertise.

The publication of materials is a valuable professional development opportunity for faculty.

Lane Community College would greatly benefit from the development of OERs. Promoting the creation and implementation of OERs could improve the reputation of the institution as well as increase the value for both students and faculty through relevant material and individual professional development opportunities.

When developing OERs, metrics should be identified and used to assess if a resource creates student, faculty, and institutional value as well as promoted success. Reward for high assessments could increase the incentive to improve course materials as well as increase the adoption of OERs across institutions.

With the increased availability and accessibility of hyperlinked knowledge and multimedia content, students and faculty alike are able to have more information at their disposal, contributing to success.

ACCESSIBILITY

The advances in technology in education have increasingly improved the capability of individuals with disabilities to participate in classroom learning environments. Due to the electronic nature of OERs, course materials are already transitioned into digital-ready alternative formats such as audio and speech software designed to read to visually-impaired students. When needed by students, alternative formats are federally mandated. OERs are a natural fit and a welcome blessing for the Lane Disability Resources Department, who spend thousands of hours annually converting paper copies of texts into digitally readable formats.

If an electronic text is not readily available for students who need alternative formats, physical textbooks must be converted from paper to digital form. This is a process that can last on average

between five to fifteen days, leaving the student without a textbook during that period. As texts often don't arrive on bookstore shelves until days before the next term, this timeframe can be extremely limiting for students, especially if there is an unusually-heavy workload in the Disability Resources Department. It takes on average between two and ten staff hours to convert a single textbook for simple projects, longer for more complicated projects such as math and science textbooks. Once completed, a student's textbook is rebound and returned, but retains no resale value as the original binding is literally cut from the book and discarded. This process alone shows great potential for OER implementation at Lane, where electronic-ready course materials have additional value to students with disabilities.

In the classroom setting at Lane, students can benefit from OERs in their personal educational programs and courses due to the open nature of the materials. As information becomes increasingly available without membership or subscription and as information also becomes hyperlinked and searchable, it is possible to find and access relevant material easier than in the traditional textbook format, leading to increased learning opportunity.

Students can find related resources which may not be assigned in-class, but can enhance the learning process just the same. Assistance gained with the use of OERs and individual instructors, Lane students can increase skills in finding appropriate information on the web. With the increased availability and accessibility of hyperlinked knowledge and multimedia content, students and faculty alike are able to have more information at their disposal, contributing to success.

With multi-channel learning and multimedia course materials also comes the improved ability to convey knowledge across delivery methods. Connecting with students who use textual, auditory, visual, kinesthetic, and digital learning styles is more achievable today given the new tools of communicating knowledge. This array of multimedia tools could correlate to student success and retention.

Challenges currently exist within the current infrastructure in the delivery of course materials over the Internet at Lane, challenges that can be addressed through an extensive exploration into the delivery software, tools, and interfaces compared to today's needs. Some segments of the student body are limited in their ability to personally access, download, and print required course materials, and do not either have access to technology or strong technological skill. Lane staff and technological resources currently assist with these challenges, but in some departments acquiring additional resources or exploring new models of technology delivery to students is highly suggested.

In addition to individual student challenges, larger-scale issues currently faced by some departments could be exacerbated by the implementation of OERs and other electronic resources on campus. At the moment, a portion of the Technology Fee assessed per term is allocated to fund paper and printing costs in computer labs and other locations around campus, with students not being charged based on the amount nor are students specifically limited in the amount of allowed printing. As challenges in the use of technology exist currently on campus, further exploration to solving these challenges and empowering students will be increasingly necessary.

Current operating procedures would to be amended to be more sustainable in funding if print copies will increasingly be needed by some of the student population, including those regarding the use of on-campus technology such as computer labs and printers.

Community Lifelong Learning

Outside of the educational institution, OERs are influential in increasing public knowledge. Distribution of OERs can provide opportunities for non-college students to access educational resources, thereby enriching lives at all age levels and backgrounds. In addition, as the financial barriers to entry to accessing the Internet are disappearing, OERs are promoting universal access to education for the first time.

The ability to openly reach so many Lane County residents with high-quality educational materials fulfills Lane's mission to provide affordable, quality, lifelong educational opportunities.

INTELLECTUAL PROPERTY

The traditional © *all rights reserved* copyright with creative works in intellectual property law with has recently been challenged with the advent of attribution and public licenses such as the GNU public license and Creative Commons attribution licensing. The collaborative nature of the Internet has encouraged a culture of sharing and derivative works, with authors, artists, and other creators finding value in that their works are used, appreciated, and widely distributed. Attribution licenses such as those from Creative Commons encourage sharing and are used by countless individuals and organizations over the Internet, requiring only that the original creator of content be attributed to the work.

The OER movement is based on this culture of sharing. Coupled with the ability to retain ownership of ones' creations and observations, instructors and experts worldwide are able to share knowledge and actively participate in the growth of their field. Attribution is critical to the success of OERs. Faculty and experts depend on their contributions to increase their reputation and authority in the field, affording them new opportunities.

Lane Community College could greatly benefit from promoting a culture of sharing among faculty, students, subject-matter experts, and the community. The outcome could expand the community's academic, economic, business, and leadership capabilities in positive ways. In addition, the college could benefit in the increased reputation brought by faculty members who are becoming emerging leaders and experts in their fields, in turn making a Lane education considerably more valuable.

RETURN ON INVESTMENT AND INCENTIVES TO PARTICIPATE

While the barriers and challenges of adoption that have been identified can be discouraging, the benefits and potential returns of investment for students, faculty, and the institution can far outweigh these shortcomings. The incentive for stakeholders to participate are essential as well, as OER adoption is dependent upon a robust community of supporters, both student and faculty.

BENEFITS TO STUDENTS

- **Affordability**. Open educational resources are available to students for free or for greatly reduced cost in comparison to traditional commercial course materials. Even after costs associated with infrastructure, maintenance, and technology investments (such as the purchase of a personal computer to access materials), the cost of OERs remains likely much lower than their traditional counterparts.

- **Relevant content**. Open educational resources promote customized and relevant course materials for students that can be applied to students' coursework, lives, and career paths. OERs show great promise to be more flexible to meet student needs, interests, and paths.

- **Technological competency**. The use of OERs promotes technological competency with students by engaging them with dynamic content and electronic course materials. The ability to retrieve information across platforms (e.g. the Internet, electronic readers, email) is a critical skill for success in today's knowledge economy.

OERs also promote the use of multimedia and social components in course materials. Fluency with these methods increases the likelihood for students to gain skills in communicating effectively with coworkers, business partners, and customers.

- **Multiple learning styles.** With increased exposure to a variety of learning tools including textual, auditory, visual, kinesthetic, and digital multimedia content in course materials, students can potentially learn more effectively using their individual learning styles and better identify ways to solve problems. Increased fluency in multimedia can also increase students' ability to present information in ways which speak across learning and communication styles.

- **Value of education**. As OER course materials increase in quality, relevance, and affordability, the overall value of a Lane education will increase.

- **Increased employment opportunity.** As the value of a Lane education increases, so does the marketability of a student in the workforce with a Lane degree.

BENEFITS TO FACULTY

- **Professional development.** Faculty who adopt and even develop OERs of their own increase the value of their career work within Lane, within their field of expertise, and to their students. This could lead to greater opportunity for promotion, improved experiences, and greater sense of contribution to their students and their field.

- **Saved faculty time**. OERs are immediately editable. Inconsistencies and updates can be updated within a moment's notice. Course materials may be modified or augmented without much procedural issues, especially within the convoluted Lane course packet production process.

- **Ownership of content**. Faculty members who publish OERs can retain the rights of their work, allowing authors to use their work however they deem fit. This can directly translate to increases in professional opportunity, income, and improved reputation within fields of expertise. On the other hand, commercial publications often restrict use and usually assume partial or full ownership of content, leaving the author without any ability to control his or her content.

- **Increased marketability**. By producing OERs, faculty have the increased opportunity to promote their work which could help them reveal future opportunities, obtain grant funding for research, or network with others in their field.

- **Improved pedagogy**. OERs are based on a culture of continual improvement. As student needs change, faculty members are increasingly able to respond to and adapt course materials and teaching styles to meet these needs with OERs.

BENEFITS TO LANE COMMUNITY COLLEGE

- **Mission, vision, and core values**. The use of OERs directly meets multiple college goals which speak to innovation. Specifically, OERs are aligned with the Online Teaching and Learning strategic direction at Lane through use of emerging technologies in the classroom, increased access to education, and improved learning experiences.

- **Recruitment and retention**. The use of OERs within the institution can improve college recruitment and retention. Course materials which are adaptive, high-quality, and relevant to student interests and career goals will likely stimulate demand for a Lane education and increase student interest.

- **Leadership**. Lane is regarded as a leader in innovative learning methods, use of technology, and community education. Implementing OERs in courses at Lane affirm Lane's commitment to identifying how technology can be used to improve the educational experiences of students and to increase access to education.

- **Student engagement**. Due to their dynamic, interconnected, and high social nature, OERs can greatly increase student involvement with courses and course material.

- **Sustainability**. The development and adoption of OERs reaffirms Lane's commitment to sustainable practices by reducing waste, creating low-cost opportunities, increasing access, and establishing the college as a leader in development.

FUTURE EXPLORATION

A number of additional issues surface when exploring intellectual property and open curriculum development. While the following issues are beyond the scope of this report, they deserve further exploration as open education principles are introduced at Lane.

First, the adoption of policies which assign valuable weight to open educational resource publication and curriculum development for purposes of hiring, promotion, and tenure was an idea that was expressed by a number of Lane faculty during the research phase. While the logistics of such a policy are beyond the scope of this report, further exploration into the merits of valuing the adoption and development of OERs could improve the environment of sharing envisioned under this report.

Second, the application and assignment of intellectual property and digital rights management surfaced during discussions revolving OER adoption, modification, and creation. As the line between personal time and official duties is not always clear, an exploration into current intellectual property policy, assignment of ownership and rights, and integration of sharing principles and culture into the Lane curriculum development process could further the open education efforts at the college.

Third, some Lane Community College intellectual property, specifically curriculum and other learning resources owned by the college, could benefit the overall open education community if it was released under an attribution or similar style license. If it is deemed appropriate, making college-owned curriculum available for open use could stimulate other institutions to explore open education principles and encourage the adoption of open educational resources. Actively participating and taking leadership in this realm could further invigorate producers and adopters of OERs, developing the culture of sharing and collaboration that is necessary for OERs to thrive.

Recommendations

These recommendations are presented to the Lane Community College Vice President of Academic and Student Affairs and the Lane Student Affairs Leadership Team after careful deliberation and analysis of the available OER data, information, commentary, and references. Additional research will be conducted by the team and new information will be presented as it is identified which could positively affect outcomes.

As new evidence regarding the use of OERs is discovered, these recommendations may be amended or changed. These recommendations are non-binding on any party and are simply offered as ideas for the meaningful implementation of OERs at Lane and the creation of a productive and supportive environment in which OERs can thrive.

1 – INFRASTRUCTURE

Create an environment in which open educational resources can thrive, are widely used, are supported, and are sustainable.

In order for OERs to thrive at Lane, a supportive and sustainable infrastructure should be established. This includes the identification and sourcing of a suggested repository or storage software for faculty to publish and distribute their course materials. Also, technologies that guide, accelerate, and empower OER use should be implemented.

Using the research of the Lane OER team, a robust OER leadership group should be maintained to ensure the continued progress of Lane's professional development and OER infrastructure efforts.

2 – ADOPTION AND DEVELOPMENT

Develop a comprehensive set of resources aimed at creating a culture of open education at Lane, increasing open educational resource awareness, improving skills in identifying, modifying, and adapting OERs, and fostering a culture of sharing and collaboration.

Lane Community College should identify, create, and distribute a variety of professional development resources focused on empowering faculty to find and adopt OERs. In addition, the Lane OER team, faculty, and other interested parties should continue to encourage OER adoption when possible in courses. A large body of resources exists over multiple repositories – finding them and learning how to use them shouldn't be a barrier to entry.

In addition to the development of OER empowerment resources, continued research should be conducted on the ever-changing landscape of technology, OER availability, intellectual property management, and other issues which affect OER adoption and development.

The goal of this recommendation is to eliminate challenges associated with a lack of OER awareness, knowledge of their location, and how to easily implement resources into course curricula.

3 – COMMUNITY LEARNING

Create a fellowship of Lane Community College faculty to empower instructors to use OERs in their courses, provide support for curriculum development, and enable this community of instructors to explore, learn about, and share open education principles in a peer-learning environment.

The formation of a faculty fellowship or cohort could guide instructors in the acquisition, modification, and integration of OERs into their courses. If interest exists within the group, the faculty fellowship can also lead the development of new OERs at Lane.

A peer-learning community utilizes the community learning best practice at Lane, drawing from the valuable expertise of facilitators and organizational methodology which has proven itself most effective in previous Lane projects. The overall objectives of the fellowship are the active implementation of OERs by providing a peer-empowered professional development opportunity. Upon completion of the fellowship, it is encouraged that faculty continue to foster a culture based on open education principles among others both at Lane and the higher education industry.

Conclusion

Open educational resources provide great potential in making college more accessible and affordable. Despite the challenges associated with the nascent open education movement, more educational materials become available daily. In a short time, the quality and richness of open educational resources could surpass that of traditional publications due to the ability for knowledge to be shared freely.

Lane Community College has a great opportunity to be pioneers in the open education movement. The evidence supporting the availability, quality, and usability of open educational resources justifies the investment in exploration as a member institution of the League for Innovation. As technology continues to transform education, colleges must anticipate changes in the systems which assist with the learning process. Open education is no exception. In order to remain competitive and innovative as a world-class learning institution, Lane Community College should explore, learn from, and promote these new technologies and methods.

Open education can empower students to be successful in today's knowledge-based economy. By fostering a culture of open knowledge access, sharing, and progress, Lane leads the way in providing the best learning tools and classroom experiences.

Appendix I

BIBLIOGRAPHY AND SOURCES CONSULTED

Primary sources, searches, repositories, and indexes	
Academic Earth	http://academicearth.org/
AMSER	http://amser.org/
BioSciEdNet	http://www.biosciednet.org/portal/index.php
BookBoon	http://bookboon.com/us/textbooks
cK-12	http://about.ck12.org/
Capilano University OpenCourseWare	http://ocw.capcollege.bc.ca/
ChemEd DL	http://www.chemeddl.org/
Community College Open Textbook Collaborative	http://collegeopentextbooks.org/textbooks/textbooksbysubject.html
ComPADRE	http://www.compadre.org/
Connexions	http://cnx.org/
CSERD	http://www.shodor.org/refdesk/
Curriki	http://www.curriki.org/xwiki/bin/view/Main/WebHome
Digital Marketplace	http://www.dmproject.org/
DiscoverEd	http://discovered.creativecommons.org/search/
Engineering Pathway	http://www.engineeringpathway.com/ep/
Ensemble Computing	http://www.computingportal.org/
FlatWorld Knowledge	http://www.flatworldknowledge.com/
FolkSemantic	http://www.folksemantic.com/
Forum Network Videos	http://forum-network.org/station/wgbh
FREE – Free Resources for Educational Excellence	http://free.ed.gov/index.cfm
Free Digital Textbook Initiative – CERN	http://www.clrn.org/fdti/
The Global Text Project	http://globaltext.terry.uga.edu/

GoldNodes – Excellent Webpages for Learning	http://www.learnodes.com/findability/findabilityAnimation.html
HippoCampus	http://www.hippocampus.org/
iMedPub Medical Resources	http://knol.google.com/k/medicine-healthcare#
Internet Archives' Book Server	http://www.archive.org/bookserver
Internet Archives' Open Educational Resources	http://www.archive.org/details/education
iTunes U	http://www.apple.com/education/itunes-u/
Math DL	http://mathdl.maa.org/mathDL/
MatDL	http://matdl.org/repository/index.php
MERLOT	http://www.merlot.org/merlot/materials.htm
MIT OpenCourseWare	http://ocw.mit.edu/OcwWeb/web/home/home/index.htm
National Science Digital Library	http://nsdl.org/
Notre Dame OpenCourseWare	http://ocw.nd.edu/
OCW Finder	http://www.ocwfinder.org/
Open Courseware Consortium	http://www.ocwconsortium.org/
Open Learn – Learning Space (The Open University)	http://openlearn.open.ac.uk/course/index.php
Open Learning Initiative	http://oli.web.cmu.edu/openlearning/index.php
Open.Michigan	https://open.umich.edu/
Open Yale Courses	http://oyc.yale.edu/
The Orange Grove – Florida's Digital Repository	http://www.theorangegrove.org/OGMain.asp
Smile Pathway	http://www.howtosmile.org/
SOFIA	http://sofia.fhda.edu/
SOL*R	http://solr.bccampus.ca/cms2/
Stanford Encyclopedia of Philosophy	http://plato.stanford.edu/
Student PIRGs Open Textbook Catalog	http://www.studentpirgs.org/open-textbooks/catalog
Teaching With Data	http://www.qssdl.org/qssdl/welcome.action
Teacher's Domain	http://www.teachersdomain.org/

Tokyo Institute of Technology	http://www.ocw.titech.ac.jp/index.php?lang=EN
Tufts University OpenCourseWare	http://ocw.tufts.edu/
UMass Boston OpenCourseWare	http://www.ocw.umb.edu/
University of California System College Prep	http://www.ucopenaccess.org/
University System of Georgia SHARE	http://usgshare.org/logon.do
Utah State University OpenCourseWare	http://ocw.usu.edu/
Wikibooks	http://en.wikibooks.org/wiki/Main_Page
Wikieducator	http://wikieducator.org/Main_Page
Wikiversity List of OERs (Hunter-Gatherer Project)	http://en.wikiversity.org/wiki/Hunter-gatherers_project
YouTube Edu	http://www.youtube.com/edu

Organizations, Collaborations, Coalitions	
Access to Knowledge Initiative (BYU)	http://education.byu.edu/a2k/
The Bill and Melinda Gates Foundation (OpenEd)	http://www.gatesfoundation.org/postsecondaryeducation/Pages/default.aspx
Community College Consortium on Open Educational Resources	http://www.oerconsortium.org/
Institute for the Study of Knowledge Management in Education	http://www.iskme.org/
Intute (UK)	http://www.intute.ac.uk/
IssueLab's OER Research	http://oer.issuelab.org/research
Jorum (UK)	http://www.jorum.ac.uk/
OECD Centre for Educational Research and Innovation	http://www.oecd.org/edu/ceri
OER Commons	http://www.oercommons.org/
Open Courseware Consortium	http://www.ocwconsortium.org/
Open Education Resource Center for California	http://grou.ps/oercenter
The Open University (UK)	http://openlearn.open.ac.uk/

Students for Free Culture	http://freeculture.org/
The Student PIRGs – Make Textbooks Affordable	http://www.studentpirgs.org/textbooks/
UNESCO Open Educational Resources	http://oerwiki.iiep-unesco.org/index.php?title=Main_Page
Wikiversity	http://en.wikiversity.org/wiki/Wikiversity:Main_Page
The William and Flora Hewlett Foundation	http://www.hewlett.org/programs/education-program
Zunia Knowledge Exchange	http://www.openeducation.zunia.org/

Blogs on OERs	
Abject Learning	http://blogs.ubc.ca/brian/
Andrew Rens' Blog	http://cyberlaw.stanford.edu/blog/andrew-rens
Brave New World	http://bookseller-association.blogspot.com/
Community College Consortium for Open Educational Resources	http://oerconsortium.org/
Connexions Blog	http://blog.cnx.org/
Creative Commons – Commons News	http://creativecommons.org/
Disruptive Technology Library Jester	http://dltj.org/
Open Education News	http://openeducationnews.org/
Open Thinking	http://educationaltechnology.ca/couros/
NIXTY	http://nixty.com/blog
WA Open Educational Resources	http://blog.oer.sbctc.edu/

OERs on Twitter	
@Curriki	http://twitter.com/Curriki
@educ8ter	http://twitter.com/educ8ter
@edustyle	http://twitter.com/edustyle
@flat_world	http://twitter.com/flat_world
@iskme	http://twitter.com/iskme

@MITOCW	http://twitter.com/MITOCW
@oer_center	http://twitter.com/oer_center
@OERCommons	http://twitter.com/OERCommons
@onlinelearningu	http://twitter.com/onlinelearningu
@openculture	http://twitter.com/openculture
@openednews	http://twitter.com/openednews

Appendix II

LANE OER TEAM MEMBERS

TEAM LEADERSHIP

James Manning
ASLCC President 2009-2010

Jennifer Steele
Director, Lane Titan Store

Jeremy Riel
Millennial Associates, LLC

OTHER MEMBERSHIP

Velda Arnaud
Faculty, Business

Barbara Delansky
Director, Student Life & Leadership Development

Brad Hinson
Division Dean of Academic Technology

Tom Johnson
Project Coordinator, Printing and Graphics

Meredeth Keene-Wilson
Faculty Technology Specialist
Faculty, Art & Applied Design

Sheri Kendall
Faculty, Health Professions

Vicky Kirkpatrick
Faculty Technology Specialist
Faculty, Mathematics

Don McNair
Executive Dean; Academic Affairs Transfer

Lynn Lodge
Staff, Disability Resources

T.C. Osborn
ASLCC Representative

Marika Pineda
Director, Library

Katie Taylor
ASLCC Representative

Kienan Wear
ASLCC Representative

For more information on the Lane OER Team and Lane's OER efforts, visit the project site at www.bit.ly/laneoer

Many thanks to the various individuals and organizations who dedicated their time and knowledge to this project. The Lane OER Team is excited to see where we will go in the next couple years as OERs become an integral part of the learning experience in higher education!

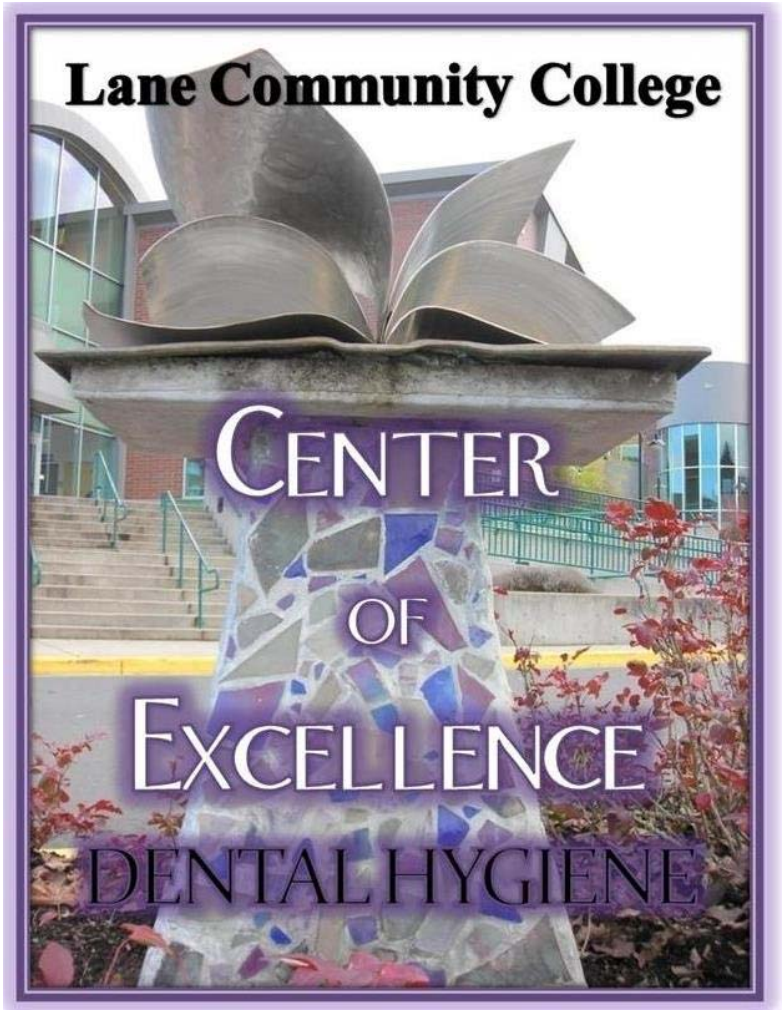
This report and its recommendations were delivered to Sonya Christian, Vice-president of Academic and Student Affairs in May 2010. Reports of the ongoing progress of the Lane OER Team may be found at the project website, www.lanecc.edu/OASA/OpenEducation.

Millennial Associates LLC was retained to assist with the management, research, and staffing components of this project. This report was written and prepared by Jeremy Riel and Millennial Associates LLC under authority and commission of the Lane OER Team.

APPENDIX 8

Dental Hygiene Distance Education

Transition to Online Instruction: OVERVIEW REPORT



Submitted: May 3, 2010

"This product was funded by a grant awarded under the President's Community-Based Job Training Grants as implemented by the U.S. Department of Labor's Employment & Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only."

Program Model Overview

In December 2006, Lane Community College (LCC)—located in Eugene, Oregon, and serving primarily Lane County, Oregon—received a three-year grant of $1.97 million to develop an innovative model to transform its traditional dental hygiene into a distance education program. The intent of the project was to leverage LCC's existing curricular and instructional resources to develop a hybrid online program that (a) offered the classroom or "didactic" components in an online web-based environment paired with (b) a local clinic at the distance sites. Given a redistribution of work from the traditional model to the hybridized model, it was believed that significant savings could be achieved by leveraging the didactic capacity at LCC.

The dental hygiene project mirrored other health care education reform efforts throughout Oregon. In fall 2005, for example, Chemeketa Community College received a $2.4 million grant to coordinate similar hybridization projects in nursing and digital imaging, among others. Under this statewide project, Linn-Benton Community College (LBCC) hybridized its expensive digital imaging program from a traditional lecture/lab/preceptorship program, only offered at LBCC, to one that provided online "didactic" instruction through a web-based learning management system (i.e., Blackboard), with the clinical sites as preceptorship spread throughout the State of Oregon. Student outcomes under this new program at LBCC were just as strong—perhaps stronger—than under the traditional program where students in the program had to go to the LBCC campus on a regular basis. The hybridized digital imaging program allowed LBCC to expand enrollment and assist the state with workforce training in a critical health care occupation.

It was under this concept that LCC developed its hybridized dental hygiene program through a U.S. Department of Labor Community Based Job Training (CBJT) grant. Under the grant, LCC bifurcated didactic instruction from clinical instruction, achieving considerable potential cost savings for rural partners that could not afford a program of their own. A distance site under LCC's new program would be able to train one cohort of dental hygiene students over a two-year period for approximately $300,000.

The power behind the logic of LCC's hybridized dental hygiene model was that it could, at once, serve rural communities by providing these communities with dental hygienists from their own communities while circumventing the cost-prohibitive nature of beginning their own programs in dental hygiene. In addition, it made no practical sense for rural community colleges to start their own dental hygiene programs to address one of the ten occupations with the greatest workforce shortages at the writing of the grant. While, for example, northern Idaho had a 55 percent growth rate for dental hygienists for the ten-year period 2006–2016—a high growth rate by the standards set by the U.S. Bureau of Labor Statistics—that 55 percent represented only 28 dental hygienists

during that same time. LCC's hybridized dental hygiene program sought to address these significant workforce shortages in rural communities by defraying costs for these communities and allowing the communities to tap its online dental hygiene program on an on-demand basis. Rural community colleges could, in effect, partner with LCC's dental hygiene program for at a cost lower than what it would cost to develop its own program; avoid saturating the market with too many dental hygienists; and exit LCC's program once one to two cohorts of dental hygienists had been trained (10-12 dental hygienists), thereby avoiding ongoing costs of an expensive health care program. Another positive consequence from LCC's dental hygiene program is that it helped rural communities avoid—or at least, mitigate—the difficulty associated with recruitment of dental hygienists from more populated areas. Rural communities across the country have difficulty contending with the attractions and opportunities of city life and the higher pay most metropolitan areas can offer. LCC's dental hygiene program provided a potential strategy for helping rural communities to retain dental hygienists in their own communities by providing the education at home.

Through the CBJT grant, three institutions of higher education partnered with LCC as distance sites to test this model: (1) Linn-Benton Community College (LBCC) in Albany, Oregon; (2) Umpqua Community College (UCC) in Roseburg, Oregon; and Lewis-Clark State College (LCSC) in Lewiston, Idaho. Working with LCC under the grant, they each served as the distance site for five to six students; each site also chose to run a second cohort after the completion of the grant.

This document explores the development, prospective potential, strengths, and weaknesses of LCC's innovative distance education model along with the development of the sites. The document is intended to examine critically the development of the program and to forecast what the program's potential might be in the future.

Purpose of This Document

As noted above, developing distance education programs to support associate-degree level dental hygiene education bridges the gap between self-study and a description of the distance education dental hygiene program offered through LCC. Resting on this fulcrum between self-study and description, this information serves three overarching purposes: (1) to describe the strengths and weaknesses of LCC's distance-education dental hygiene program; (2) to self-evaluate the different aspects of LCC's program over the past three years; and (3) to create an instructive framework to sustain associate-degree level educational programs in dental hygiene at LCC or elsewhere throughout the country.

Methodology

The format in each section addresses the three overarching purposes. The format is bulleted below.

- Process Utilized – A brief description of the methodologies or sources used to gather data, input, and feedback from written documents and information directly and indirectly from individuals. Processes utilized include the following:
    - Open-ended surveys
    - Likert-scale surveys
    - Previous quarterly progress reports
    - Interviews
    - Accreditation documents
    - Examination of other documents
    - Examination of the original grant proposal and modifications to the original project
- Background – This section provides a description of the origin of a particular program aspect and salient development of this area component over time.
- Lessons Learned – Common findings from individuals involved in the program as students, instructors, program coordinators, or college administrators. The lessons learned section may include strengths and weaknesses of the program, its development, and particular aspects of the program.
- Future Applications – Solutions to address weaknesses and strategies to address weaknesses and/or to leverage strengths of the program to provide a framework for a national online distance education in dental hygiene.

Project Development and Sustainability

Many of the different sections of this document examine the distance education dental hygiene program retrospectively, prospectively, or both. This discussion of this bridge across time—the development of, and obstacles to, the program in the past and its further future applications—is intended to align with the original purpose of the grant; that is, to develop an innovative, cost-effective model for associate-degree level dental hygiene education and to distribute it through technology, particularly to rural areas in the country.

As such, some of the lessons learned may differ between the development of the program and its future application. Some past lessons learned—for example, the transfer of instruction from lecture to online modules—may not have immediate applications for the program in the future while other lessons learned may help solidify the program's future potential in the current and new distance communities.

Online-Distance Dental Hygiene Program Model – Didactic Courses

Process Utilized
Surveys, documents, and progress reports were reviewed, and interviews were held to develop the content on the development of online didactic courses.

Background
LCC offers a two-year associate degree in dental hygiene, allowing students to become a dental hygienist—an oral health professional who provides preventive, therapeutic, restorative, and educational interventions to control oral disease and promote optimal oral health.

Dental hygiene graduates are required to complete state or regional practical examinations and the National Dental Hygiene Board Examination to become licensed. Students take licensure examinations during the last half of their second and final year of the program. After graduation, students take a clinical examination in June. LCC graduates take the Western Regional Examining Board (WREB) licensure examinations for anesthesia, restorative and clinical dental hygiene at the LCC campus.

As noted above, LCC transformed its traditional dental hygiene program and its combination of in-class lecture and on-site clinic to an online model that transferred most of the lecture and seminar components to a web-based environment, making the didactic component accessible from anywhere. LCC and distance site students now receive their didactic instruction almost entirely online. This transition was designed to increase enrollment at satellite sites throughout the Northwest.

In December 2006, the dental hygiene program completed a comprehensive review of the program curriculum and submitted a revised curriculum that separated lectures and seminars from labs or clinical instruction to undertake this project. This bifurcation allowed for separate grading of clinical courses in preparation for distance learning educational sites.

Distance sites would have smaller cohorts of students, who would be graded for their clinical work at the distance sites. In February 2007, LCC approved the revised curriculum consisting of new, revised, and existing courses that would serve as the basis for the new online program. The revision of the curriculum included breaking clinical courses into A sections for lecture and seminar and B sections for labs or clinics. Some courses had content broken away to form new courses (Periodontology). New courses were developed to add the Restorative curriculum to Lane's dental hygiene program; this new legal function would be part of the instruction adopted for dental hygiene practice in Oregon.

During the first nine months of the grant (and beyond), LCC dental hygiene faculty began to transition the curriculum into an online mode of delivery. Faculty took personal responsibility to develop their own work schedules to transition courses to online, and the program placed emphasis on transitioning first-year courses since the second-year courses were not needed until the fall of 2008, the second year of the grant.

The first-year lead clinical instructor was able to assist faculty with developing courses for those less knowledgeable in online pedagogical and technology tools. Faculty requested this instructor become the lead technology person, she was knowledgeable, available and supportive in online course development. The lead technology person had experience with several online courses prior to the transition of the curriculum to online and understood online methodologies and technology to support development of courses. She was also able to work with the Moodle system and understand its limitations and benefits to teaching.

With assistance from the technology lead, each faculty member had the opportunity to collaborate to select the mode of instruction, the design of course formats, and the opportunity to create learning activities. Initially, SoftChalk allowed faculty to personalize their courses with learning modules. In the beginning, faculty used a variety of instructional designs.

After the first foray into online course development, faculty were trained in the use of *Quality Matters,* a research-based rubric for peer review of distance learning courses that also certifies reviewed courses meet these standards. Five dental hygiene faculty were trained through this a college-wide training, with one becoming a certified peer reviewer. The certified peer reviewer went on to assist faculty with *Quality Matters* and to help set up of standardized protocols and course components for all online didactic courses, including directing the selection of activities and instructional modalities for online courses.

In addition to the training above, the overall didactic curriculum was enhanced by training in Moodle, the college's adopted learning management software, as well as Softchalk, lesson-building software that allows video, pictures, and activities to be embedded into lessons. Softchalk allowed faculty to develop simple to complex interactive lessons. An instructional specialist helped revise and enhance instructional methods and lessons. (See the stand-alone section on technology below for more detail on the technology itself.)

The dental hygiene program faculty were given additional time in the form of stipends to develop the online instructional materials, the process for which was supported by content development through another grant. In total, 17 year 1 courses and 13 year 2 courses were

transformed for the new online delivery system.

To transition courses online, the lead technology instructor developed a sample course for Dental Hygiene 118, which then faculty reviewed and tweaked and finally adopted as a model for course development. This template allowed faculty to have a course standard, with appropriate sections, to which they all had to comply. Individual instructors could still vary content and learning lessons for their particular course within this standard. Through this process, faculty transformed lessons and learning activities for students' active and interactive participation, with new rubrics for assignments and access to Web sites and online videos. Faculty and the technology team developed and added test banks to create new tests and quizzes within or for lessons. For most didactic courses, testing was done on line. Over time testing methods evolved, some tests are administered online, some at testing centers and some proctored by faculty at clinical sites.

Lessons Learned

- Cultural shifts can result in improvements, but change can also be met with resistance and fear. The transition from the traditional program to the online program represented a significant cultural shift for faculty and teaching of dental hygiene at LCC. Faculty had to change their teaching strategies and adopt new methods of instruction by transforming lecture outlines into fuller interactive outlines and lessons. This transition simultaneously represented a significant strength and weakness in the formation of the hybridized dental hygiene education. On the plus side, the transition maintained an interactive learning environment that engaged students fully in spite of the online format. On the downside, the project required significant buy-in from faculty, which was not completely in place at the time the project began. As in any circumstance, change can be met with resistance, and it can be helpful to immediately address concerns to build instructor support and enthusiasm at the beginning of the project. Three years later faculty are feeling confidence in courses, pleased with online instruction and ready to develop more or different modes of instruction within online courses.

- Robust application of technology takes time, practice, and trial and error. The hybridized dental hygiene program experienced increased depth and breadth in courses during the grant period. Over the three-year period, instructor assignments became more specific. New rubrics were developed for grading course assignments, and calibration of rubrics related to writing assignments occurred. This development cycle is not unlike the development cycle of software programs that become more sophisticated after beta testing and use.

  Faculty's comfort, skill, and ability using distance education for their online courses evolved over time. Each time a course was offered, faculty worked to improve

online communication with students. Most faculty prepared SoftChalk presentations over the entire three-year period.

- The technology still needs to account for different learning styles and needs of students. (See more information on the technology section below.) Instructors often had to find ways to utilize media to address the different learning styles of students. This development necessitates an ongoing examination of curriculum to ensure it meets the needs of students.

- The flexible, asynchronous learning system provides greater opportunity for students, regardless of constraints of geography and time. Students can choose when they want to engage with the lecture information rather than having to attend lecture at a set time. This flexibility allows a more diverse group of students to enroll in the dental hygiene program and take coursework at their convenience. This flexibility is aligned with the original intent to provide a flexible dental hygiene program that could be pursued at distance rural sites.

- Materials available 24/7 in an organized manner. The interactive online framework allows for students to review lecture materials on an ongoing basis rather than receiving the lecture only through an in-class presentation. That the full trajectory of the course is available to the student helps the student make connections between different units.

- More practice on applications. Interactive activities on the Web site frequently allow for more "practice" of the material to assist in content mastery than do in-class lectures.

- The online program creates both positive outcomes with respect to class communication but also complicates some issues. On the positive side, students reticent to speak up in class can e-mail an instructor with questions, and only the instructor knows what has been asked. Also, students seem more comfortable providing honest feedback in the online format than they may be in a face-to-face setting where body language from other students might make asking questions more difficult. One instructor has commented that this facet has been reflected in cooperative work: students work together without regard to personality or social differences that may arise in face-to-face cooperative learning opportunities.

  At that same time, this lack of personal and social connection can also lead to less student engagement, sense of community, and course satisfaction according to the same instructor. In addition, communication can be more difficult in this more impersonal environment. It may be difficult, at times, for some students to interpret the context of an e-mail. They may read emotions into and misinterpret an e-mail, thereby reducing students' level of comfort and understanding.

  Improved communication may be an area that faculty may want to improve by training students in standard online etiquette and by suggesting that questions be posted on

bulletin boards rather than through e-mail. The latter provides the entire class with the answer as opposed to a solitary e-mail sent only to one student.

- More responsive system. Instructors have commented that the system allows them to provide timely, accurate responses to questions in the online environment whereas, in the classroom, they may not have the answers at their fingertips.

- It is unknown whether the online courses are, in fact, less time-consuming for instructors than what is commonly thought. Opposed to the lesson learned above, some instructors commented that the online courses are more time-consuming than traditional courses due to checking the courses several times a day to answer questions in a timely manner.

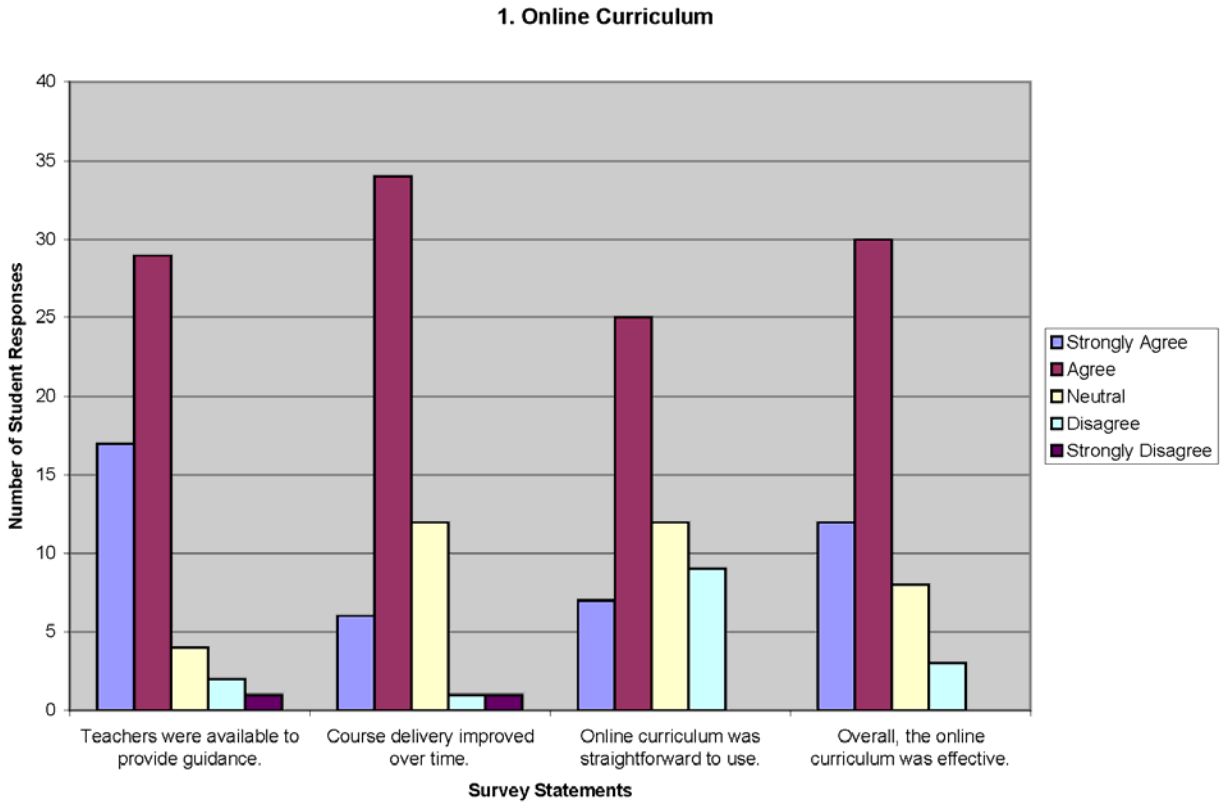
- The online program restricts learning modalities primarily to a visual modality. Some faculty commented that more instructional strategies can be used in the face-to-face lecture situation. As an example, one instructor noted that small group sessions provide students with an opportunity to develop critical thinking skills with the instructor present to guide the process and answer questions. The classroom may provide more opportunities for a variety of learning modalities (i.e., visual, auditory, peer assistance, humor). It may not, in fact, be reasonable to engage in different learning modalities in the same way as one may in the classroom; however, creative assignments (e.g., group projects overseen by the clinical instructor at the distance sites) and improved use of technology (e.g., use of audio, video, interactive exercises) can help bridge these differences in engagement.

- Monitoring of tests and evaluations in the online environment present new challenges not experienced in the traditional format. Some faculty reported that it seemed easier to be unbiased in evaluations of discussion and presentation of materials in the online environment. At the same time, some faculty were concerned that there would be an "irresistible temptation to cheat" by using notes and textbooks when the test called for closed note exams; however, the same instructor commented that logistics of coordinating with a proctored exam in a computer lab at a distance site has proven difficult and time-consuming for the instructor serving as the proctor.

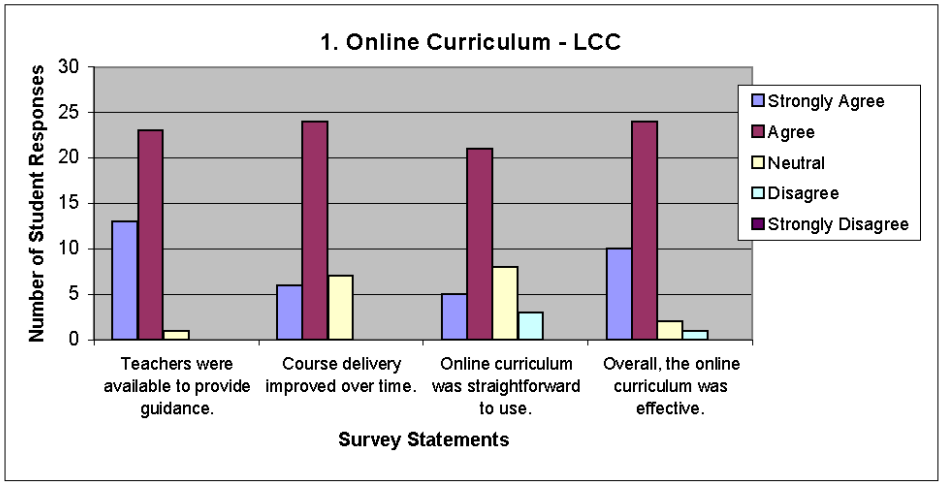
  To resolve this new testing paradigm, LCC might consider examining other outside distance educational programs to see how other institutions handle testing. Some considerations may include requiring timed tests or a series of timed tests that must be taken in one sitting, increasing test complexity to account for notes, and restructuring assessment tools to make them more amenable to online environments.

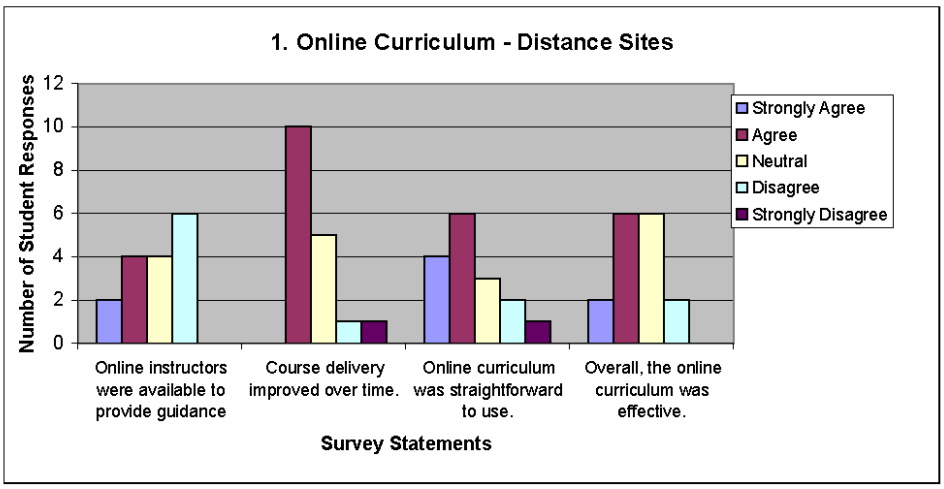
- It is more difficult to monitor students; and less accountability. Online education requires students to be more self-disciplined in their use of time than when they must attend class. This is a common phenomenon among online courses and programs, and faculty may want to

- Students believe in and support the online environment. For whatever reason, current dental hygiene students at LCC and at distance sites support technology by and large, as demonstrated by the results of a survey administered in April 2010. This would suggest that faculty and the college is performing well overall in the delivery of the online materials and may be able to seek efficiencies in the delivery method.



- Overall, LCC students were more pleased with the online program than were distance site students. This may have arisen from technical difficulties or from difficulty in reaching LCC staff. See charts below.





Future Applications

While LCC's transformation faced significant startup challenges in providing instructors with additional funds and time to transition courses to an online environment, developing an infrastructure to facilitate the program-wide conversion of didactic instruction to the online environment, and making adjustments to the new instructional format, the didactic program provides opportunities to continue meeting the intent of offering dental hygiene education to rural communities on an on-demand basis to meet workforce needs. A list of features that the online component currently offers is bulleted below.

- Learning curve met and curriculum available for further dissemination. As indicated above, faculty's skill and ability to develop lessons improved over time. At this point—three years after the grant began—the faculty and college have a fully online curriculum that can be offered to students in a number of locations. This is due to the fact that

- Further evolution of the didactic program online. Many two-year and four-year colleges across the country use online education as a vehicle to provide increased access to programs for students. Numerous automated testing methodologies and strategies, online forums (as opposed to e-mail), online modules, and structured group assignments in an online environment can facilitate online education. The college should examine other distance education programs across the country (not just dental hygiene programs) to try to capture efficiencies that others have pioneered in the delivery of online courses.

Technology

Process Utilized

Surveys, documents, and progress reports were reviewed, and interviews were held to develop the content on the technology section.

Background

At the juncture of supporting the development of the online courses and providing them to students is the technological infrastructure required to provide the program. Technology decisions were critical in the success of the program

To undertake the transformation of the program, the college and the grant program manager had to engage faculty in a meaningful way to develop a technology infrastructure to support the online program. An outline of this process is enumerated below.

1. Engage full faculty in discussion and decision-making with respect to technology decisions.
2. Select a method of instruction to meet faculty and course needs.
3. Coordinate with LCC's information technology department for guidance on facilitating work to support decisions.
4. Prepare Year 1 courses by the beginning of fall term 2007, before the 1st cohort in the distance education program launches.
5. Implement courses online, using a variety of technology and educational modalities.
6. Support course development by doing the following:
    a. Seeking support from IT staff
    b. Having specialists assist faculty in video and audio presentations
    c. Hiring a dental hygiene faculty member to assist with in-house development and getting courses online
    d. Using Moodle, SoftChalk, and *Quality Matters* to support course development
7. Develop and implement Year 2 courses in the second year of the grant
8. Engage in a continuous quality improvement program by gathering faculty feedback, through student assessment and feedback, peer-to-peer assessment, and accreditation reviewers' feedback.

Evolution of IT Decision-Making. The grant originally proposed using ITV or IPTV to video lectures to have them broadcast or rebroadcast remotely to the distance sites. Funds were initially designated to provide this capability. However, early on in the grant period, LCC's vice president of academic and student affairs had steered distance education courses away from the time- and resource-intensive IPTV to asynchronous, web-based online courses, which research had shown to be the most effective of the various online possibilities at the time. Before dropping the online video method, faculty had a presentation on the Elluminate technology,

which allowed students to listen to lectures and ask questions online from the students' homes. Students, however, had to be present during course presentations for this method of instruction. This methodology was dropped quickly after discovering limitations in early planning meetings.

Operationally, filming multiple courses on a weekly basis would also prove to be too onerous on limited facilities to support such filming, especially with complex master classroom schedules. The distance sites also turned out to have similar limitations and capabilities, and questions about the quality of reception in rural regions made the decision to use IPTV less tenable.

One course, however, used IPTV, Oral Pathology. During the first year, the course was fully done in IPTV, with supplemental materials available through Moodle. Subsequently, the course transitioned to fewer lectures with IPTV, with only two recorded lectures recorded for backup for all students in 2010.

Selection of Online Support Technologies

Moodle

Faculty ultimately embraced Moodle, LCC's learning management software, for its costs (shareware) and its functionality in supporting instructional methods and techniques. One limitation to Moodle was its ability to stream video, but outside of that limitation, the program worked well in supporting faculty and students.

This web-based method was selected to provide a true online experience that could reach students with different schedules while maintaining the quality and integrity of the didactic portion of the program. Faculty also liked this selection because it allowed all students to participate in online learning, including those at LCC.

SoftChalk

Faculty located, reviewed, and selected SoftChalk as a lesson building software to incorporate video, pictures, and activities into online lessons. The product was selected for its flexibility, variety of learning lessons, cost, and professional look. With SoftChalk, faculties were able to develop lessons according to their skill set and to adjust them over time, whether the lessons were simple or complex interactive lessons. The program also facilitated interactive course development from previous course outlines and lectures. The time involved in development of SoftChalk lessons was prohibitive for some faculty. The SoftChalk lessons were weighed against the reading a student would complete in text books and the value in remaking information into a Soft Chalk lesson. Analyzing courses for key concepts helped faculty select areas in which Softchalk lessons would be most effective and support textbook readings.

Video

Some faculty wanted to recreate their classroom lectures for an entire course. The radiology instructor recorded every lesson using audio and the StarBoard software that allows writing over the screen PowerPoint lessons. Students were satisfied with this instructional methodology, which simulated the classroom environment, which many distance education students feel they give up in online instruction. The college's IT department supported the recorded lessons project; supported the faculty's need to assure audio and video presentation would simulate classroom instruction; and the finished product was of high quality. While the process was very productive initially, scheduling for such a large operation delayed some projects from one term to another. Faculty also created videos to support required program demonstrations and converted videos to formats within lessons or assignments. Simple videos were also prepared by faculty without technological specialists and these were highly effective teaching tools.

Development of Infrastructure

The development of online materials for the dental hygiene program benefited from a transformation from the way LCC develops online materials in general. Many four-year universities have significantly greater resources to undertake online ventures; however, the college creatively developed a system to facilitate the online development of courses to ensure faculty were thoroughly involved and had the professional expertise to facilitate the development of the courses.

LCC's current faculty professional development for online courses involves a three-tiered strategy to ensure that online courses are of high quality and that instructors of these courses can support them on an ongoing basis. The strategy is bulleted below.

- Have the content expert (i.e., the instructor) deeply involved with course development by providing content and by working with online professionals
- Involve an online pedagogical expert who can advise the faculty member on strategies that work (or do not work) with respect to teaching in an online environment. One cannot, for example, simply post PowerPoint's and lecture notes from a traditional course online and expect to achieve the same student outcomes in an online course.
- Provide technical expertise to ensure add-ins and interactive features function properly and appear professional.

Under this framework for developing online courses, LCC has been able to utilize peer learning and engage students to assist in the conversion of courses to an online environment. Most high school students are familiar with a variety of Web 2.0 technologies. Under this model, they help faculty see their sites as students see them, thereby enhancing students' receptiveness to the courses.

While this system was only fully developed in the second and third years of the dental hygiene grant, the experience with dental hygiene has helped LCC learn what works in the development of online courses and what does not work.

Lessons Learned

- Appropriate technological support should be determined early and made available at each step in the development process. Some examples of this lesson are bulleted below.

    - Because dental hygiene became a harbinger for online course development at LCC, it forged the way and served as an incubator for a developing college-wide system to promote online education. While this capacity building significantly improves operations at the college, it created some difficulties for faculty. For example, instructors' use of SoftChalk was largely self-directed; as such, it took longer to complete lessons than they had originally projected. In addition, dental hygiene faculties were not able to take full advantage of the college's professional development program for online courses.

    - While it made sense to switch from IPTV to an online environment to make the program more student-focused and less time- and resource-intensive, it would have been better to have made this decision before beginning the project to avoid uncertainty among faculty about whether they could undertake the project or not.

- Technology works, and working technology engages. While some of the comments in the previous lessons learned section indicate a fear of technology or concern over modalities, many instructors commented that they had come to enjoy innovating and creating new features with their courses. Also, it was noted in one document reviewed that faculty are now looking at using audio in conjunction with PowerPoint as another delivery option for content through new software or other online products.

  Conversely, instructors and some students complained that it was difficult to hear the audio for some of the courses, which reinforces the notion that the systems must work to support the students' education properly.

- Online testing. Online Exams and quizzes were offered on the weekends for some courses due to student demand and the complexity of student schedules. Faculty had to be available for questions and problems with tests, getting the problems with testing worked out the system of testing got better after the first year.

Future Applications

The professional development methodology for transitioning traditional lecture-based courses to an online program serves as a powerful model for future modifications of the dental hygiene program, as well as other instructional and career technical programs.

Online-Distance Dental Hygiene Program Model – Clinical Courses

Process Utilized
Surveys, documents, and progress reports were reviewed, and interviews were held to develop the content on the clinical component.

Background
Clinical instruction for the dental hygiene program is provided at the LCC main campus clinic and at distance site clinics at the three locations. On campus weekly classroom seminars are also held at all clinical sites by the lead clinical faculty to tie together pieces. Laboratory facilities are also available for all students within the clinical facilities.

LCC
Students enrolled at LCC main campus attend clinical courses on LCC main site campus, while taking lecture courses online. They have the opportunity to have additional access to lecture instructors by physically being able to attend office hours face-to-face and to interact with faculty during clinical courses. LCC students also interact with faculty in the same way as students from distance sites by e-mailing, calling, or connecting with computer camera connections.

Distance Sites
Each partner college could use their facility or work with LCC to establish a facility. Students at distance sites interact with their lead instructor at their clinical site seeking assistance with courses, both clinical and didactic course questions. Faculty at the distance sites have access to all online courses and have been hired to coach students in their courses besides the clinical courses in which they instruct.

All distance clinical sites were established in small rural communities. Qualified faculties were recruited with the required credentials from local communities. Since the program was new and under development; it was critical to hire a lead faculty with strong credentials to support the clinic. Building patient populations, working with local dentists, and working with established dental programs or clinics would be necessary. College partners were interested in faculty from their region who knew communities and who could quickly build local relationships along with the patient pools needed for student instruction.

LBCC selected a faculty member with strong coaching and mentoring skills. UCC selected a local clinician completing a master's degree in dental hygiene, who worked part-time in the LCC dental hygiene program. LCSC selected a local clinician, with a B.S. degree and previous public dental health experience.

LBCC Clinic

LCC partnered with LBCC to provide a five-student distance education clinical site on the LBCC campus beginning in fall 2007. The Dental Assisting Program Clinical and Laboratory facilities are used for instruction, which is an American Dental Association (ADA) Commission on Dental Accreditation (CODA) accredited dental assisting program site. The site had been working with LCC treating public health dental patients referred by the dental assisting program clinic. The facility is a six-chair clinic, with three chairs in the radiology area. It includes a reception area, 20 stations in the dental lab, and adjacent classrooms.

UCC Clinic

UCC had a non-accredited dental assisting program with supportive staff who wanted dental hygiene as an option on the campus and the opportunity to expand the dental assisting education program into a clinical education site with dental hygiene. Administration was supportive of building an opportunity for students in the field of dental hygiene.

LCC partnered with UCC and the Umpqua Community Health Center (UCHC) Dental Clinic, to provide a five-student clinical instruction site, which began accepting students fall 2008. The Umpqua Community Health Center Dental Clinic site (UCHC) was selected because UCC had an established relationship with Umpqua Community Health Center. (Nursing students were using the facility, and dental assisting students had, in previous years, used the dental clinic site for clinical rotations.)

The UCHC CEO was interested in the partnership. The facility business had been operating in a slower market after their full-time staff dentist took another position out of state. Local dentists began assisting the clinic with a revitalization plan. The dental hygiene program was welcomed as an opportunity to bring patients to the clinical site at the time of the partnership. Federally Qualified Community Health Centers are required to provide a dental program and had served as educational sites for dental hygiene program students throughout the United States. The opportunity to expand preventive services to patients was also of interest to UCHC.

LCSC Clinic

LCC partnered with LCSC to provide a six-student clinical instruction site on the LCSC campus in Lewiston, Idaho, which began accepting students fall 2008. The Whittman building on the main campus provides a clinical and laboratory facility. Six students per year are accepted at this site.

LCSC did not have a clinical facility at the beginning of the grant period. LCSC had to establish a community or campus site early on in the program. Over the previous ten-year period, local dentists had contacted LCSC to request that the college establish a dental hygiene program in northern Idaho to meet employer needs within the region. As a result of its partnership in the

grant project and working with the LCC project director, LCSC selected a clinical site for development on campus.

The 2000 square foot space was developed over a five-month period. LCSC College facilities built and furnished the basic cabinetry, walls, rooms, and infrastructure for wiring electrical, IT connections, plumbing and connection to sewer lines. Burkhart Dental Supply worked with LCSC staff and administration and LCC faculty and staff to design the facility layout. The facility has the capacity for six working clinicians and two radiography rooms that can also be used as pre-clinic instructional areas.

Work between Host Site and Distance Sites – Calibration

Calibration involves assurance protocols and trainings to allow faculty to assess students similarly and to offer the same education for each student, regardless of which site the student may be attending. Calibration includes the following:

- Implementation of the same clinical site protocols and assessment procedures and
- Use of the same:
    - Infection protocols
    - Chart documentation procedures
    - Teaching of clinical instrumentation skills
    - Assessment standardization for radiographs
    - Formative and competency testing
    - Chart audits
    - Classification of patient difficulty
    - Laboratory project criteria, restorative lab and clinical assessments
    - Demonstrations of skills and
    - Assessment of periodontal conditions and medical histories

Calibration is achieved through faculty instruction, practice sets, faculty-to-faculty interactions, use of student materials, and how these materials are implemented in the curriculum. Instructor-to-instructor communication on teaching each course's skills, sample materials, practice with assessment of radiographs, calculus deposit identification and classification, and degree of difficulty for patients are also involved in the process. LCC's accreditation requires students learn the same skills and be evaluated in the same way at each clinical site, which necessitates trained, calibrated faculty.

Calibration of seminar topics occurred on a quarterly and weekly basis for clinical courses. Calibration of pre-clinic and clinical skill development would occur for faculty during summers, fall in-service during September, finals weeks just prior to the beginning of the next term, as

needed by faculty at distance sites, and as needed by lead instructors for lecture topics that needed support and knowledge for distance site clinical instructors.

Faculty calibration occurred in summer and at September in-service to bring new faculty on board for the fall terms. Faculties were in close contact with weekly phone calls and e-mail to ensure questions and issues were resolved for distance site instructors. Distance site instructors were invited to the LCC campus during finals week for faculty meetings and opportunities to meet with course faculty offering courses the following term. These opportunities to collaborate in person assisted distance site faculty with understanding student instructional activities and the sequence of instruction.

Lessons Learned

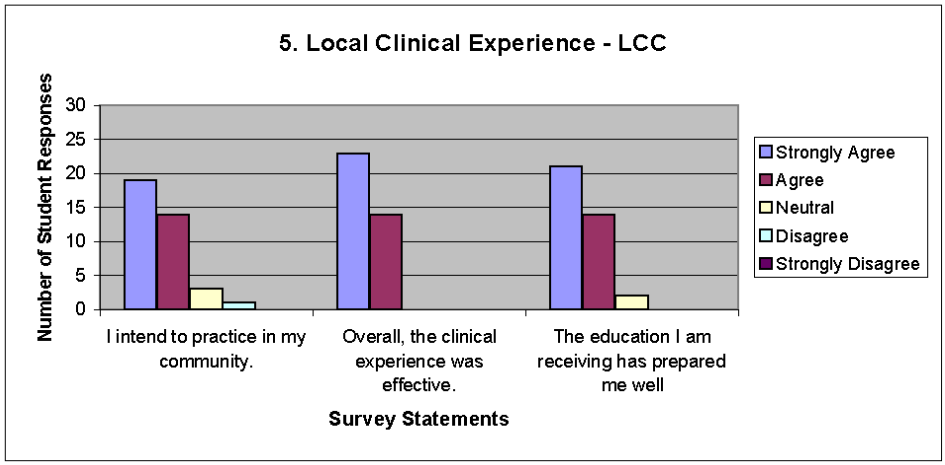
- Calibration, communication, and consistency are difficult to undertake well. Several faculties commented that it is difficult to ensure that the distance site and LCC have the same expectations and are providing the same instruction to students. At the distance site, instructors are concerned that their students are not receiving the appropriate level of attention as they should. It behooves everyone to have a system for communication that is not onerous but is timely and that students and instructors alike abide by it.

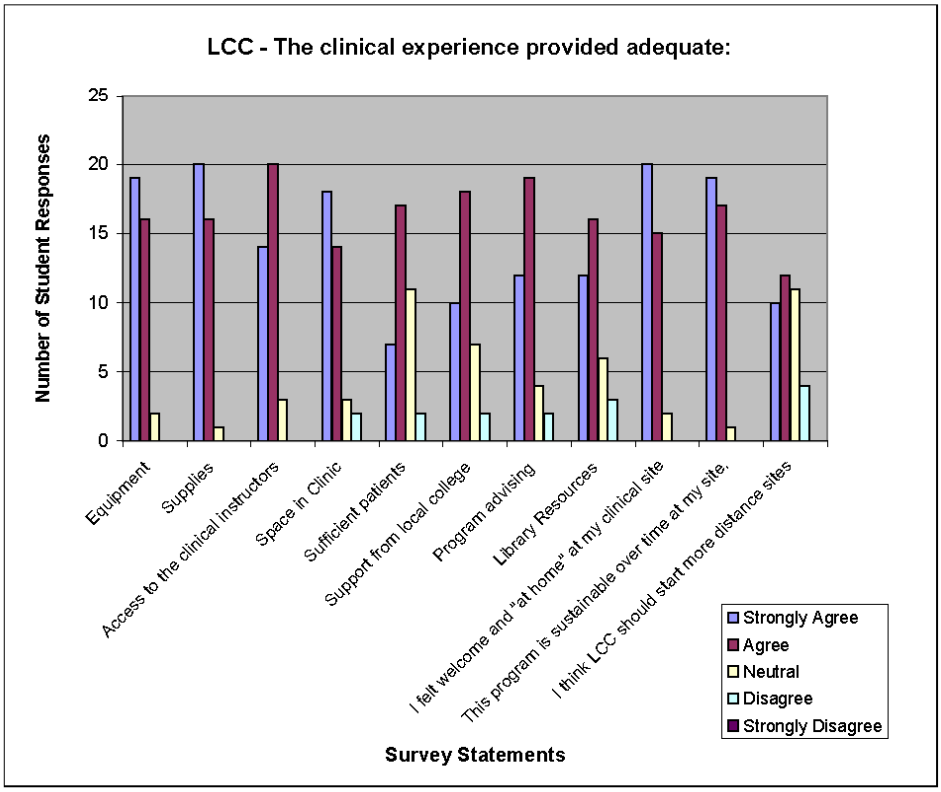
- The accessibility that the distance site affords makes the program worthwhile. According to one distance site faculty, the majority of the students at that site have stated that they would not have been able to attend a dental hygiene program outside of their local community.

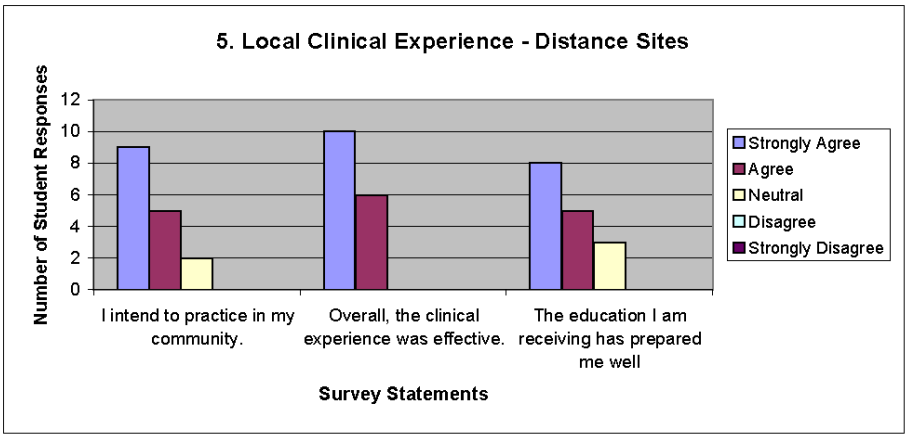
- Doing "new things" is challenging. One disadvantage identified by some faculty is that what is done at the distance sites is new without precedent, and each distance site must create their own model. Examples are differences in equipment and protocols needing to be developed for different equipment. Each site must do biological monitoring but each site has a different environment to implement protocols. Working with an established Dental Assisting program may require making inroads into becoming a team member with the DA faculty and their acceptance of required protocols. In the Community Health Center site working with untrained staff may require training the staff and protocol development to assure compliance. In the LCSC site with first and second year students the process may be like the Lane main campus clinical site.

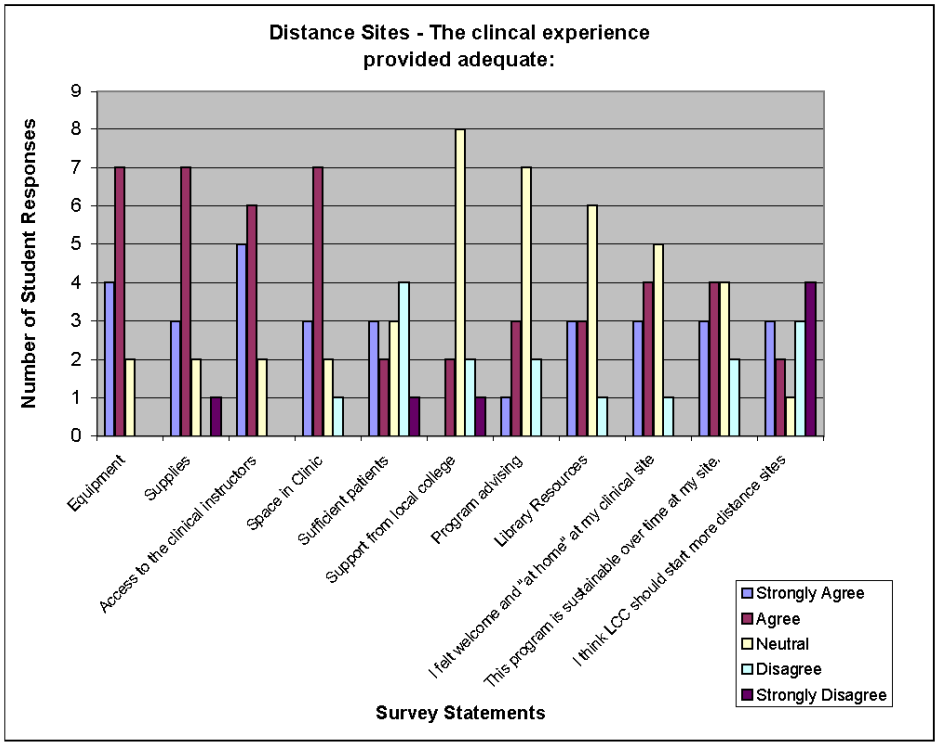
- The single instructor at the distance sites poses potential strengths and weakness. LCC faculty have expressed concerns about how the distance site can ensure adequate training when there is not mentor program set up for the distance site faculty and that one perspective in the clinic may not provide students with as rich an environment as students

- Students, in general, approved of the way the clinic ran at their individual sites. See charts below.


5. Local Clinical Experience - LCC
Number of Student Responses
30
25
20
15
10
5
0
I intend to practice in my community.
Overall, the clinical experience was effective.
The education I am receiving has prepared me well
Survey Statements
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree


LCC - The clinical experience provided adequate:
Number of Student Responses
25
20
15
10
5
0
Equipment
Supplies
Access to the clinical instructors
Space in Clinic
Sufficient patients
Support from local college
Program advising
Library Resources
I felt welcome and "at home" at my clinical site
This program is sustainable over time at my site.
I think LCC should start more distance sites
Survey Statements
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree





Future Applications

In future models of the online distance education program, LCC might consider developing a readiness packet for distance sites that outline all the preparatory work before initiating the program for a two-year cycle. Within that readiness program, LCC might expect the distance site instructor to go through a paid training program anywhere from one to six weeks to help build a rapport with faculty at LCC to facilitate coordination and required calibration.

Student Support and Ancillary Services

Process Utilized
A study of documents prepared by the project director and project coordinator was conducted, with accompanying interviews.

Background
This section explores different student support and ancillary services and associated issues that arose at different sites, if any, during the course of the grant program.

Admissions
Prospective students for the LCC campus apply to LCC's dental hygiene program using the LCC program application. LBCC and UCC use the same procedures with the following modifications to ensure the sites admitted local residents to the program:

- LBCC selected students based on residency in prioritized counties LBCC serves; and
- UCC selected students based on residency in prioritized counties UCC serves.

LCSC prioritizes students to serve its wider geographic area by prioritizing admission points into the following three categories:

- Three additional points for applicants from northern Idaho counties and Asotin county in Washington;
- Students within a 150-mile radius, including students from Washington, Idaho, Oregon, and Montana; and
- All other U.S. locations.

By expanding beyond the original counties in year 1and year 2, LCSC has successfully marketed the program and has increased the applicant pool to three times the size of the first two cohorts. UCC and LBCC have had sufficient applicants during their application periods. All Oregon applicants use the same application process. Students for a distance site usually result in 8-10 applicants from the prioritized Oregon counties serving an Oregon site.

LCSC's admission process differs from the standard LCC application in the following ways:

- LCSC uses a modified application that meets the needs of the semester and quarter schools that feed into the site. This was a necessary change given that the first two

- LCSC had to move the application deadline to April which is the same as , LCC's deadline, in order to compete with other dental hygiene programs in the region.

- LCSC accepted enrollment in required prerequisites rather than completion of said prerequisites. LCSC had to make this adjustment because the program needed to be flexible in admitting students from both semester and quarter feeder schools and some coursework would only be completed after the earlier deadline. Enrollment is contingent upon successful completion of prerequisites. (LCC Oregon sites only accept students who had completed courses by winter term annually. This protocol fits the LCC student profile with students in the quarter system.)

Enrollment

All students become LCC students during the admission process, ultimately enroll at LCC, and have the opportunity to use all support services available at LCC. (This enrollment policy is necessary in order to fast-track accreditation of the distance sites.) Because of the distance, however, the distance sites also provide instructional support services. Libraries, instructional technology centers, and campus support services are available to students.

Services at distance sites are not charged for services provided at those sites. (In addition, LCC fees for the health center and technological services are not charged to the distance site students.) Students from distance sites are never required to attend courses at LCC; however, LCC does make additional educational and fieldwork opportunities available for all students, such as work with special populations such as Head Start Family Dental Days, Give Kids a Smile Days and Veterans' Dental Day.

Library

LCC's library serves as the official library for students, as noted in the accreditation document. LBCC's dental assisting program provides a relatively large collection of materials with dental content. UCC started with only a few dental books, but LCC supplemented with a donation from a local dentist. This donation was from his personal library. Students seldom use the library or the dental assisting materials since the didactic portion of the program occurs largely off campus. Courses provide reference material in courses and students have full access to the Lane online library materials.

LCSC had nothing but began developing a collection to which LCC contributed. LCSC was able to purchase books, and LCSC dental faculty worked with library staff to add dental hygiene materials to the library.

For all students from all sites, references and research materials are available through Lane library. This provides access to online dental journals, which facilitate students' access of materials from home. Faculty have posted or provided links online.

Computer Access

Computer access had to be established for students, and using resources at local site was challenging since dental hygiene students were not official students at the distance site. Each college had some mechanisms to make college facilities available to the dental hygiene students; however, funds did not flow from LCC to pay for ancillary services. The result of this was that each site handled access to computers differently.

Class Schedule and Clinical Schedule

Each clinical site has the freedom to schedule for its facility and staffing as it needs to do so. Each site has a different clinical schedule based on the total number of clinical sessions needed for enrolled students. The LCC site has a maximum enrollment of 20 students, and distance sites have five to six students. Sites with six students in a cohort have additional clinical sessions or instructors to ensure that the student-instructor ratio of 5:1 is met to meet accreditation directives.

Creating the clinic schedule and student rotation plan has numerous complexities. The transition from a 6:1 to 5:1 instructor-teacher ratio in 2009 was implemented at all clinical sites as required by ADA accreditation standards. All students have the exact same number of clinical sessions, duty rotations, and field site rotations. College holidays, college in-service days, and the total number of clinical hours for courses had to be considered for each term and site. A standardized plan is being developed to reduce the time required in scheduling clinical sessions. Each site is receiving the hours of instruction and number of rotations. Sites will now be able to schedule their clinical activities independently.

Financial Aid

Financial aid as student support remains a serious issue that will need to be addressed in the future. The table below provides a snapshot of what a financial aid package could look like for a community college student.

FINANCIAL AID OPPORTUNITIES			
2009/2010			
Maximum			
Grants	**Low $**	**High $**	**Notes**
Oregon Opportunity Grant	varies		Oregon resident
Federal Pell Grant	$ 609	$ 5,352	need based
Federal Supplemental Educational Opportunity Grant	$ 300	$ 900	exceptional need, Feb 15th deadline
Academic Competitiveness Grant	$ 750	$ 1,300	recent high school graduate, need based
Work Study			
Federal Work Study	$ 4,200		need based, Feb 15th deadline
Loans			
Federal Perkins Loan	$ 300	$ 2,400	need based
Federal Direct Stafford (subsidized)			amount varies based on eligibility
Federal Direct Stafford (unsubsidized)			not need based
	$ 5,500	$ 10,500	Total limit average
Federal Parent Loan			parent is borrower
	$ 7,459	**$ 24,652**	Total limit average

This standard package presents a significant problem for the distance sites because the premise is to work toward a self-sustainable model—or at least one that defrays cost overruns from the traditional program. Under the traditional program, LCC heavily subsidized the dental hygiene program due to the mandated low student-instructor ratios. The true cost of running the program at a distance site for two years approaches nearly $300,000, with approximately $210,000 as salary and benefits of the on-site clinical instructor over two years. At this cost and with a self-sustainable model, the program would cost students $25,000 a year, or $50,000 for the full program. (The grant currently is covering the costs.)

While dental hygienists, once they obtain work, are well-positioned to repay a total loan amount of $50,000 (approximate payment: $450 per month) under federal loan programs, community college students can only obtain approximately $14,500 in loans annually, leaving a large void to cover expenses. (This may change with the recent nationalization of the federal loan program, a tag-on bill with the national health care bill.)

Access to Instructors

Office hour availability was provided to students in the course information sheets online. Faculty handled their availability in a variety of ways: a specific time every week, a certain time each

day, or as needed by students when faculty would check e-mail several times a day. Online office hours were not utilized when a faculty member was available at a specific time each week.

Instructors' belief that online hours at a certain time and date would meet students' needs did not work out as originally thought. Students have different schedules at each college, which made selection of a particular time difficult. During year three, online cameras were required by first year students. These systems are used infrequently.

Lessons Learned

- Establishing instructor availability parameters that work for all students is difficult given the heterogeneous nature of the four cohorts across campuses.

- LCC should work with—and partner sites should guarantee—access to critical support services for students in the dental hygiene program. The distance sites, after all, have requested to participate in the program and should facilitate the needs of students who are fulfilling a huge workforce need in the communities served by the colleges.

- Financial aid and high cost threaten the expanded dental hygiene program.

Future Applications

- While faculty's contact guidelines may be reasonable, faculty should consider examining other messaging systems, such as the use of bulletin boards in learning management systems. (Blackboard has one for example.) Use of learning management systems allows the instructor to automatically share content and course questions with the entire cohort and provide timely feedback. An example of this is for —for example, once a day—to questions to be posted on the board daily. This asynchronous system works well in other distance education program, facilitates interaction among classmates as classmates can answer questions some time (i.e., peer-to-peer learning), and makes it easier to monitor issues.

- Distance sites should work closely with LCC to help develop a sustainable protocol for funding and resources for the program.

Operational Issues

Process Utilized
Interviews were held and documents examined to develop the content of this section.

Background
Local instructors were provided with support services from the information technology, purchasing, printing, college administration, and library services. The sections below provide background on operations aspects not previously covered in this manual.

Clerical Support
Clerical and administrative support—including a 0.50 FTE project coordinator—help LCC run its program. In addition to this support, the distance sites have the following administrative support:

- LBCC: 12 hours clerical support per week; the position is not located in the clinic but has a phone and schedules support in the clinic. This position provides logistics support with the college, printing, and administrative functions for the dental hygiene faculty member on campus.

- UCHC: A full-time clerical support person is available to program and also works for the UCHC dental clinic. This position helps schedule patients at the clinic.

- LCSC: Half-time clerical support provides assistance, patient scheduling, phone answering, and faculty support for printing, scheduling, and program campus communications, among other areas.

Ongoing clerical support at LCC and the distance sites are necessary for their smooth transition.

Partner contributions to the dental hygiene program
Besides the items noted above, the partner sites made the following additional contributions to support the distance education program in dental hygiene:

- LBCC contributed funds and in-kind support as startup costs; established a six-chair clinic, radiology, and dental lab; and provided small equipment and supplies to support clinical and laboratory activities. Other contributions included digital radiography, DEXTER radiology manikin, laptops, printer, EagleSoft dental office management software, and small equipment and supplies.

- UCC contributed funds and in-kind support as startup costs and established a clinic in a

- LCSC contributed funds and in-kind support as startup costs, including establishing a new fully furnished facility. LCSC added donated equipment where possible. LCC donated two dental chairs for radiology rooms, small equipment for the dental lab, and some carts and stools. LBCC site passed along an older DEXTER manikin, stools and carts after purchasing new equipment for its clinic. A panoramic radiograph unit was donated by a regional dentist from Spokane through Burkhart Dental Supply. The LCSC facilities staff repaired donated equipment resulting in reuse of donated items.

- All distance site partners together contributed in-kind services for start-up, development and maintenance of operations along with funds valued at over 2 million dollars.

Student-level operations support

The hybridized dental hygiene program requires direct support of multiple departments, including IT, accounting, human resources, counseling, enrollment services, and library staff, among others.

Each site must be able to provide appropriate work stations, with large screens, and computers with high-speed Internet and processors. Most schools have a version of a Moodle type course management software package; however, some problems have occurred with course management software upgrades. High-speed Internet was hard to access for some students in rural locations, so it is critical that the college campus be able to provide this resource to ensure student success if they cannot obtain it from home. All currently enrolled students and distance learning graduates have had access from their place of residence. A "help desk" on the Lane campus assists students with Moodle problems experienced by students. Faculty assist students when needed to sort out sources of problems and suggest solutions that may have worked in their past experience.

Lessons Learned

- Running a multiple-campus program presents numerous logistics issues, which require interdepartmental support, significant clerical time, and strong student support.

Future Activities

- Instead of itemizing what each site provided, the following list is designed to provide an ideal framework for a partner to optimize the hybridized program:

    - High Desire to start a dental hygiene program but with a relatively small demand of five to ten dental hygienists for the community annually.
    - Lacks the resources to establish its own program
    - Have the financial support and backing of the college and departments, as demonstrated by one or more of the following:
        - Existing clinic with five or more dental chairs or the ability to gain sufficient access to one
        - A dental assisting program
        - A community dental clinic, where students can gain real-world practice
    - Financial or in-house resources to bring a clinic up to required ADA site standards ($25,000-$300,000)
    - Equipment, such as digital radiography, computers, and software
    - Plans and training programs to meet OSHA standards for working in health care environments
    - Willingness to pay the onetime accreditation of approximately $2,700
    - Resources or other support to maintain ongoing operations of the clinic ($150,000 per year)
    - Willingness to pay for the on-site clinical faculty member ($100,000 per year)
    - Supplies ($15,000-$30,000 per year)
    - Dentist, Receptionist/Coordinator Support ($20,000-45,000 per year)
    - Institutional support in the form of the following:
        - Management Time
        - Donations of clinic space, equipment
        - Information Technology Support
        - General Support of LCC students on Clinical Site campus
        - Office space, utilities, etc.

Oversight Activities

Process Utilized
An interview was held with the project director, and documents were reviewed, including accreditation documents.

Background

Accreditation
The LCC dental hygiene program is fully accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "approval without reporting requirements."

The CODA, recognized by the U.S. Department of Education as a specialized accrediting body, has established Accreditation Standards for Dental Hygiene Education Programs to guide program administrators, faculty, and staff in developing and maintaining acceptable quality in educational programs. These standards address outcomes assessment, administration, curriculum and instruction, faculty and staff, financial support, and physical facilities and resources.

LCC's dental hygiene program had to file a required Major Change Report with the ADA Commission on Dental Accreditation to begin the program for LBCC. After submitting the report, having the mandatory "Focused Site Visit" at LBCC in November 2007, and responding to identified Recommendations from the visit, LCC's expanded dental hygiene program at LBCC was approved with the status of "no reporting requirements" in February 2008.

During the 2008-09 academic year, LCC was required to submit a full accreditation document as part of its seven-year cycle for program accreditation. During this accreditation cycle, LCC submitted a Major Change Report to include the two distance sites at UCC and LCSC. The accreditation site visit took place in November 2008 and included a review of all four clinical sites, the curriculum documents, and the Dental Hygiene Standards Documents. LCC continued the "without reporting requirements" status. The next site visit cycle will occur in 2015.

The CODA plans to develop video and/or cyber visits for sites to facilitate approval in the future and to reduce costs to applying organizations. Currently, accreditation costs are $2,700 per clinical site for a focused site visit; however, costs may decrease by using technology to perform the same visit.

Articulation
LCC has articulation available for all students applying to the program sites. At times, students from some colleges where articulation agreements are not in place have difficulty with course

selection and course transfer. Protocols for course approval, however, are in place to facilitate recognition of prerequisite enrollment requirements. UCC and LBCC have similar courses and descriptions, and it is easy to determine if a course taken at an Oregon community college qualifies as a prerequisite for the program.

In Idaho, the primary feeder schools to LCSC are Walla Walla Community College (WWCC) and the general education program for LCSC. The admissions process has articulated LCC courses to LCSC courses initially. Establishing an agreement between the LCC dental hygiene program with the semester classes at LCSC with regard to prerequisite classes was a priority. WWCC already had classes on the transfer equivalency tool online although not all classes were included. Any new student with an outside transcript goes through the articulation process with LCC's enrollment services to review courses. As courses are reviewed, they are placed on the transfer equivalency tool. Over the last three years, the dental hygiene program has articulated courses at many different colleges from the Idaho region

License Reciprocity/Board Exams

Idaho students must graduate from an accredited program, and LCC curriculum matches the requirements for licensure in Idaho. The WREB for anesthesia, restorative, and clinical dental hygiene are required in Idaho, as they are in Oregon. Passing the WREB makes dental hygiene students eligible for licensure in Idaho, Washington, and Oregon along with many other states in the U.S.

Dental hygiene graduates are also required to complete state or regional practical examinations and the National Dental Hygiene Board Examination to become licensed dental hygienists. Students begin taking licensure examinations during winter and spring terms of their second year of the program. After graduation, students take the clinical examination in June. The WREB licensure examinations are held at the LCC site. The approximate cost of licensure exams for Oregon total $2,000 for 2010. Application for state licensure requires fees and processes to be completed by applicants. The State Board of Dentistry or Licensing Boards will provide information and applications for the actual license to practice dental hygiene.

Lessons Learned

- Articulation and, especially, accreditation require considerable preplanning on the part of LCC and the distant site. Under the original model, any time a new distance site comes on as a rural partner LCC must file for a Major Change to its accreditation to have the additional site approved.

Challenges and the Future of the Online Model

Process Utilized
Documents reviewed, in particular visions statements from colleges. Interviews were held to get opinions on the program's sustainability.

Background
The original grant laid out a conceptual framework that allowed LCC to leverage its highly successful traditional dental hygiene program by hybridizing it into an online "didactic" program with clinical operations at distance learning sites, that is, partner colleges. The key obstacles identified in the project design included the following: (1) the need to find a qualified clinical who could oversee the clinic and calibrate lessons with the LCC faculty, (2) access to a clinical site that could meet accreditation standards, (3) a minimum ability to have online courses available at the distant site campuses, and (4) adjustments to the accreditation to provide students with an acceptable program by ADA standards.

The program has met those institutional challenges during the course of the grant and has had several benefits, including the following:

- Training local dental hygienists in rural communities without the high cost associated with starting a new dental hygiene program
- Service to the dentist community by training new dental hygienists without having to undertake expensive recruitment efforts
- Increases in programs the clinic at the site college can offer to serve lower-income and disadvantaged individuals
- Some increased revenue generation from clinic fees to offset costs of providing services to the non-paying public

In spite of these successes, new challenges have arisen over the course of time, including the following:

- Partner sites receive no tuition or FTE revenue for the students in the program
- An increase demand, albeit small, on local college support services
- The release of space that may be more "profitably" used in another fashion.

In preparing this report, LCC interviewed administrators and also had them prepare vision statements of what they believed the program should offer. From the beginning, LCC's intent was to develop a high-quality, cost-effective distributive model for dental hygiene at the associate level. Cost is clearly the prevailing issue on the minds of administrators as the program prospectively costs students $25,000 per year per student. However, the college has succeeded in

creating a *more* cost-effective model because the traditional program (excluding all costs but salaries and benefits) runs an average of $85,000 per year per student (without additional students).

The original project was designed to incentivize rural communities to invest in their workforce by bearing the costs associated with the clinical site—the $300,000 needed to train the small cadre of dental hygienists for rural communities. After those communities met its workforce need, the program could, in theory, shut down and move to the next group of rural communities.

In the vision statements and throughout the grant-ending interviews, the two Oregon programs, which should likely operate on a limited basis, seek to maintain the program even though they lack the full investment to underwrite such a program. Oregon and Idaho partner colleges have local or regional students desiring careers in dental hygiene. Community College Programs remain established in communities although the employment picture waxes and wanes. Small cohorts of 5-6 will disperse into the program intended service regions and be absorbed with population growth, employer demand and public dental program opportunities. When one class of students is taken every other year at Oregon sites, the employer demand has time to absorb graduates. For the future of distance site closure and development; one partner indicated their college will likely request closure in 2011 when another Oregon Community College has begun discussions with LCC to formally request a small cohort site start-up in another rural community. Only time will tell what the future brings to distance dental hygiene education and clinical site developments.

APPENDIX 9

Transfer Degree	Foundational Skills Courses	Discipline Studies Courses	Specific Degree or Certificate Requirements	Electives Online	Percentage Required Credits Online
Associate of Science Oregon Transfer - Business	**Writing:** 8 credits **Math:** 12 credits **Speech:** 3 credits **Health or PE:** 3 credits **Computer Applications:** 3 to 6 credits ***Very limited Math and Health courses available online***	**Arts and Letters** Minimum 12 credits **Social Science** Minimum 12 credits, of which 8 credits Macro- and Micro-Economics required **Science/Math/Computer Science** Minimum 12 credits biological or physical lab science ***Very limited lab science courses available online***	**Business Specific Courses:** BA 101, 211, 213, 226. **May sub for BA 226:** BA 206, 223, 224, 278, 281.	BA 206, 223, 224, 278, 281. CS and CIS electives available; other general education courses available. ***Some elective business classes not available online: BA 227, 242, 249, and cooperative education***	82%
Associate of Science	**Writing:** 8 credits **Math:** 4 credits **Health or PE:** 3 credits ***Very limited Math and Health courses available online***	**Arts and Letters** 3 courses **Social Science** 3 courses **Science/Math/Computer Science** 9 courses ***Very limited lab science courses available online***	**Electives** to complete 90 credits	**Gen Ed** classes available; up to 12 credits of Career Tech courses may be included.	Approximately 50%, depending on student choice of electives

Transfer Degree	Foundational Skills Courses	Discipline Studies Courses	Specific Degree or Certificate Requirements	Electives Online	Percentage Required Credits Online
Associate of General Studies	**Writing:** 8 credits **Math:** 4 credits **Health or PE:** 3 credits ***Very limited Math and Health courses available online***	**Arts and Letters** Minimum 12 credits **Social Science** Minimum 12 credits **Science/Math/Computer Science** Minimum 14 credits ***Very limited lab science courses available online***[1]	Electives to complete 90 credits	Gen Ed classes available; Career Tech courses may be included.	Approximately 60%, depending on student choice of electives

Degree	Foundational Skills Courses	Discipline Studies Courses	Career Tech Programs	Percentage of Credits Online
Associate of Applied Science or Applied Certificate (current)	**Writing:** 3 credits, 1 course **Math:** 3 credits, 1 course **Health or PE:** 3 credits ***Very limited Math and Health courses available online***	**12 credits** **Arts and Letters** Minimum 3 credits **Human Relations** Minimum 3 credits **Social Science** (no minimum) **Science/Math/Computer Science** Minimum 3 credits ***Some Discipline Studies courses available online, depending on specific program requirements***	Accounting AAS	64%
			Administrative Office Professional AAS	49%
			Business Assistant 1-year Certificate	74%
			Computer Information Systems - Health Informatics AAS	39%
			Computer Network Operations AAS	32%
			Computer Programming AAS	40%
			Computer Simulation and Game Development AAS	16%
			Computer Specialist 1-year Certificate	40%
			Culinary Arts & Food Service Management AAS	34%
			Dental Assisting 1-year Certificate	10%
			Dental Hygiene AAS	23% +IPV*
			Drafting AAS	37%
			Electrician Apprenticeship Technologies AAS	73%
			Electronic Technology AAS	25%
			Graphic Design AAS	15%
			Health Records Technology 1-year Certificate	25%
			Hospitality Management AAS	11%
			Medical Office Assistant 1-year Certificate	17%
			Multimedia Design AAS	10%
			Nursing AAS	IPV only*
			Physical Therapist Assistant AAS	53%
			Respiratory Care AAS	33%
			Retail Management AAS	58%
			Sustainability Coordinator AAS	22%
			Web Design 1-year Certificate	23%

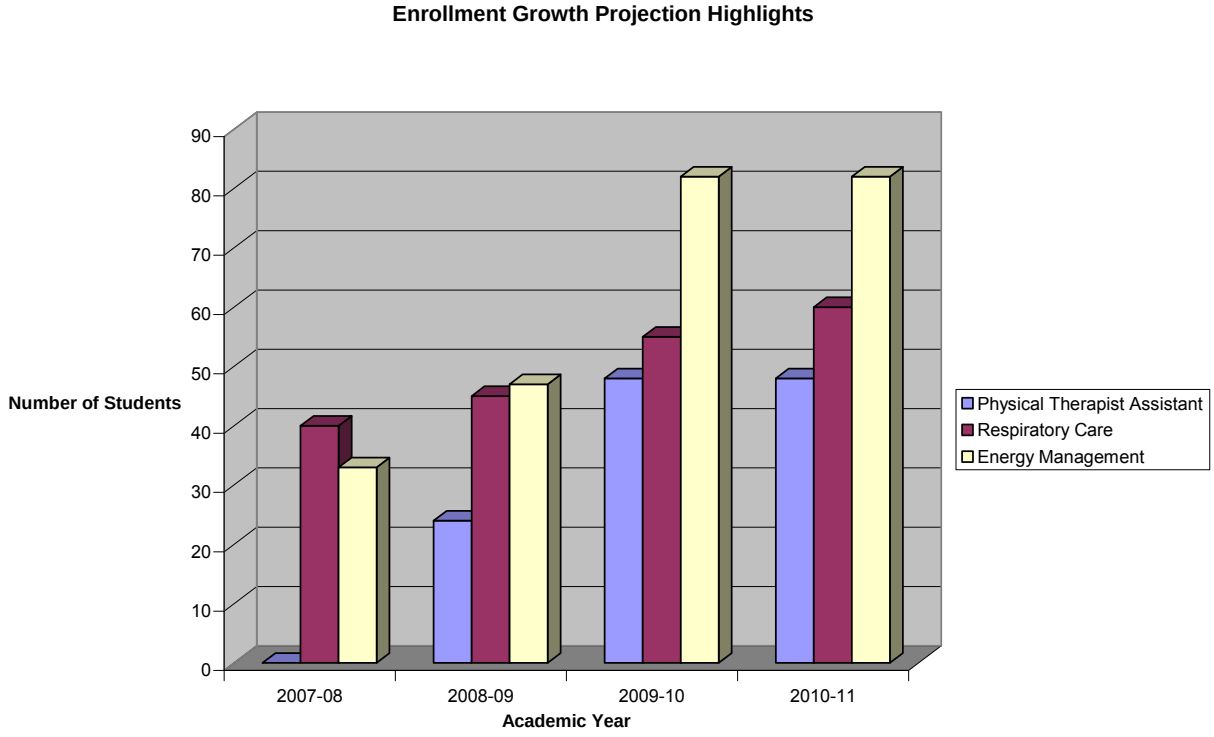
*IPV = Internet Protocol Video, a synchronous video, telecast as a video conference to remote sites

APPENDIX 10

Strategic Investment Fund
End of Year Report

INTRODUCTION:

This report outlines how the Strategic Investment Funds received by Lane Community College were allocated, the investment made into programs, and the outcomes of those investments. The total received by Lane through the Strategic Investment Fund was $632,000. Those funds were used for three initiatives: Health Professions, Sustainability, and Faculty Professional Development in Online Teaching and Learning.



I. Health Professions Initiatives:

a. Physical Therapist Assistant Program-

Lane successfully developed the Physical Therapist Assistant (PTA) Program for online delivery in partnership with other Oregon colleges. Lane has exceeded these outcomes and has admitted the first cohort of 23 students into this online program in Fall Term 2009. Enrollment is anticipated to double next year as the program admits its second cohort of 24 students for a total enrollment of 47 students in the program.

This was an arduous process involving approval from the Lane Community College Board of Education, recruitment and professional development of personnel, program and curriculum development, and application for accreditation. Lane is continuing transition of curriculum to online delivery. Lane is also positioned to complete the requirements for final accreditation by October 2011. (See Appendix A)

Lane expended $123,993 on the development of the online PTA Program. (See Appendix Q)

b. Pharmacy Technician Program-

Lane successfully developed a customized training certification course for pharmacy employees in a non-credit format. Lane has met this outcome and now offers 13 sections of the course and has had 178 students register in the 2008-2009 academic year. This course was developed in collaboration with Bi-Mart, an employer with location across the state who desired to work with Lane as the central partner. (See Appendix B)

Lane is also in the process of moving this course to an online format and expects enrollment online enrollment to begin Summer Term 2010.

Lane expended $3,824 on the development of the Pharmacy Technician Program. (See Appendix Q)

c. Respiratory Care Online Options-

Lane successfully developed online options for Respiratory Care education which focus' on areas of the state that have a workforce shortage and rural communities. Lane has met this outcome through providing faculty development in online learning and moving existing curriculum into an online delivery system that it began with the cohort that enrolled for Fall Term 2009. Lane has been able to increase the cohort size from 20-30 students with 5 students enrolling from out-of-district areas. In 2010-2011, enrollment in the 2 year program will have increased from a total of 40 students to 60 students. (See Appendix C)

Lane expended $7,952 on the development of the online options for the Respiratory Care Program. (See Appendix Q)

d. Nursing Curriculum Update:

Lane is working to expand Healthcare Programs by adding distance learning opportunities that will allow for increased enrollment capacity. Since nursing is

identified as one of the high-growth industries and demand continues to be strong, Lane has provided faculty in nursing with professional development for online teaching and learning to facilitate an eventual expansion of the nursing program. (See Appendix D)

Lane expended $5,747 on the professional development of four nursing faculty and to do significant work on the transition of one class to an online delivery format. (See Appendix Q)

e. Increased Access to Healthcare Pathways by Increasing the General Education Prerequisite Courses-

Lane has increased access to healthcare pathways by increasing the number of section of general education prerequisite courses leading to healthcare programs. Lane has exceeded this outcome and in academic year 2008-2009, Lane added 51 sections to 11 courses, created 2 online hybrid classes and has increased total enrollment by 2, 120 students. (See Appendix E)

Lane expended $6,754 on increasing access to healthcare pathways. (See Appendix Q)

f. Programming for Senior Citizens-

Lane developed programming that responds to the growing population of senior citizens in long-term care facilities, home based care, and for those working with seniors in human service organizations. Lane exceeded these outcomes by developing three classes for employees of long-term care facilities, 2 classes for those working with seniors living in the community, ongoing pre-service and in-service training for senior volunteers to the Senior Companion Program of Lane County, and 15 gerontology modules for delivery to seniors and those wanting to age successfully, those working with, or planning to work with, seniors and those nurturing the success of seniors in the community including family members. These classes began enrolling students as early as Summer Term 2009.

In addition, Lane has developed CNA2 programs for students and currently employed CNA1 staff. CNA2 Acute Care classes are enrolling 16 students per term. CNA2 Dementia Care will begin enrollment Winter Term 2010 with 8 students. (See Appendix F)

Lane expended $46,885 on programming for senior citizens. (See Appendix Q)

II. Sustainability Initiatives:

a. Water Conservation Program-

Lane has expanded the Water Conservation Program through distance learning to meet the unmet workforce needs for renewable energy technicians. Lane has met this outcome by developing two classes, one of which began instruction in Fall Term 2009, providing faculty development in online learning, and initiating the process of transitioning one of the classes into an online format. Since these courses are new, students enrolled represent an increase. (See Appendix G)

Lane expended $3,745 on expansion of the water conservation program. (See Appendix Q)

b. Energy Management Program-

Lane has successfully expanded the Energy Management Program through distance learning to meet the unmet workforce needs for renewable energy technicians. Lane has met this outcome by developing five of its first year core classes into online hybrid format. Enrollment in these classes increased by 235 students between the 2007-2008 academic year and the 2009-2010 academic year to date. This was accomplished through providing faculty development in online learning. (See Appendix H)

Lane expended $14,233 on the expansion of the Energy Management Program. (See Appendix Q)

c. Sustainability Curriculum-

Lane successfully developed curriculum on sustainability for the various emerging workforce needs; specifically, all sectors of the Energy Efficiency program. Lane met this outcome by developing a "Sustainability in the Built Environment" class in hybrid online format. Lane began teaching this course in Fall Term 2009 and 82 new students enrolled. (See Appendix I)

Lane expended $ 0 of SIF funds on the development of sustainability curriculum. (See Appendix Q)

d. Certification Program for Heat Pump Installers-

Lane successfully provided a training certification program for heat pump installers. Lane met this outcome by working with nationally recognized groups to provide quality certification training for heat pump installers. Students are able to get quality instruction and, at the end of the training, will be issued

International Ground Source Heat Pump Association (IGSHPA) accreditation as an installer. (See Appendix J)

Lane expended $ 0 of SIF funds to provide a certification program for heat pump installers. (See Appendix Q)

e. Renewable Energy and Energy Efficiency Modules-

Lane developed modules that could be incorporated into traditional curriculum such as building, engineering, geology and electrical. Lane accomplished this outcome through the development of modules included in the Energy Management and Sustainability curriculum. (See Appendix K)

Lane's expenditure on this curriculum development are included under the Energy Management program development and the Sustainability curriculum development listed above.

f. Statewide Relationships for Collaborations-

Lane successfully developed a statewide relationship for collaboration between union electrician and plumbing programs and the Oregon Solar Energy Industries Association and Lane's Limited Renewable and Limited Solar Thermal Technicians program. Lane met this outcome by developing collaborations with the Renewable Energy Joint Apprenticeship Training Committee and the Oregon Solar Energy Industries Associations' Workforce Training Committee and Working Group. (See Appendix L).

Lane expended $ 0 of SIF funds to develop a statewide relationship for collaboration. (See Appendix Q)

g. Electrical Trades Program

Lane successfully expanded the electrical trades program to meet unmet statewide workforce needs. Lane med this outcome by converting the electrical apprenticeship program to a credit A.A.S. degree program beginning Fall Term 2008, providing faculty development classes for online teaching and learning, and by creating and transitioning existing curriculum into online delivery format. These efforts increased enrollment by 236 students. (See Appendix M)

Lane expended $ 3,909 to expand the electrical trades program. (See Appendix Q)

III. Faculty Professional Development in Online Teaching and Learning:

Lane created and provided extensive workshops and courses for faculty/instructors to learn about online instruction and transitioning from traditional classroom teaching to online delivery methods. Twenty one faculty members participated in this training. In addition, Lane continues to provide ongoing support for faculty/instructors transitioning to, and offering, online classes. (See Appendix N & O) Lane expended $71,850 to provide this technical instruction and support. (See Appendix Q)

IV. Student Service Support:

Lane met this outcome by development of both additional advising materials and online curriculum that promotes student success. Lane provided additional online advising support targeted at learners who cannot easily physically access the Counseling/Advising center on the main campus.

Lane expended $12,964 to provide student service support. (See Appendix Q)

CONCLUSION:

Lane met or exceeded all of the outcomes established for the Strategic Investment Funds that were received. The focus areas for the work accomplished were Health Professions, Sustainability, and Faculty Professional Development in Online Teaching and Learning. Lane has substantially increased accessibility to education in each of these fields through both the creation of curriculum and the migration to online and hybrid format.

Appendix A

Develop a Physical Therapist Assistant (PTA) Program:

Summary:

- Program Activities and Outcomes:
    - Develop program for online delivery
    - Develop partnerships with other Oregon colleges to accommodate the delivery of the program online
- Lane has exceeded this outcome and has admitted the first cohort of students into the program in Fall Term 2009
- Budget expended: $123,993
- Enrollment maximum in 2009-10: 24 students
  Enrollment maximum in 2010-20: 48 students

Lane has developed a new Physical Therapist Assistant (PTA) Program. This work was accomplished in a series of phases.

Phase 1- Obtain approval from Board of Education:
On February 13, 2008, the Lane Community College Board of Education approved the development of the PTA program as an online-hybrid class.

Phase 2- Recruit Primary Personnel:
Lane undertook the recruitment of primary personnel to coordinate the development of the new PTA program. A full-time faculty member, Christina Howard, was hired as the Program Coordinator in August of 2008. Howards's education and experience exceeded the evaluative criterion relating to qualifications put forth by the accrediting agency, CAPTE. She is a licensed physical therapist with the capacity and vision to develop an online PTA program that achieves the goal of becoming accredited. In March 2009, Lane added Beth Thorpe, a licensed physical therapist assistant, to assist with the process.

Phase 3- General Program Development:
Significant work was required to develop the PTA program adequately to apply for accreditation. An Advisory Committee composed of key LCC faculty and Licensed Physical Therapists within the community was established to participate in, and guide, the overall program development process. A strategic plan was developed to outline and prioritize the work to be accomplished and after an initial institutional resource assessment, purchases of required library holdings and other capital equipment were completed. The culmination of this phase was the publication of the PTA Program Policy Manual.

Phase 4- Completion of Curriculum Development & Committee Presentation
The revision and development of the 20 courses included in the PTA curriculum was led by the Program Coordinator. The PTA program is a two year program developed to be offered in an online hybrid format with one classroom meeting per week.

The second year of instruction includes clinical affiliation courses offered thru Cooperative Education. In order to provide this clinical experience in a supervised, supportive environment, Lane had to identify and develop relationships with community partners. Lane worked to establish more than 190 clinical education agreements with organizations throughout the Pacific Northwest and nationwide. Site visits of many locations were conducted and facility resource assessments were performed to assure each location meets educational and accreditation requirements.

Curriculum was prepared and revised for presentation to Lane's Curriculum Committees and it was approved by Lane's Curriculum Committee in February 2009.

Phase 5- Primary Accreditation Application:
Lane, as an institution seeking CAPTE accreditation, had to submit an Application for Candidacy. This application required that the program complete development of student assessment tools and samples. A site visit was performed by CAPTE in order to assess Lane's readiness and the program successfully responded to the site visit report. Candidacy for Initial Accreditation was granted in April 2009.

Phase 6- Faculty Development in Online Teaching and Learning:
Three faculty members from the PTA Program, including the Program Coordinator, attended Faculty Development classes offered by the Academic Technology department at Lane. (See Appendices N & O)

Phase 7- Develop the online curriculum content:
Approved curriculum was adapted for online presentation. This process required a focus on student engagement in an online learning environment. Research was conducted and links were compiled for many online resources for students in order to provide a variety of learning tools. These links are also available for other instructors.

In addition, the following activities occurred:

- Data was organized for ease of student use
- Clear instructions were prepared to guide students through the process
- Curriculum was transitioned into an online format
- A test bank for grading and self assessment activities for the students was prepared

- The curriculum transition to online delivery is scheduled to be completed and posted in Moodle immediately prior to the beginning of each term. The complete list and schedule of delivery appears in the table at the end of this section.

Phase 8- Recruit students:

The following strategies were used to recruit students into the PTA program:

- The program staff coordinated/communicated with appropriate departments at Lane, including the Counseling and Advising department, to assure that students received accurate information about the program.
- The program staff presented information and participated in panel discussions with the Women in Transitions program at Lane.
- The program description was prepared for publication in Lane's catalog and a website was developed for the program.
- The CCWD application (which allows students in the program to be eligible for funding available to displaced workers or qualified low income students) was completed.

The Program Director personally oversaw the student application and selection process at the department level. A committee was organized to review all applications and conducted interviews for the top 48 applicants. The committee selected 24 applicants to begin Fall Term 2009.

Phase 9- Begin instruction of the first cohort of students:

In Fall Term 2009, a cohort of 23 students began the Physical Therapist Assistant Program. In Fall Term, students have 2 courses delivered in an online format and receive clinical face-to-face instruction one day per week on Lane's campus.

Phase 10- Begin instruction of the second cohort of students:

In Fall Term 2010, Lane expects that 24 students will begin the first year of the PTA program and the current cohort of 23 students will complete the 2nd year of the program. With a total of 47 students enrolled, next year the program will be near full capacity.

Phase 11- Obtain final accreditation status:

The accreditation self study document will be submitted by the CAPTE deadline in January 2011. The CAPTE accreditation team will complete a comprehensive site visit in Spring Term 2011. The accreditation team will be assessing Lane's achievement of over 30 specific Evaluative Criteria. Pending their approval, Lane is positioned to complete the requirements for final accreditation by October 2011.

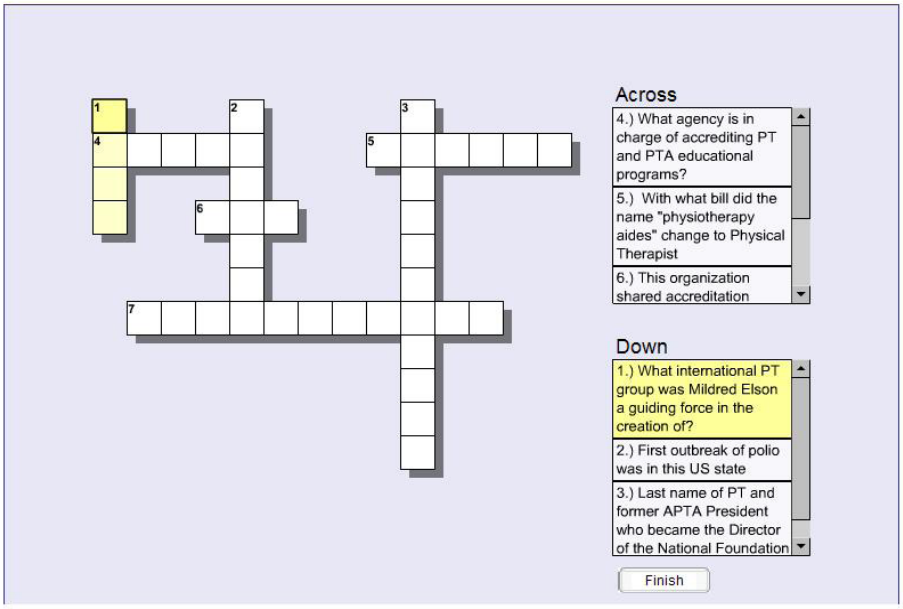
Deliverables:

- Physical Therapy Assistant Policy & Procedure Manual
- Accreditation Application Document
- Curriculum Developed and Fall Term for 1st Year Instruction Transitioned to Online Format.

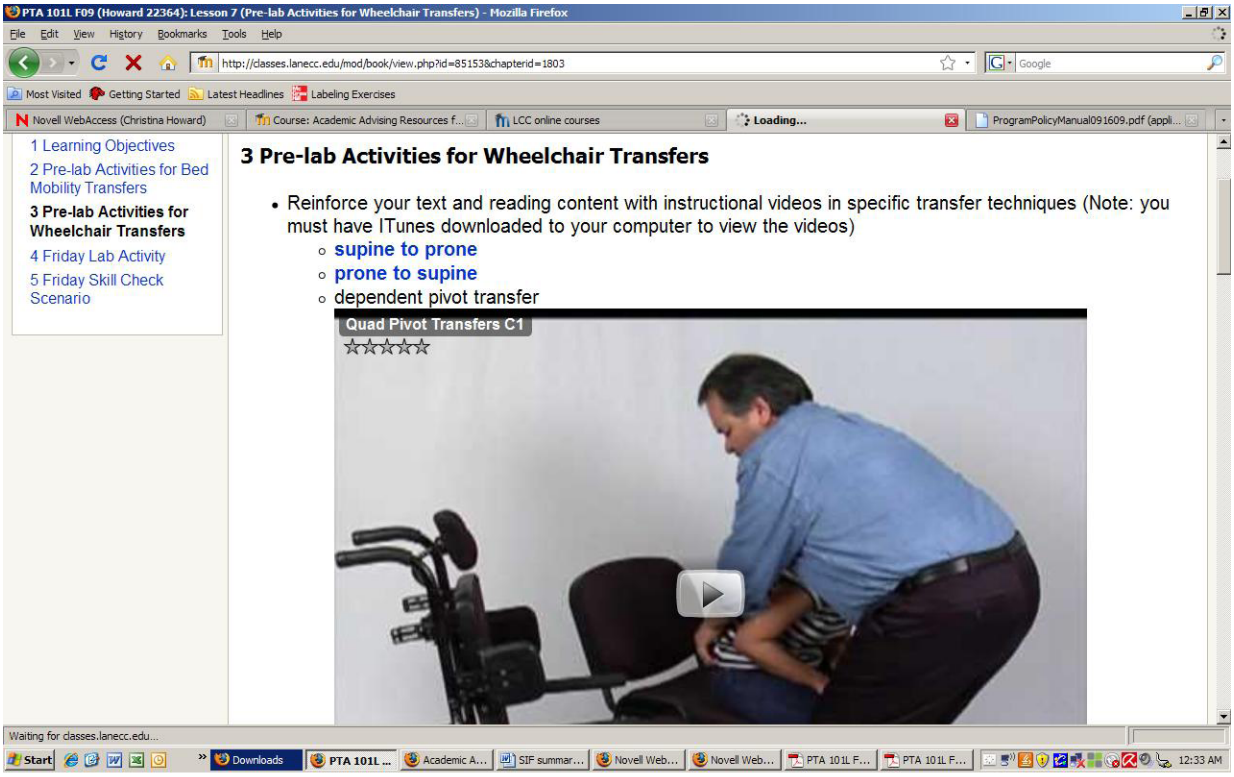
  For more information, contact PTA Program Coordinator, Christina Howard. howardc@lanecc.edu Office Phone: 1-541-463-5764

Online Curriculum – The following are a few samples of some of the online activities and videos that were developed by the PTA faculty as part of the curriculum. This is designed to give the reader a glimpse of the students' experience in the online learning

Solve the crossword puzzle.



environment.



Physical Therapy Assistant Program

Term	Yr			Course Title	Total Credits	Start Term	2008/09 Enrollment	2009/10 Enrollment	2010/2011 Enrollment
F	1	PTA	100	Intro to Physical Therapy	3	Fall 2009	0	24	24
F	1	PTA	101	Intro to Clinical Practice	5	Fall 2009	0	24	24
F	1	PTA	101L	Intro to Clinical Practice Lab	2	Fall 2009	0	24	24
W	1	PTA	103	Intro to Clinical Practice 2	5	Winter 2010	0	24	24
W	1	PTA	103L	Intro to Clinical Practice 2 Lab	2	Winter 2010	0	24	24
W	1	PTA	132	Applied Kinesiology 1	2	Winter 2010	0	24	24
W	1	PTA	132L	Applied Kinesiology 1 Lab	2	Winter 2010	0	24	24
S	1	PTA	104	PT Interventions-Orthopedic Dysfunctions	5	Spring 2010	0	24	24
S 1		PTA	104L	PT Interventions-Orthopedic Dysfunctions-Lab	2	Spring 2010	0	24	24
S	1	PTA	133	Applied Kinesiology 2	2	Spring 2010	0	24	24
S	1	PTA	133L	Applied Kinesiology 2-Lab	2	Spring 2010	0	24	24
F	2	PTA	204	PT Interventions-Neurological Dysfunctions	5	Fall 2010	0		24
F	2	PTA	204L	PT Interventions-Neurological Conditions-Lab	2	Fall 2010	0		24
F 2		PTA	280A	Cooperative Education:First Clinical Affiliation	6	Fall 2010	0		24
W 2		PTA	205	PT Interventions-Complex Medical Dysfunctions	4	Winter 2011	0		24
W 2		PTA	205L	PT Interventions-Complex Medical Dysfunctions Lab 2		Winter 2011	0		24
W	2	PTA	280B	Cooperative Education: Second Clinical Affiliation	6	Winter 2011	0		24
S	2	PTA	200	Professionalism, Ethics and Exam Preparation	4	Spring 2011	0		24
S	2	PTA	203	Contemporary Issues In PT	2	Spring 2011	0		24
S	2	PTA	280C	Cooperative Education: Third Clinical Affiliation	6	Spring 2011	0		24
						First Year Students:	**0**	**24**	**24**
						Second Year Students:	**0**	**0**	**24**
						Total:	**0**	**24**	**48**

Appendix B

Pharmacy Technician Program:

Summary:

- Program Activities and Outcomes:
  - Develop program in non-credit format
  - Develop customized training for pharmacy employees
  - Partner with a state employer who has locations across the state and desires to work with one college as central partner but with statewide reach

- Lane has met this outcome by developing a certification course and will admit its first cohort of online/distance students in Summer Term 2010.
- Budget expended: $3,824
- Enrollment in 2007-08: 20 registrations; 1 section offered
  Enrollment in 2008-09: Increase to 178 registrations; Increase to 13 sections offered.

Lane has been offering the Pharmacy Technician certification course for about 18 months in a traditional classroom setting. The initial funding to develop this course was given to the college by a community partner, Bi-Mart, with Strategic Initiative Funds being used to complete the work.

One faculty member from the Continuing Education Department attended Faculty Development in Online Teaching and Learning classes offered by the Academic Technology department at Lane. (See Appendices N & O) Another faculty member, funded through college funds, has developed the PowerPoint presentation materials for 4 of the 12 sections of the course. When all of the presentation materials are developed, the two faculty members will collaborate to make these course available online. Online enrollment will begin Summer Term 2010.

Pharmacy Technician Program

			Sections			Registrations		
	Subj	#	07-08	08-09	Total Increase of Sections 07-08		08-09	Total Increase of Registrations
Pharmacy Technician Courses	XHO	9472	1	13	**12**	20	178	**158**

Appendix C

Develop Respiratory Care Online Options:

Summary:

- Program Activities and Outcomes:
  - Develop online options for Respiratory Care education
  - Options shall be in two areas of the state that have a workforce shortage; focus on rural communities
  - Will use the "distance learning didactic with local clinical education" as the model.

- Lane has met this outcome by:
  - moving existing curriculum into an online delivery, beginning with cohort enrolled Fall 2009
  - increasing its cohort size from 20-30 students
  - enrollment of 5 students from out-of-district areas

- Budget expended: $7,952
- Enrollment maximum in 2007-08: 20 1st year students, 20 2nd year students TOTAL: 40
  Enrollment maximum in 2008-09: 25 1st year students, 20 2nd year students TOTAL: 45
  Enrollment maximum in 2009-10: 30 1st year students, 25 2nd year students TOTAL: 55
  Enrollment maximum in 2010-11: 30 1st year students, 30 2nd year students TOTAL: 60

Lane's existing Respiratory Care program was revised to provide online options. This was accomplished in phases including:

Phase 1- Faculty Development in Online Teaching and Learning:
Two faculty members from the Respiratory Care Program, including the Program Coordinator, attended Faculty Development classes offered by the Academic Technology department at Lane. (See Appendices N & O)

Phase 2- Develop the online curriculum content:
The process of revising and posting the online curriculum began. The curriculum transition to online delivery is scheduled to be completed and posted in Moodle immediately prior to the beginning of each term. The first 3 classes were completed and delivered Fall Term 2009. The complete list of all classes offered in the 2 year program and schedule of delivery appears in the table at the end of this section.

In addition, the following activities occurred:
- Data was organized for ease of student use
- Clear instructions were prepared to guide students through the process

- Curriculum was transitioned into an online format
- A test bank for grading and self assessment activities for the students was prepared
- The curriculum transition to online delivery is scheduled to be completed and posted in Moodle immediately prior to the beginning of each term. The complete list and schedule of delivery appears in the table at the end of this section.

Phase 3- Student Support Services:
The program worked with the Advising Department at Lane to assure the academic advisors were familiar with the changes to the delivery of the program and the increase in enrollment. Since access to Moodle is limited to Lane students and instructors, a blog spot was developed for information sharing to allow clinical site staff to easily access updated information such as manuals, general announcements, instructor information/introductions, job posting, etc.

Collaboration has been initiated with other Community Colleges, including Blue Mountain, Tillamook, Umpqua, South West, and Central Oregon, to develop equivalencies relating to prerequisites for the Respiratory Care program. This coordination should help ease the transition into the Respiratory Care Program for those students attending community college's other than Lane.

Phase 4- Begin instruction of the first cohort of students:
In the Fall Term of 2008, the Respiratory Care program capacity was increased by 5 students in the 1st year cohort. Again, in the Fall Term of 2009, the 1st year cohort size increased to 30 students. This increase of 5 students over the previous year is the direct result of the development of online delivery and these additional students were identified as representing out-of-district areas. The 3 courses that have been developed for online delivery beginning in Fall Term 2009 are online (RT 112), part online lecture/lab face-to-face (FT 114) and a clinical course that is part online/primarily face-to-face in the clinic setting (RT 146).

Phase 5- Begin instruction of the second cohort of students:
Lane will start a cohort of 30 students in the 2010-11 academic year. This will increase total enrollment in the Respiratory Care Program to increase by 10 students for a total of 60 students in the program. All lecture courses in second year curriculum will be delivered online.

Accreditation Revision:
Lane already had accreditation for the Respiratory Care program but was required to revise its accreditation because of the substantive change in delivery resulting from the development and delivery of online curriculum and the increase in student cohort size. Lane submitted formal application which required commitment from each clinical site indicating that they could manage the increased student cohort size. It took approximately 6 months of work but by August 2009, Lane had received 100% response from the clinical sites. The accrediting body gave final approval of the online curriculum and increased cohort size in September 2009.

Respiratory Therapy Program

Term	Yr			Course Title	Total Credits	Type	Online Delivery Starts	2007/08 Enrollment	2008/09 Enrollment	2009/10 Enrollment	2010/11 Enrollment
F	1	RT	112	Respiratory Care Science	2	Lecture	Fall 2009	20	25	30	30
F	1	RT	114	Fundamentals of Respiratory Care	2	Lec/Lab	Fall 2009	20	25	30	30
F	1	RT	146	Introduction to Clinical Respiratory Care	3	Clinical	Fall 2009	20	25	30	30
W	1	RT	116	Basic Respiratory Assessment	2	Lec/Lab	Winter 2010	20	25	30	30
W	1	RT	127	Respiratory Care Diseases & Meds	4	Lec	Winter 2010	20	25	30	30
W	1	RT	141	Principles of Respiratory Care Lab	1	Lab	Winter 2010	20	25	30	30
W	1	RT	144	Principles of Respiratory Care	3	Lec	Winter 2010	20	25	30	30
S	1	RT	251	Pulmonary Diagnostics & Monitoring Lab	1	Lab	Spring 2010	20	25	30	30
S	1	RT	254	Pulmonary Diagnostics & Monitoring	3	Lec	Spring 2010	20	25	30	30
S	1	RT	126	Respiratory Care Case Review-Part 1	2	Lec	Spring 2010	20	25	30	30
S	1	RT	236	Clinical Practice 1	8	Clinical	Spring 2010	20	25	30	30
Sum	2	RT	110	Intro to Mechanical Ventilation	3	Lec	Summer 2010	20	20	25	30
Sum	2	RT	136	Respiratory Care Case Review Part 2	4	Lec	Summer 2010	20	20	25	30
Sum	2	RT	248	Clinical Practice 2	6	Clinical	Summer 2010	20	20	25	30
F	2	RT	241	Principles of Mechanical Ventilation Lab	1	Lab	Fall 2010	20	20	25	30
F	2	RT	244	Principles of Mechanical Ventilation	3	Lec	Fall 2010	20	20	25	30
F	2	RT	216	Respiratory Care Case Review-Part 3	2	Lec	Fall 2010	20	20	25	30
F	2	RT	258	Clinical Practice 3	8	Clinical	Fall 2010	20	20	25	30
W	2	RT	256	Respiratory Care Case Review-Part 4	2	Lec	Winter 2011	20	20	25	30
W	2	RT	262	Neo natal/Pediatric Respiratory Care	3	Lec	Winter 2011	20	20	25	30
W	2	RT	266	Emergency and Critical Care-Part 1	3	Lec/Lab	Winter 2011	20	20	25	30
W	2	RT	268	Clini cal Practice 4	8	Clinical	Winter 2011	20	20	25	30
S	2	RT	270	Clinical Competency Assessment	3	Clinical	Spring 2011	20	20	25	30
S	2	RT	274	Cre dentialing Topics	2	Lec/Lab	Spring 2011	20	20	25	30
S	2	RT	276	Emergency and Critical Care-Part 2	2	Lec/Lab	Spring 2011	20	20	25	30
S	2	RT	280	Co-op Ed: Respiratory Therapy	4	Clinical	Spring 2011	20	20	25	30
							First Year Students:	**20**	**25**	**30**	**30**
							Second Year Students:	**20**	**20**	**25**	**30**
							Total:	**40**	**45**	**55**	**60**

Appendix D

Develop Nursing Online Options:

Summary:

- Program Activities and Outcomes:
  - Expansion of Healthcare Programs: enrollment capacity and distance learning
- Lane added this activity to provide Faculty Development in Online Teaching and Learning to facilitate an eventual expansion of the Nursing Program.
- Budget expended: $5,747
- Four Primary Nursing Faculty received instruction for Online Teaching & Learning

---

Nursing is identified as one of the high-growth industries and the demand for Lane Community College's Nursing program continues to be strong. Each year, Lane receives approximately 350 applications but is only able to typically accept a cohort of 72 new students into the 2 year program.

Lane is exploring methods of expanding the enrollment capacity of the Nursing program while maintaining the quality, demand and reputation. One method under investigation is online education. In order to assess the potential of this delivery method, it is essential that the Program Coordinator and key faculty understand the basics of online instruction and how it could be integrated into the Nursing Program. This work was accomplished in two phases:

Phase 1- Faculty Development in Online Teaching and Learning:
Four faculty members from the Nursing, including the Program Coordinator, attended Faculty Development classes offered by the Academic Technology department at Lane. (See Appendices N & O)

Phase 2- Develop the online curriculum content:
As a result of the training, NRS 232-Pathophysiology is 80% developed for online delivery and moves the Nursing program closer to the goal of transitioning to online learning. This experience will also allow the faculty member to serve as a mentor for other instructors as the program decides to fully implement a transition to online learning.

Appendix E

Increase Access to Healthcare Pathways by Increasing the General Education Prerequisite Courses:

Summary:

- Program Activities and Outcomes:
    - Increase access to healthcare pathways by increasing the general education prerequisite courses leading to health care programs.

- Lane exceeded this outcome.
- Budget expended: $6,754
- Enrollment has increased by 2,120 students through the addition of 51 sections and the creation of 2 online hybrid classes.

Lane has increased access to general education prerequisite courses leading to health care programs by increasing the number of sections available and, as a result, the number of students enrolling. The list of courses and increased enrollment is listed in the chart below.

Another strategy Lane has employed is moving its series of three Anatomy & Physiology (A & P) courses, BI 231, 232 & 233, to an online format. The online version of the courses will also use supplemental DVD materials for the laboratory activities. The hybrid A & P sequence are being offered starting Fall Term 2009 and again in Winter Term 2010. The online format of BI 232 will enroll students in Winter Term 2010 and the online format of BI 233 will enroll students in Spring Term 2010.

The online A&P courses embody the following attributes:

- completely asynchronous design within a weekly schedule
- active student learning through multimodal interaction and research
- integrated physiology animations & interactive media
- interactive 3D virtual cadaver dissection
- automated self assessment
    - multiple choice self-tests w/ immediate feedback
    - multimedia interactive vocabulary puzzles
    - drag/drop multimedia anatomy labeling exercises
- weekly asynchronous topical discussions via LMS forums
- weekly formal assessment employing both objective testing and short essay response

In addition, BI 102G (Genetics and Society) was developed in an online format and began enrolling students Fall Term 2009. This course meets the nursing requirements for genetics.

Four faculty members from the Science Division attended Faculty Development classes offered by the Academic Technology department at Lane. (See Appendices N & O)

General Education Prerequisite Courses

Course Title	Subj	Num	Sections			Registrations		
			07-08	08-09	TOTAL Increase of Sections	07-08	08-09	TOTAL Increase of Registrations
Human Anatomy & Physiology 1	BI	231	18	20	2	466	545	79
Human Anatomy & Physiology 2	BI	232	16	16	0	395	409	14
Human Anatomy & Physiology 3	BI	233	13	14	1	289	343	54
General Biology: Genetics and Society	BI	102G	1	2	1	28	50	22
Nutrition FN		225	17	19	2	563	670	107
Lifespan Developmental Psychology	PSY	215	6	8	2	187	248	61
Child Development	HDFS	226	5	5	0	134	163	29
Beginning Algebra	MTH	60	43	50	7	1096	1401	305
Elementary Algebra	MTH	65	33	37	4	646	739	93
Introductory Algebra	MTH	70	26	29	3	764	945	181
Intermediate Algebra	MTH	95	52	69	17	1596	2172	576
English Comp: Exposition & Intro to Argument WR		121	107	115	8	2327	2661	334
Composition: Style & Argument	WR	122	59	59	0	1265	1301	36
Medical Terminology	HO	100	22	26	4	661	890	229
				Section Increase:	**51**		**Registration Increase:**	**2120**

Appendix F

Develop Programming that Respond to the Growing Population of Senior Citizens:

Summary:

- Program Activities and Outcomes:
    - Develop programming in the following areas that responds to the growing population of senior citizens:
        - Long-term care facilities
        - Home Health care (CNAII programs for workforce)
        - Human Services

- Lane exceeded this outcome by developing a wide variety of classes.
- Budget expended: $46,885
- Enrollment in 3 classes began Summer Term 2009 with an additional 7 classes being offered throughout Fall Term 2009. New classes will be offered in Winter and Spring Terms 2010.

---

1. Health Care:

i. Long term care facilities:
Three classes have been developed specifically for staff of residential care facilities to help them better work with seniors in their facilities. The complete list of classes appears at the end of this section.

ii. Home health care:
Lane is working with community-based educators to provide training to those working with senior living in their homes. Lane is providing CEUs and transcripts of classes taken.

iii. CNA2 (Acute Care):
This program consists of 48 contact hours in lecture/lab format and an additional 25 hours of clinical experience. There are 16 students per term enrolled in this program. Lane has also created a 24 contact hour 'grandfathering' course in lecture/lab format with no clinical component for those CNA1 employees already working in a hospital setting.

Lane created its own manual for instruction, has acquired the necessary equipment (glucose monitors, tube feeding supplies, ostomy supplies) and will be acquiring additional supplies to supplement the instruction.

Both hospitals in the Eugene-Springfield area are now requiring their aides to be CNA2, Acute Care certified. There is a high demand for the class and jobs are currently available. The starting wage a one of the hospitals is $12.52 per hour.

iv. CNA2 (Dementia Care):
This program consists of 76 total contact hours that will be divided between lecture/lab format and clinical experience. Enrollment will begin Winter Term 2010 with one section enrolling 8 students.

2. Human Services:

i. Senior Companion Training:
Lane revised and updated the pre-service training for seniors wanting to become Senior Companions. In addition, there is a new monthly in-service training for all seniors who are working with senior clients in residential living facilities, community-based activity centers and home settings.

ii. Fall College Orientation Tours: Lane offered two of these classes designed to bring seniors to campus to learn about the programs Lane offers which may be of specific interest to seniors.

iii. Gerontology Modules: Lane developed 15 modules addressing Aging: A Social & Developmental Perspective. All of the modules are designed to be appropriate material for seniors, students interested in working with seniors, and people in the community who work with seniors.

iv. Saturday Series: Baby Boomers and Beyond: Lane developed this series of classes, in collaboration with three local adult activity centers in the community, to introduce seniors to programs offered at Lane.

3. Community Relations:

To better identify and meet the needs of the growing senior population, Lane has created the Successful Aging Institute (SAI) and formed an Advisory Council with 28 members from a cross-section of organizations, agencies and businesses devoted to service older adults in our community and who are guiding the development of programming for SAI. SAI has also collaborated with Adult Activity Centers in the county to offer classes and assure diverse learning opportunities in the community. To promote SAI programs, a speaker's bureau has been developed to provide outreach in the community through presentations and interviews. SAI developed an identifiable logo, brochure and website to promote Lane's programs 'for' and 'about' seniors.

Class Title	Description	Format & Contact	Term Began Offering	Enrollment

		Hours		
Classes for Long Term Care Facilities:				
Our Residents Love the Food Here	For chefs working in residential care facilities so they can meet the nutritional and dietary needs of the residents and still offer appetizing meals.	Lec/Lab 18 hours	Fall 2009	18
Leadership & Supervision	For staff working in residential care facilities and focuses on environments serving seniors and their families.	Lec 10 hours	Winter 2009	Max. 30
Life Management	For staff working on residential care facilities and focuses on helping staff balance the demands of their work and life; especially in low paying, high stress residential settings. It is designed to increase staff satisfaction and retention.	Lec 1 hour	Winter 2009	Various Audiences
Classes for Home Health Care:				
Alzheimer's Association Trainings	For family or professionals living or working with adults with Alzheimer's Disease.	Lec.	Winter 2009	Various Audiences
First Responder Trainings	To teach police and fire staff how to assess and communicate with people who may be affected by dementia.	Lec. 2 hours	Fall 2009	Various Audiences
Human Services Classes:				
Senior Companion Pre-Service Training	Training for those wanting to become Senior Companions that covers subject including the role of a Senior Companion, communication skills and challenges, different work environments and client bases, support systems available to the Senior Companion and the client, professionalism, and loss and grief.	Lec 24 hours	Fall 2009	23
Senior Companion In-service Training	The subject is new each month and has covered a wide range of topics including from 'Communicating with People with Dementia', 'Heart Health', Diversity Skill Building'.	Lec. 2 hours	Spring 2009	134 total enrollment in Spring Term
Fall College Orientation Tours	Seniors were transported to campus to learn about the programs that Lane offers which are of specific interest to seniors.	Lec/Lab 6 hours	Fall 2009	35
Gerontology Modules:				
Debunking the Myths about Growing older		Lec. 4 hours	Spring 2010	Max. 30
What's so Great about Growing Older?		Lec. 8 hours	Fall 2009	Max. 30
How to confront Age Bias		Lec. 8 hours	Spring 2010	Max. 30
Families: Let's Get Acquainted Before it's too Late		Lec. 9 hours	Spring 2010	Max. 30

Family Systems	Lec. 8 hours	Spring 2010	Max. 30
Men Growing Older	Lec. 6 hours	Spring 2010	Max. 30
Women Growing Older	Lec. 6 hours	Winter 2010	Max. 30
Death, Dying, and Bereavement	Lec. 16 hours	Fall 2009	Max. 30
The Wisdom of Elders	Lec. 9 hours	Winter 2010	Max. 30
The Longevity Revolution	Lec. 4 hours	Winter 2010	Max. 30
Growing the Brain as it Ages	Lec. 9 hours	Fall 2009	Max. 30
Inner Workings of Memory	Lec. 9 hours	Winter 2010	Max. 30
Coping with Dementia	Lec. 8 hours	Fall 2009	Max. 30
The Plight and the Glory: Caregivers and their “Clients”	Lec. 16 hours	Winter 2010	Max. 30
“The Best Friends Approach to Providing Care”	Lec. 8 hours	Spring 2010	Max. 30
Saturday Series: Baby Boomers and Beyond			
NW Culinary	Lec/Lab 6 hours	Fall 2009	Max. 30
Theater: Behind the Mask	Lec/Lab 6 hours	Fall 2009	Max. 30
Computers: Social Networking	Lec/Lab 6 hours	Fall 2009	Max. 30
Native American Culture	Lec/Lab 6 hours	Winter 2009	Max. 30
Music Appreciation: Classical	Lec/Lab 6 hours	Winter 2009	Max. 30
NW Culinary	Lec/Lab 6 hours	Winter 2009	Max. 30
Computers: Social Networking	Lec/Lab 6 hours	Winter 2009	Max. 30

Appendix G

Expand Water Conservation Program:

Summary:

- Program Activities and Outcomes:
    - Expand program through distance learning to meet the unmet workforce needs for renewable energy technicians.

- Lane met this outcome by Faculty Development in online learning and initiating the process of transitioning the Water Conservation curriculum into an online format.
- Budget expended: $3,745
- Enrollment in Water Conservation Program online courses will increase by 43 students.

___

Faculty Development in Online Teaching and Learning:
Two faculty members from the Water Conservation program attended Faculty Development classes offered by the Academic Technology department at Lane. (See Appendices N & O)

Lane developed a "Water Conservation: Residential" class. This class is 4 credits in the lecture/lab format. This class will teach strategies to increase water efficiency at the residential level and will cover water use and waste, auditing, efficiency measures and incentives as well as fixtures and appliances. Students will complete hands-on projects to enhance theories learned in class. This class will be offered Winter Term 2010.

Lane also developed and began teaching "Regional Water Policy" class in Fall Term 2009. This class is 3 credits in the lecture/lab format. The basic online shell has been created. Most projects are given in class but data collecting, surveys, additional instructions, forums and online student work areas are being created. Quizzes and grade book are handled offline. The instructor is focused on learning how best to use the online classroom environment.

In addition, Lane created materials including: (1) A basic home water survey video, an extensive PowerPoint presentation, and (3) a new auditing tool.

WATER CONSERVATION Online Curriculum & Enrollment

Term	Course			Credits	Enrollment 2008/09	Enrollment Fall 2009/10	Maximum Enrollment Winter 2009/10	Increase Enrollment
F	WATR	261	Regional Water Policy	3	0	13	0	13
W	WATR	105	Water Conserv:Residential	4	0	0	30	30
						TOTAL WATER Enrollment Increase		**43**

Appendix H

Expand Energy Management Program:

Summary:

- Program Activities and Outcomes:
    - Expand program through distance learning to meet the unmet workforce needs for renewable energy technicians.

- Lane met this outcome by developing five of its first year core classes into online hybrid format. Enrollment in these classes increased by 235 students between the 2007-2008 academic year and the 2009-2010 academic year to date.
- Budget expended: $14,233
- Enrollment increase by 235 registrants from 2007-08 to 2009-10.

Lane has developed five of its first year core Energy Management classes into online hybrid format. This reformatting will allow for the program to be exported to geographic areas where students do not currently have access to these programs. Five faculty members from the Energy Management Program, including the Program Director, attended Faculty Development classes offered by the Academic Technology department at Lane. (See Appendices N & O)

The classes that were developed include:

NRG 101 – Introduction to Energy Management:

1. Enrollment in this course was increased by 49 students.
2. This course is still in the development phase with the lecture in class and the labs online/outside of class.
3. The online class is currently utilized as an organizational tool for students as well as providing resources, links, PowerPoint presentations, instructor reminders and assignments. Current class allows Lane to pilot online activities such as a web treasure hunt to find acronym or vocabulary definitions, discussion forums with specific questions, surveys for continued class feedback and lectures in a variety of media formats. Testing importing SCORM modules from Softchalk has both benefits and severe limitations. Further experimentation will continue to provide us with answers on how best to proceed. PowerPoint presentations have been uploaded but will require teacher notes and or asynchronous presentation or video.

NRG 102 – Blueprint Reading:

1. Enrollment in this course was increased by 82 students.
2. This course is still in the development phase with the lecture in class and the labs online/outside class.

3. The online LMS system is utilized for all grading, assignments, notices, resource sharing and discussions. Experiments using digital image submission and or student uploaded work has proven to be difficult. Large blueprints are difficult to present in an online format both because of the fine scale used and the tactile nature of construction documents. Further work is in progress to find ways to bring more of the in-class activities into the digital age. Adoption of Moodle for grade book entries and assignments has shown to be very successful and well received by the students. Additional work will be required in creating more polished quizzes.

NRG 122 – Commercial Air Conditioning System Analysis:

1. Enrollment in this course was increased by 22 students.
2. This course is still in the development and is being taught in an online hybrid format.
3. Assignments, PowerPoint presentations, discussion boards and other materials are compiled into an online class. Each week's hand written calculation examples and or diagrams are uploaded and shared with the students.

NRG 155 – Introduction to PV:

1. Enrollment in this course was not increased.
2. This course is still in the development and is being taught in an online hybrid format. It will be offered fully online in Winter Term 2010.
3. Several custom graphics were created as well as advanced calculated question/answer quizzes. Each lesson is supported by several types of media, questions and student projects. The class utilizes information and quiz questions from the National Joint Apprenticeship Training Committee (NJATC) of the International Brotherhood of Electrical Workers (IBEW) textbook. Along with the examples from the text, many other custom exercises and graphics have been created for each weekly subject. This class is also testing some technical limitations within Lane CC's LMS system dealing with large video clips, non-standard placement of images via Cascading Style Sheets and using SCORM modules as a way to maintain portability between classes. Along with this course, Lane has committed SIF funds to construct and outdoor solar learning lab where statewide NRG 155 students can attend a practical application course once a month on the Lane campus.

NRG 111 – Residential/Light Commercial Energy Analysis:

1. Enrollment in this course increased by 82 students.
2. This course is still in development and will be offered online in Winter Term 2010.
3. A majority of the core planning is complete along with several planned projects. An online class shell has been created. Experiments using voice to text and livescribe digital pen have been successful. Traditionally, students are required to take and pass the BPA test. This test has now been put entirely online and students will be able to take the test and get immediate feedback. The question bank can also be used to help students throughout the term by having random questions and answers shown in a sidebar module on the LMS system.

Energy Management Program

				Credits	Class Enrollment 2007/08	Class Enrollment 2008/09	Class Enrollment 2009/10	Increase in Enrollment 07/08 to 09/10
F	NRG	101	Introduction to Energy Management	3 Lec/Lab	33	47	82	**49**
F	NRG	102	Blueprint Reading: Residential & Commercial	3 Lec/Lab	0	42	82	**82**
F	NRG	122	Commercial Air Conditioning Systems Analysis	4 Lec/Lab	9	21	31	**22**
F	NRG	155	Intro to Photovoltaic Design & Installation	4 Lec/Lab	13	10	13	**0**
W	NRG	111	Residential/Light Commercial Energy Analysis	3 Lec/Lab	0	0	82	**82**
					55	120	290	**235**

Appendix I

Develop Curriculum on Energy Efficiency:

Summary:

- Program Activities and Outcomes:
  - Develop curriculum on sustainability for the various emerging workforce needs
  - Specifically, all sectors of the Energy Efficiency program
- Lane met this by development of a sustainability related course.
- Budget expended: $0
- Enrollment- 82 new students

Lane has developed a "Sustainability in the Built Environment" class in hybrid online lecture/lab format with lecture in class and labs online/outside class. For this class, guest lectures are being professionally filmed within Lane's distance education studio for presentation to two additional sections held later in the day Fall Term 2009. The video is recorded onto DVD for classroom presentation as well as MP4 format for use within an online class (Moodle). This format allows for many more guest lecturers then previously possible and generates polished content for use in a completely online based class. Moodle is being used for out of class discussions and all quizzes are being conducted and graded online.

Sustainability Curriculum

				Credits	Class Enrollment 2008/09	Class Enrollment 2009/10	Increase in Enrollment
F	NRG	103	Sustainability in the Built Environment	3	0	82	**82**
							82

Appendix J

Develop Certification Program for Heat Pump Installers:

Summary:

- Program Activities and Outcomes:
    - Develop a certification program for heat pump installers
- Lane met this outcome by working with nationally recognized groups to provide quality certification training for heat pump installers. Students are able to get quality instruction and, at the end of the training, will be issued International Ground Source Heat Pump Association (IGSHPA) accreditation as an installer.
- Budget expended:$0
- Enrollment through organizations working in collaboration with Lane.

The GeoThermal Heat Pump Consortium provides a nationally recognized certification course for Ground-coupled Heat Pump Installers (see course description below). The GeoThermal Heat Pump Consortium has certified trainers located through the U.S. who provide training on request. While there are no certified trainers in the Northwest, there are many national resources for installer and train-the trainer courses which can be deployed upon request. We found no further need to access the source for national training for state-wide courses sponsored by Lane Community College.

Ground-coupled Heat Pump Installers Certification course description.

Offered in partnership with the International Ground Source Heat Pump Association (IGSHPA), this course is a three-day comprehensive course focused on the installation of geothermal heating and cooling systems. The course includes an open-book exam to become an accredited geothermal installer.

The course combines classroom learning with hands-on experience and is taught by a certified instructor with extensive geothermal experience. A step-by-step example of a local closed loop system design for residential applications is covered, as well as geothermal marketing and sales for small and large companies.

Accreditation: Upon successful completion of the workshop and passing the International Ground Source Heat Pump Association open book exam, the student will be issued an IGSHPA accreditation as an installer of GSHP systems. The student will receive an installer's card and a certificate and will be listed as an accredited geothermal installer.

Ground-coupled Heat Pump Installers Train-the-trainer Certification course description

In IGSHPA's Train-the-Trainer Workshop, participants review all the skills involved in GSHP system installation and learn how to teach these skills to others. The five day comprehensive course is taught in conjunction with an Installers' Workshop. The first and second days of the course cover adult education principles, and program and lesson planning. During the remaining days, trainees practice presenting lesson plans, and present a lesson in an actual installation workshop. Participants are taught how to use IGSHPA training aids, such as manuals, videos, sample curriculum, and transparencies used in IGSHPA workshops. With successful completion of the program, participants receive IGSHPA training accreditation and are able to instruct installation workshops in their home areas. Courses are taught by industry professionals with expertise ranging from GSHP system design to research. Each instructor is IGSHPA-accredited with years of teaching experience to share. Each participant also receives a copy of the Closed-Loop/ Ground-Source Heat Pump Systems Installation Guide, a presentation manual, and handouts.

Appendix K

Develop Modules regarding Renewable Energy and Energy Efficiency for Incorporation into Traditional Curriculum:

Summary:

- Program Activities and Outcomes:
    - Develop modules that could be incorporated into traditional curriculum such as building, engineering, geology and electrical.
- Lane met this outcome by development of modules included in the Energy Management and Sustainability curriculum.

Lane will take modules from renewable energy and residential energy efficiency courses described in Appendix G above.

Appendix L

Develop Statewide Relationships for Collaborations:

Summary:

- Program Activities and Outcomes:
    - Develop a statewide relationship for collaboration between union electrician and plumbing programs and the Oregon Solar Energy Industries Association and LCC's Limited Renewable and Limited Solar Thermal Technicians program

- Lane met this outcome by developing collaborations with the Renewable Energy Joint Apprenticeship Training Committee and the Oregon Solar Energy Industries Associations' Workforce Training Committee and Working Group.
- Budget expended: $0

The Northwest energy Education Institute at Lane Community College works closely with many other providers to support energy related workforce training. Careful attention is given the many inquiries we receive seeking information about energy related training opportunities. Most people have little or no awareness of the many programs available statewide, and so careful attention is paid to providing information best suited to each inquiry. The Institute offers Energy Management, Renewable Energy, Resource Conservation Management, and Water Resource Technician AAS degrees at Lane in a traditional lecture-lab setting, as well as certifications and trainings at venues across the state. The Renewable Energy Joint Apprenticeship Training Committee (JATC) has selected the Institute to administer the statewide Limited Renewable Energy Technician (LRT) & Solar Thermal License (STL) apprenticeship programs leading to licensing in each technology.

Institute staff attends and participates in groups such as the Oregon Solar Energy Industries Association (OSEIA) Workforce Training Committee, and the Oregon Solar Energy Working Group. These meetings bring together representatives of government agencies, nonprofits, community colleges, universities, union and non-union apprenticeship programs, and various trade-related organizations to coordinate statewide training efforts. Participation in these groups allows stakeholders a clear view of who is doing what, and where the constrictions may be occurring. By coming together to exchange current information, to share perspectives, and to collaborate on improving and supporting the many training programs that operate in the state, all participants are helping to develop and to support the renewable energy industry in Oregon.

Perspective solar installers have chosen to pursue both union and non-union apprenticeships, in pursuit of LRT, and higher Oregon electrical licenses. Many with a desire to focus on careers specific to renewable energy will select the statewide non-union LRT apprenticeship; those in the

Portland area have the additional choice of a union LRT apprenticeship. Some students will choose an Inside Electrician apprenticeship in pursuit of a broader career in electrical work as well as the increased earning potential. Due to strong initial resistance from union organizations to non-union training programs and apprenticeships, Lane and other community colleges have had to pursue opportunities to maintain communication with union leadership and to demonstrate the quality of their training. Recent adoption of the Limited Renewable Technician (LRT) standards by Local #48 has allowed more opportunity to the prospective renewable energy worker to choose not just the license, but the type of training organization. This is a significant accomplishment toward furthering the union trades, OSEIA, and Lane's relationship.

Appendix M

Expand the Electrical Trades Program:

Summary:

- Program Activities and Outcomes:
    - Expand the electrical trades program to meet unmet statewide workforce needs.
- Lane met this outcome by:
    - Converting the electrical apprenticeship program to a credit A.A.S. degree program beginning Fall 2008.
    - Faculty Development Classes for Online Learning
    - Transitioning of existing curriculum into Online Delivery format
- Budget expended: $3,909
- Enrollment increased by 236 students

The SIF funding request was made prior to the dramatic economic down turn. The number of electrical apprentices is determined by the number of journey workers in the field. With the poor economy, the number of electrical apprentices possible has decreased substantially. However, Lane has taken several steps to address statewide workforce needs:

1. As part of the group of the Oregon Community Colleges Statewide Apprenticeship Coordinating Group, LCC converted the electrical apprenticeship program to a credit A.A.S. degree program beginning fall 2008. This enables apprenticeship students to receive a two year degree and opens career pathways to them for more advanced degrees.

2. Developed online hybrid courses including:
    a. Electrical Theory 1: This course began enrolling students in Winter Term 2008. The ET training sequence is normally based on students starting the program Fall term. However, the Winter Term offering coincided with the second Hynix "layoff" wave and gave many students an entry point that would have otherwise been unavailable.
    b. Electrical Theory 2: This class was offered for the first time in Spring Term 2009. This course enrolled 23 students. Enrollment in this class is consistently lower because, unlike Electrical Theory 1, it is not required to satisfy other program requirements.
    c. Digital Electronics 1: This course was developed but enrollment was weak because Hynix had adjusted to the regular schedule of classes starting the sequence in the Fall Term.
    d. Programmable Controllers (ET 232) and Motors (ET 229): These classes are under development for online hybrid format. These classes are scheduled to begin enrolling students Fall Term 2010.

In preparation for developing these online hybrid courses, one faculty member from the Electronics program attended Faculty Development classes offered by the Academic Technology department at Lane. (See Appendices N & O)

3. Increased the offerings of pre-apprenticeship courses in the high schools.

		Sections				Registrations			
		07-08	08-09			07-08	08-09		
Electrical Trade Classes Offered Online	**Subj Num**	Total Sections	In Class	Online	Total Sections	Total Registrations	In Class	Online	Total Registrations
Electrical Theory 1	ET 129	0 6		3	9	0	94	56	150
Electrical Theory 2	ET 130	0 4		1	5	0	63	23	86

Appendix N

Instructional Technology:

In order to develop and expand class sections and services in strategic areas that have unmet workforce needs, including in Respiratory Care and Physical Therapist Assistant, with a focus on access, transferability and articulation across all 17 colleges, Lane has focused its efforts on two areas. All of these efforts were built upon the existing online instruction tool Moodle.

Faculty Development in Online Teaching and Learning:
Faculty/instructors attended workshops and courses to learn about online instruction and transitioning from traditional classroom teaching to online delivery methods. One two-day workshop provided a condensed introduction to teaching online. A sequence of three courses followed; one course offered during fall, winter and spring terms. Each 10-week hybrid course combined two hours of in-class time per week plus additional time developing materials and working online. The first course provided an overview of proven pedagogical constructs providing a palette of tools to build multimodal lessons; the second course provided faculty the skills and support to effectively develop and implement online instruction; the third course focused on integrating course content and resources into the online classroom environment using Moodle, Lane Community College's learning management system. Faculty/instructors from various departments attended the classes. (Appendix O). Supplemental workshops were also offered focusing on specific online skills and tools. A trainer from Quality Matters taught the "Improving Your Online Course" workshop. Quality Matters provides a set of nationally recognized standards and best practices for online courses (www.qualitymatters.org) that has been adopted by Lane. Other workshops were offered by Lane's Academic Technology Center focusing on specific components of Moodle and teacher support.

Ongoing Support:
Lane continues to provide ongoing support for faculty/instructors transitioning to, and offering, online classes. Lane's Academic Technology Center (ATC) provides support to faculty/instructors by offering assistance via email, phone, or in person. The ATC is staffed 40 hours per week but the facility is accessible whenever the building is open. One-on-one tutoring, regularly scheduled workshops on Moodle components, assistance with additional software resources, and integrating audio or video into online courses are services provided by the ATC. In addition, the Information Technology Help Desk also provides general support to faculty/instructors and students on computer hardware, software, and internet issues.

Appendix O

Faculty Development in Online Teaching and Learning:

Twenty one Lane faculty learned skills necessary for the development of online teaching and learning. The following chart lists the faculty members who participated in development of online curriculum and the programs in which they work.

.

Participation in Professional Development

FACULTY MEMBER	PROGRAM	APPENDIX
Christina Howard Beth Thorpe Shannon Gaul	PTA	A
Kim Storr	Pharmacy Tech	B
Norma Driscoll Abby Erickson	Respiratory Care	C
Trish Tully Sue Roder Katie Swett Maggie McHugh	Nursing	D
Geoff Smith Christine Andrews Shelley Bosworth Katie Morrison-Graham	General Education	E
Tammie Stark Ryan Mayfield	Water Conservation	G
Roger Ebbage Greg Hansen Travis Reeder	Energy Management	H
Doug Weiss	Electrical Trades	M
Jill Siegfried	Student Service Support P	

Total Faculty Members Receiving Online Professional Development: 21

Appendix P

Student Service Support:

Summary:

- Program Activities and Outcomes:
    - Develop systems to support students in online classes.
- Lane met this outcome by development of both additional advising materials and online curriculum that promotes student success. Lane provided additional online advising support targeted at learners who cannot easily physically access the Counseling/Advising center on the main campus.
- Budget expended: $12,964

The Counseling/Human Development Program developed academic advising sheets for the Respiratory Care Program, the Water Conservation Technician program, and the Energy Management Technician program.

One faculty member from the Counseling/Human Development Program attended faculty professional development classes in online teaching and learning offered by the Academic Technology department at Lane. (See Appendices N & O)

Lane created an online module from a Human Development perspective, providing students with career, personal, and academic counseling resources online. CG100, College Success, was developed to teach strategies of self-management used by successful students in an experiential setting. In addition, students who are unfamiliar with distance learning can connect with the college and their student colleagues. This class will be piloted Winter Term 2010 as part of the first totally online learning community at Lane. It will link with a writing course and/or a speech course and provide distance learners a way to engage with the College in a profound and supportive way.

Lane developed distance advising services, offered by the Counseling Department,

for learners who cannot easily physically access the Counseling/Advising center on the main campus. Effective distance advising has the added potential to help alleviate some of the congestion in the Counseling/Advising office that has resulted from increased enrollment and decreased staff. Piloted online chat advising was developed for the health professions and the existing Oregon Pathways Web software was utilized to produce editable online term-by-term planners which can be sent to students electronically. These planners include live links to important information such as college policies, testing registration, catalog descriptions and limited-entry applications. In addition, Lane created online "Academic Advising Groups" in Moodle for all of the Health Professions, and some transfer programs, offered at Lane (and some transfer). The Moodle format provides an easily accessible way for students to connect with information. Students may self-enroll (or remove themselves) at will, and all students who are enrolled receive updates and news about their program as it becomes available. Students have less need to "check in with advisors", and experience less anxiety, if they know that they will be appraised to any programmatic changes via e-mail and Moodle messaging.

Appendix Q

FY2009 EXPENSE REPORT, by Category

Appendix	Category	Adjusted Budget		SIF Expenses FY 2009		Remaining Balance end FY2009	
A	Physical Therapist Assistant Program	81,540		123,993		(42,453)	
B	Pharmacy Technician Program	28,296		3,824		24,472	
C	Respiratory Care Education	21,222		7,952		13,270	
D	Other Healthcare Programs-Nursing	6,000		5,747		253	
E	Healthcare Prerequisites	42,444		6,754		35,690	
F	Seniors Health Care & Human Svstems	69,354		46,885		22,469	
	SUBTOTAL HEALTHCARE		$248,856		$195,154		**$53,702**
G	Water Conservation Program	48,924		3,745		45,179	
H	Energy Management Program	35,370		14,233		21,137	
I	Energy Efficiency/Sustainability	75,540		0		75,540	
J	Heat Pump Installers	35,370		0		35,370	
K	Module Development Renew Energy	35,370		0		35,370	
L	Develop Statewide Relationship	14,148		0		14,148	
M	Electrical Trades Program	14,148		3,909		10,239	
	SUBTOTAL SUSTAINABILITY		$258,870		$21,887		**$236,983**
N & O	Instructional Technology	57,078		71,850		(14,772)	
P	Student Services Support	18,864		12,964		5,900	
	Marketing & Coordination	48,332		345		47,987	
	SUBTOTAL OTHER EXPENSES		$124,274		85,159		**$39,115**
	TOTAL		**$632,000**	Total Expenses	**$302,200**		**$329,800**

APPENDIX 11

PTA Student Self-Study Questionnaire

SurveyMonkey

1. When do you expect to graduate from the PTA program?

	Response Percent	Response Count
June 2011	**100.0%**	**17**
December 2012	0.0%	0
March 2012	0.0%	0
	answered question	**17**
	skipped question	**0**

2. Were tuition/fees and other costs required to complete the program made known to you prior to admission into the program?

	Response Percent	Response Count
Yes	**70.6%**	**12**
No	29.4%	5
	If no, please explain	5
	answered question	**17**
	skipped question	**0**

3. Was the accreditation status of the program made clear to you at the time of your admission?

	Response Percent	Response Count
Yes	**94.1%**	**16**
No	5.9%	1
If no, please explain		1
answered question		**17**
skipped question		**0**

4. Were courses required to complete the program made known to you in the official catalog or website?

	Response Percent	Response Count
Yes	**100.0%**	**17**
No	0.0%	0
If no, please explain		0
answered question		**17**
skipped question		**0**

5. Were the criteria for successful completion of each course and for graduation made known to you?

	Response Percent	Response Count
Yes	**100.0%**	**17**
No	0.0%	0
If no, please explain		0
answered question		**17**
skipped question		**0**

6. Are you aware of the institution's grievance procedure?

	Response Percent	Response Count
Yes	**76.5%**	**13**
No	23.5%	4
	If no, please explain	3
	answered question	**17**
	skipped question	**0**

7. Do you feel there were adequate instructional resources (library, equipment, tutoring, classroom, etc.) provided for student success?

	Response Percent	Response Count
Yes	**68.8%**	**11**
No	31.3%	5
	If no, please explain	5
	answered question	**16**
	skipped question	**1**

8. Do you feel there was adequate technical support for classroom learning?			
		Response Percent	Response Count
Yes		87.5%	14
No		12.5%	2
		If no, please explain	2
		answered question	16
		skipped question	1

9. Do you feel the program provided adequate administrative support to meet students' needs?			
		Response Percent	Response Count
Yes		100.0%	16
No		0.0%	0
		If no, please explain	0
		answered question	16
		skipped question	1

10. Did the program inform you of resources available to students through the college and through the program? Did these resources meet your needs?

	Response Percent	Response Count
Yes to both	**87.5%**	**14**
No to both	0.0%	0
Yes to informed of availability, No to meeting needs	12.5%	2
No to informed of availability, Yes to meeting needs	0.0%	0
If no to any, please explain		1
answered question		**16**
skipped question		**1**

11. Do you feel that all required, non-physical therapist assistant courses are appropriate?

	Response Percent	Response Count
Yes	**75.0%**	**12**
No	25.0%	4
If no, which ones were not?		4
answered question		**16**
skipped question		**1**

12. Do you feel that the courses in the program are sequenced to help you with learning?			
		Response Percent	Response Count
Yes		75.0%	12
No		25.0%	4
	If no, which ones were not?		4
		answered question	16
		skipped question	1

13. Is the instruction in the physical therapist assistant courses organized and clearly presented?			
		Response Percent	Response Count
Yes		62.5%	10
No		37.5%	6
	If no, please explain		7
		answered question	16
		skipped question	1

14. Are the tests and quizzes related to the course objectives?			
		Response Percent	Response Count
Yes		93.8%	15
No		6.3%	1
	If no, please explain why not		2
		answered question	16
		skipped question	1

15. Are the tests and quizzes fair?			
		Response Percent	Response Count
Yes		93.8%	15
No		6.3%	1
	If no, please explain why not		2
		answered question	16
		skipped question	1

16. Do all students receive similar clinical experiences with respect to quality and content?			
		Response Percent	Response Count
Yes		18.8%	3
No		0.0%	0
NA		**81.3%**	**13**
		If not, why not	1
		answered question	**16**
		skipped question	**1**

17. When you are in clinical education affiliations, do you always know who your instructor is?			
		Response Percent	Response Count
Yes		6.3%	1
No		0.0%	0
NA		**93.8%**	**15**
		If no, please explain	0
		answered question	**16**
		skipped question	**1**

18. If you are with different clinical instructors during clinical affiliations, do you feel there is consistency in instruction? Are they maintaining consistency?

	Response Percent	Response Count
Yes	0.0%	0
No	0.0%	0
NA	**100.0%**	**16**
If no, please explain		1
answered question		**16**
skipped question		**1**

19. Do you believe that clinical assignments given to you are educational in nature?

	Response Percent	Response Count
Yes	0.0%	0
No	0.0%	0
NA	**100.0%**	**16**
If no, please explain		1
answered question		**16**
skipped question		**1**

20. What do you feel are the strongest parts of the program?	
	Response Count
	15
answered question	15
skipped question	2

21. What do you feel are the weakest parts of the program?	
	Response Count
	15
answered question	15
skipped question	2

22. Would you recommend this program to a friend?			
		Response Percent	Response Count
Yes		93.3%	14
No		6.7%	1
		answered question	15
		skipped question	2

23. Would you prefer to go to another program?

	Response Percent	Response Count
Yes	6.7%	1
No	**93.3%**	**14**
	answered question	**15**
	skipped question	**2**

24. Please make any additional comments pertaining to this program you feel would be helpful to the program. Please remember that favorable comments are just as helpful as critical comments

	Response Count
	10
answered question	**10**
skipped question	**7**

2. Were tuition/fees and other costs required to complete the program made

	If no, please explain	
1	I wasn't aware of the supplies costs which were almost half the cost of tuition. Book and tuition fees were explained.	May 26, 2010 2:48 PM
2	Not everything - we were aware of the tests but didn't know the costs.	May 26, 2010 5:39 PM
3	There have been a lot of hidden fees that I didn't know about that have shown up on my lcc bill.	May 26, 2010 9:40 PM
4	The projected cost of the program has not proven to be correct. I have paid more then expected. The estimate was for 9574. This year I will have paid over 6000 and I expect to be paying at least that next year. Traveling costs (for clinical sites) and large fees (500-700 a term in PTA fees!) caught me off guard.	May 27, 2010 4:15 AM
5	Was unaware of the total expense of textbooks and the amount used throughout the entire year; fees and tuition were covered in orientation, but seemed like less at that time.	May 28, 2010 5:52 AM

3. Was the accreditation status of the program made clear to you at the time of

	If no, please explain	
1	It wasn't until the orientation that I found out the full details of the accreditation status.	May 26, 2010 9:40 PM

6. Are you aware of the institution’s grievance procedure?

	If no, please explain	
1	I do not know what this refers to. I will go find out!	May 26, 2010 2:48 PM
2	I cannot recall but believe that it is in the program policy manual.	May 26, 2010 5:39 PM
3	what is the institution’s grievance procedure?	May 26, 2010 9:40 PM

1. Do you feel there were adequate instructional resources (library, equipment,

	If no, please explain	
1	I feel at times the lab was limited in space which decreased the ability to practice effectively.	May 26, 2010 2:08 AM
2	It would be great to have more classroom lecture; the online component is still difficult during SOME lessons as to what we "really need to know". The powerpoint, interactive lectures, and voice recordings are very helpful in our learning.	May 26, 2010 2:51 PM
3	The distance learning format has been a challenge because everything is demonstrative. Also, there was no tutoring available.	May 26, 2010 5:40 PM
4	The only thing I would've liked more of is tutors to help w/our learning.	May 27, 2010 12:26 AM
5	This is the 1st year of the program so we do not have a tutor. In the future this would be a great resource to have available. I would certainly have used it.	Jun 5, 2010 8:17 PM

2. Do you feel there was adequate technical support for classroom learning?

	If no, please explain	
1	Much progress has been made. I don't think that Moodle is the best platform - I would like to see something more robust offered at Lane CC	May 26, 2010 5:40 PM
2	Our classes are all online, using the computer technology for class could be challenging at times and the computer techs at LCC could not help with things like the wiki we were using.	Jun 5, 2010 8:17 PM

4. Did the program inform you of resources available to students through the

	If no to any, please explain	
1	Because this is an online program and I live a distance away the limited office hour to see an instructor made it difficult to sit down with an instructor to go over class material I did not understand, e-mailing takes a long time to get information. Having a tutor available to answer questions face to face would be nice.	Jun 5, 2010 8:17 PM

1. Do you feel that all required, non-physical therapist assistant courses are

	If no, which ones were not?	
1	I feel there could have been some type of exception if we had first aid and CPR certifications that are current. Taking the class again just because it wasn't on our transcript seemed like a waste of time and resources.	May 26, 2010 2:13 AM
2	HE 252 First Aid was not appropriate to be required because it is only a lay responder certification when I already have a current Professional Rescuer certification.	May 26, 2010 4:32 AM
3	I believe either the Diversity in Health care or Intercultural communications should be required.	May 27, 2010 12:28 AM
4	Because of the amount of computer work we are doing in an online program I think taking a comprehensive computer course of some kind should be required as a pre-req. I had no idea all the different things I would be required to know how to use and I (as an older student, who did not grow up with computers) have really been challenged trying to figure out how to use things such as blogs, wikis, power points, formatting videos and setting them up in utube for class projects. Lack of computer skills and knowledge of technology has been a real challenge for me.	Jun 5, 2010 8:32 PM

2. Do you feel that the courses in the program are sequenced to help you with

	If no, which ones were not?	
1	I feel potentially having Kinesiology begin in the fall could help with the anatomy struggles in the Clinical courses. It also could allow for more practice of exercises.	May 26, 2010 2:13 AM
2	Nero should be in the spring before we go to clinical's to help us prepare for fall term.	May 26, 2010 9:47 PM
3	If we could have worked on a certain area of the body for several weeks vs. skipping around and learning a little each term I think that it would be stuck in my head better.	May 27, 2010 3:11 PM
4	I think Kinesiology should be started in the fall of first term. I struggling to understand things about pathologies and answer questions on tests that talked about muscles and bones and I only had a very vague idea of what was being talked about. I felt like I did not have any reference points. As pre-reqs I had medical terminology and a level 100 series A&P. I would have had a better understanding if I had kinesiology 1st term.	Jun 5, 2010 8:32 PM

3. Is the instruction in the physical therapist assistant courses organized and

	If no, please explain	
1	I believe there has been great improvement in this category but there are still struggles understanding what is expected. I like the interactive lectures. They have been a great help in focusing the material.	May 26, 2010 2:13 AM
2	Most of the program is very well organized, the only exception is having multiple instructions for PTA 104. The lower extremity unit was not as clearly presented the rest of the material in the class was.	May 26, 2010 4:32 AM
3	At first it was not well organized, but the instructor worked with us to help us understand what was needed. This has greatly improved the organization of the courses.	May 26, 2010 1:58 PM

3. Is the instruction in the physical therapist assistant courses organized and

	If no, please explain	
4	2/3 of the instruction is organized and clearly presented. This term there has been a shift in instruction, and that last 1/3 has not been made clear, and organized for what we need to know.	May 26, 2010 2:54 PM
5	I believe this is because we are the first class. There has been definite progress and I'm sure that more will be made. Much of our time was administrative in organizing, navigating Moodle, etc.	May 26, 2010 5:41 PM
6	Yes to most, but no to some of the new instructors vague explanations on what we are supposed to be learning. IE LE, hip, ankle, and knee.	May 26, 2010 9:47 PM
7	It was not in the beginning. The 1st two terms of the program were a challenge to figure out how to study for my classes and exactly what I was to focus on, there were so many text books too read and videos to watch and web sites to read and power point presentations to read. I was taking hundreds of pages of notes and unable to keep up with everything. 3rd term the instructors had narrowed things down and come up with a working format of interactive on line lessons listing supplemental & required reading. It took a lot less time and I felt I had a better understanding of what I was to focus on and I learned more. Most importantly this focus allowed me to keep up with the weekly lessons.	Jun 5, 2010 8:32 PM

4. Are the tests and quizzes related to the course objectives?

	If no, please explain why not	
1	mostly, but it seems like a lot of the questions for PTA 104 doesn't match up with the lesson objectives.	May 26, 2010 9:47 PM
2	for the most part.	May 27, 2010 3:11 PM

5. Are the tests and quizzes fair?

	If no, please explain why not	
1	I feel that the tests for a beginning program are higher level and require a lot of critical thinking when we are just learning beginning concepts. I could see this type of exam being given in the second year of the program. I feel at times I spent all this time learning the details, then when I sat for the exam those details weren't emphasized on the test.	May 26, 2010 2:13 AM
2	It might be helpful to have 3 exams during the term instead of two. Two exams covers so much material, thus making studying very difficult.	May 26, 2010 2:54 PM

1. Do all students receive similar clinical experiences with respect to quality and

	If not, why not	
1	We haven't started clinicals yet.	May 26, 2010 5:42 PM

3. If you are with different clinical instructors during clinical affiliations, do you

	If no, please explain	
1	no clinicals until september, 2010	May 26, 2010 5:42 PM

4. Do you believe that clinical assignments given to you are educational in

	If no, please explain	
1	no clinicals until sept, 2010	May 26, 2010 5:42 PM

1. What do you feel are the strongest parts of the program?

	Response Text	
1	I feel the labs are really helpful and bring the material into real life situations. I feel the interactive lectures were helpful. I feel the instructors where available to answer questions when they were posed. I like/dislike the online format. There are pluses to the format such as being able to do work at home, review material over and over, ask questions anytime to fellow students or instructors, yet I feel at times this was also a barrier. It would have been easier to ask the question in class and have all the students hear the same thing each time. The instructors are very knowledgeable in their fields. I wish we could have had more of their time to learn from them, but the online environment was helpful for me and my situation.	May 26, 2010 2:27 AM
2	The extensive knowledge of our instructors, as well as their ability to recognize student's needs and make adjustments to fit those needs accordingly.	May 26, 2010 3:23 AM
3	The instructors willingness to and ability to adapt to unforeseen events that might affect the assignment schedules (campus closures on lab days, etc) or how content is presented (PowerPoint, interactive lecture, etc). The environment itself nurtures an effective education and learning experience.	May 26, 2010 3:36 AM
4	The dedication of instructors is certainly the strongest part of the program. I have never meet people so committed to their job and the success of their students.	May 26, 2010 4:52 AM
5	lot of experienced teachers,	May 26, 2010 6:33 AM
6	The labs are the strongest part. They allow us with hands on experiences based on the material we have been studying at home. Also open labs have been really helpful.	May 26, 2010 2:02 PM
7	The instructors desire for teaching and student learning. The community is very supportive of our program. Our open lab time on Thursdays is great instruction for those who can make it.	May 26, 2010 3:01 PM
8	Morning Lab	May 26, 2010 3:22 PM
9	The effort and expertise of the teachers.	May 26, 2010 5:45 PM
10	The instructors ability to listen, and help with the understanding of the presented information.	May 26, 2010 9:48 PM
11	Attentiveness to students. Fixing problems	May 27, 2010 4:33 AM
12	Teacher commitment to student success.	May 27, 2010 3:13 PM
13	Dedicated instructors.	May 27, 2010 6:50 PM

1. What do you feel are the strongest parts of the program?

	Response Text	
14	The enthusiasm and expertise of the instructors is truly a gift, and the openness to try new things when the need arises to improve the overall learning for the students.	May 28, 2010 6:00 AM
15	Friday labs, we have face to face instruction and hands on application of what is discussed in lab.	Jun 5, 2010 8:46 PM

2. What do you feel are the weakest parts of the program?

	Response Text	
1	I eluded to the online format, but I also feel the group projects were very difficult because of the online structure. Our instructors did their best to help us through this, but not sitting together and doing it at one time increased the workload as we could not meet face to face. I found this incredibly frustrating. I also found the "mini-lectures" given outside of normal class time was a disadvantage to me as I was not able to make them and material was given that was helpful for the exam and skills checks. This is did get better with the audio taping, but not being able to ask questions was a barrier. I found it difficult to learn from new instructors in the middle of the quarter after we had learned one way and then we had to switch. An example is we worked hard getting the interactive lectures then we had a new instructor who put up a power point that was not very clear in my opinion. I struggled through that section and feel discouraged that I don't know the material very well. I did communicate with the instructor about this with very little help and input. I also feel in Kinesiology lab we could have had more time to work on exercises and ideas for exercises. We listened a lot and I felt like I would have learned better by having more hands on play time. Having an instructor in PTA 132 that was not available and understanding was very difficult as well. This was incredibly frustrating and at times felt very demeaning as a student by the way she would respond. Having more support for the part-time faculty could be a theme here.	May 26, 2010 2:27 AM
2	I am very happy with the program and I don't believe there are any weak points.	May 26, 2010 3:23 AM
3	The start was a bit bumpy and I felt a bit lost in the program at the beginning but it's better organized now and the improvements made over the last year have paved the way for a great program.	May 26, 2010 3:36 AM
4	I wish there was more time to spend with the material from each lesson. However, I understand there set amount of material to be covered in a limited time, so I'm not sure there is a solution for this. If I could do it over again I would take all of my non-PTA classes in advance so allow more time to during the 2 years of the program.	May 26, 2010 4:52 AM
5	the online format is a struggle but one day a week lab really help out	May 26, 2010 6:33 AM
6	The occasional overload of material for orthopedics. This is something that "is what it is." There is much to cover and you can't take any of it out.	May 26, 2010 2:02 PM
7	Some of the online lectures- which consist of 2 or 3 paragraphs of written, then we are instructed to read and learn a chapter. What are we supposed to know and take from that?	May 26, 2010 3:01 PM
8	Textbook reading assignments instead of lecture or hands on education	May 26, 2010 3:22 PM
9	Not having enough group time to demonstrate exercises and interventions due to the distance learning format. I would like to see more online classroom time / skype like interface.	May 26, 2010 5:45 PM
10	The testing of that information.	May 26, 2010 9:48 PM

2. What do you feel are the weakest parts of the program?

	Response Text	
11	Technical problems (moodle). equipment (lack of or poor quality). learning space was small, lacking space to work properly.	May 27, 2010 4:33 AM
12	Order of learning material.	May 27, 2010 3:13 PM
13	not enough instructors, (time mgmt).	May 27, 2010 6:50 PM
14	Workload and sometimes ambiguous directions for written exams/objectives; communicating what is absolutely need to know and what is supplemental in readings and online materials/multimedia. Squeezing hands-on experience into 1-day a week is tough, sometimes does not allow high comfort levels and confidence with material even though it has been reiterated in online formats.	May 28, 2010 6:00 AM
15	This being the 1st year of a new program and having it be on-line. New instructors learning how to teach us and trying to figure out how to do it effectively on line. As one of the 1st students ever to take this class, I wish the program could have been a hybrid program for the 1st few years until they worked most of the bugs out and came up with a better way to teach the course completely online. I survived the 1st experimental year, but it has been a challenge.	Jun 5, 2010 8:46 PM

5. Please make any additional comments pertaining to this program you feel

	Response Text	
1	Overall, I feel the program has gone through some good changes and things got clearer as we continued. As a student I knew this was going to be difficult being a new program. We all weathered the storm and I feel confident the program will continue to grow and get better. Christina and Beth are very committed to helping and seeing this program succeed and they have given their lives, literally their lives to see this program succeed. I look forward to clinical's so I can assess my learning in a "real life" situation.	May 26, 2010 2:27 AM
2	It has been helpful to get additional instructors to help spread out the work load. However, it is challenging to work with instructors that are only available via e-mail, and don't have office hours or time in lab for face-to-face interactions.	May 26, 2010 4:52 AM
3	This program is in its infancy and has gotten better as the terms have gone by. I feel that we have instructors who want us to success and listen to our suggestions for what we need to understand the material. The overall organization of the program will continue to develop and improve over time like all good programs do.	May 26, 2010 2:02 PM
4	Being in the first class, it has been an amazing experience to see each of us learn and grow as we cover material. Kinks are being worked out each lesson, and the students next year, and the following should have a less bumpy ride. The instructors have so much passion for PT and teaching us what they need, especially if we speak 1 on 1 either through email, personal messaging, or face to face. My last thought would be to organize the group projects better so they are not all due during the same week. There are too many procrastinating students in this world!	May 26, 2010 3:01 PM
5	I felt like I was teaching myself 95% of the time.	May 26, 2010 3:22 PM
6	I understand that we are the first class and there is a lot of organizing of information, training of teachers, etc. Christina and Beth are very intelligent and are making us successful in what we learn and how we demonstrate our learning. There is a very high standard that sometimes is difficult to reach due to the organizing, learning curves, etc. I would definitely make it known that this program is much harder than the average AS degree and that the devotion in time is very high and rewarding before anyone enters this program.	May 26, 2010 5:45 PM

5. Please make any additional comments pertaining to this program you feel

	Response Text	
7	I recognize that this is the first class. Not every aspect of the program was successful in its first attempt but the program welcomed feedback and adjusted to better their approach. I feel that I have learned the content and am prepared for going to clinicals. The program was successful. In regards to cost. This area needs some revision.	May 27, 2010 4:33 AM
8	less group projects, to allow for relative values like "normal" rom, MMT, to sink in and be applied more. This would enhance the practical application of these tasks, and create a better foundation for clinical preparation.	May 27, 2010 6:50 PM
9	I appreciate the community support and guest instructors very much, hearing and learning from slightly different perspectives is enormously helpful and motivating!	May 28, 2010 6:00 AM
10	I feel there have been many positive improvements made to the program courses this year and that the program coordinator and instructors have worked hard to improve the course instructional format and lab formats to aid in better learning environments for all the students. I appreciate that we were allowed and encourage to provide our instructors and LCC with feedback about what we liked, what needed work, what we disliked and how it affected our ability to learn and provide ideas for making the program better. I feel like I have made a difference helping to create this program and as a first student my challenges will benefit the next class to come because of the positive changes that have been made to the program courses.	Jun 5, 2010 8:46 PM

APPENDIX 12

The Quality Matters™ Rubric
2008 – 2010 Edition

General Standard 1: **Course Overview and Introduction** The overall design of the course is made clear to the student at the beginning of the course.		
Standard	**Points**	**Annotation**
1.1 Instructions make clear how to get started and where to find various course components.	3	Instructions provide a general course overview, present the schedule for activities, guide the new student to explore the course website, and indicate what to do first, rather than or in addition to listing detailed navigational instructions for the whole course. Instructors may choose to incorporate some of this information in the course syllabus. In this case, students should be directed to the syllabus at the beginning of the course. A useful idea is a "Read Me First" or "Start Here" button or icon on the course home page, linking students to start-up information. Examples: 1. A course "tour" 2. Clear statements about how to get started in the course 3. A "scavenger hunt" assignment that leads students through an exploration of the different areas of the course 4. A graphical table or diagram that depicts the relationship between the online and face-to-face portions of a hybrid course *Hybrid Courses*: Instructions in the online classroom make it apparent to students that the course is a hybrid course with both online and face-to-face components and activities. Instructions specify the requirements for participation in both the online and face-to-face portions of the course. The introductory information clearly states when and where students should participate each week, and a structured set of topics and schedule is provided for each face-to-face meeting.
1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	3	The instructor's statement gives the new student an idea of how the learning process is structured--including schedule, communication modes, and types of activities--and how student performance will be evaluated. These features are often included in the course syllabus, but they may also be included in an introductory or welcome document. Look for some or all of the following: 1. The course schedule (self-paced or following a set calendar, etc.)

		2. Course sequencing, such as a linear or random order 3. Types of activities the student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.) 4. Fully developed course calendar with assignment, activity, and test due dates. In the case of a hybrid course, the calendar should fully cover both the online and face-to-face portions of the course and specify the dates and times when face-to-face class meetings will be held. 5. Preferred mode of communication with the instructor (email, discussion board, etc.) 6. Preferred mode of communication with other students 7. Testing procedures (online, proctored, etc.) 8. Procedure for submission of electronic assignments *Hybrid Courses*: Instructors should explain the purpose of both the online and face-to-face portions of the course, and how they complement and reinforce each other. The instructor explains how and why both formats are important to the learning process.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.	1	Expectations for student conduct online and in the classroom are clearly stated. The substance of these expectations is not to be evaluated. Examples: 1. Rules of conduct for participating in the discussion board 2. Rules of conduct for email content 3. "Speaking style" requirements (e.g., use of correct English required as opposed to popular abbreviations used online) 4. Spelling and grammar expectations, if any 5. Rules of conduct for classroom participation 6. Expectations for the tone and civility used in communicating with fellow students and the faculty member, whether the communication be via electronic means or telephone or face-to-face 7. A link or reference to the school's student handbook or code of conduct
1.4 The self-introduction by the instructor is appropriate and available online.	1	The initial introduction creates a sense of connection between the instructor and the students. It should present the instructor as professional as well as approachable, and include the essentials, such as the instructor's name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone. The self-introduction helps students get to know the instructor and should extend beyond the essentials. It could include 1. Information on teaching philosophy 2. Past experience with teaching online classes 3. Personal information such as hobbies, family, travel experiences, etc. 4. A photograph *Hybrid Courses*: The instructor's self-introduction should be available

		electronically for students who missed early face-to-face meetings.
1.5 Students are asked to introduce themselves to the class.	1	The student introduction helps to create a supportive learning environment and a sense of community. Students are asked to introduce themselves and given guidance on where and how they should do so. Student introductions themselves are not evaluated. Instructors may ask students to answer specific questions (such as why they are taking the course, what concerns they have, what they expect to learn, etc.) or may choose to let the student decide what to include. Instructors may provide an example of an introduction and/or start the process by introducing themselves. *Hybrid Courses*: The opportunity for introductions should be available electronically for students who may have missed the opportunity during early face-to-face meetings. Ideally, student introductions are posted online, for future reference, even if students have introduced themselves in a face-to-face meeting.
1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1	Information about prerequisite knowledge and competencies is found within the course, in documents linked to the course, or in supporting material not on the course site. Look for a link to that content and/or a reminder of it for the entering student. Discipline knowledge prerequisites should specify courses that meet the requirements.
1.7 Minimum technical skills expected of the student are clearly stated.	1	General as well as course-specific technical skills students must have to succeed in the course are specified. Examples of technical skills might include 1. The ability to use email with attachments 2. The ability to save files in commonly used word processing program formats 3. The ability to copy and paste 4. The ability to work on two browser windows simultaneously 5. The ability to use spreadsheet programs 6. The ability to use presentation and graphics programs
General Standard 2: **Learning Objectives (Competencies)** Learning objectives are clearly stated and explained.		
2.1 The course learning objectives describe outcomes that are measurable.	3	Measurable course learning objectives precisely describe what students are to gain from instruction, and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. If this specificity is not possible (e.g., internal cognition, affective changes), check for clear indications that the learning objective is meaningfully assessed. Note that at some institutions, learning objectives may be referred to as learning

		outcomes. Examples of measurable objectives: 1. Select appropriate tax strategies for different financial and personal situations. 2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style. 3. Describe the relationship between the components of an ecosystem. 4. Explain the factors that contribute to economic inflation. In a course in which students are expected to demonstrate analytical skills and/or ability to express themselves effectively in writing or in other forms of communication, the learning objectives should include reference to these objectives in addition to objectives that relate to mastery of content. In addition to measurable objectives, a course may have objectives or desired outcomes that are not measurable, such as increased awareness, sensitivity, or interest in certain issues or subjects, but these do not substitute for measurable objectives. Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. If the institutionally-mandated learning objectives are not measurable, then please be sure to make note of it in the "comments" box. Write specific suggestions for improvement so that the institution has the information it needs to improve the objectives. If the course objectives are institutionally mandated, then the reviewer may need to consider Standard 2.1 in conjunction with Standard 2.2 as follows: Standard 2.1 is considered as being MET under the following circumstances: 1. The course objectives are measurable, whether set by the institution or faculty member. 2. The institutionally-mandated course objectives are not measurable, but the faculty-driven module/unit-level objectives are measurable. Standard 2.1 is NOT MET under the following circumstances: 1. There are no course-level objectives. 2. The course-level objectives set by the instructor are not measurable. 3. The institutionally-mandated, course-level objectives are not measurable, and the faculty-driven module/unit objectives are either not measurable or not present. ***Alignment:*** The concept of alignment is intended to convey the idea that

		critical course components should work together to ensure that students achieve the desired learning outcomes. Measurable course and module/unit-level learning objectives form the basis of alignment in a course. Other elements of the course, including those addressed in Standards 2.1 through 2.5, 3.1, 4.1, 5.1, and 6.1, should contribute to the accomplishment of these objectives. *It may not be possible to complete the course review if measurable learning objectives are not present. Therefore, it is strongly recommended that the review team chair communicate with the instructor to resolve this issue early in the process.*
2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3	Measurable module- or unit-level learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course. They provide students with greater focus and clarity of learning expectations and outcomes on a weekly, modular, or unit basis. Module or unit-level objectives may be written by the instructor or come from the textbook. Regardless of origin, these objectives should be prominently stated in course materials, such as the syllabus, so that they are accessible to the student from within the online classroom. Module/unit learning objectives enable instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. Note that at some institutions, learning objectives may be referred to as learning outcomes. The module/unit-level objectives should be consistent with the course-level objectives. The module/unit objectives may either be implicitly or explicitly consistent with the course-level objectives. For example, the module/unit objective *"Students will write sentences that demonstrate correct use of commas, semicolons, and periods."* is implicitly consistent with the course objective *"Students will demonstrate a mastery of rules of punctuation."* ***Alignment:*** See the statement in the annotations to Standard 2.1.
2.3 All learning objectives are stated clearly and written from the students' perspective.	3	The learning objectives are stated clearly in the online classroom for all course delivery formats. The learning objectives are written in a way that allows students to easily grasp their meaning and the learning outcomes expected of students. The use of educational jargon, confusing terms, unnecessarily complex language, and puzzling syntax is avoided. The learning objectives are clearly stated by the instructor, verbally during face-to-face meetings, if applicable, and electronically in the online classroom. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard.
2.4 Instructions to students on	3	Instructions may take various forms (e.g., narratives, bulleted lists, charts)

how to meet the learning objectives are adequate and stated clearly.		and may appear at different levels within the course, such as module-based or in weekly assignment sheets. Instructions are stated clearly, are complete, and are provided electronically in the online classroom. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. Examples: 1. Module-based or weekly assignment pages in narrative, bulleted list, or chart form comprise a list of steps that guide the student in meeting learning objectives for each week. 2. Information indicates which learning activities, resources, assignments, and assessments support the learning objectives.
2.5 The learning objectives are appropriately designed for the level of the course.	2	Examine the course and module/unit learning objectives as a whole to ensure they describe knowledge and skills appropriate to the course level. All knowledge and skills need not be present in both the course-level and module/unit-level objectives, nor in every single objective. Content mastery should be appropriate for the type and level of the course. Lower-division courses should address content mastery, critical thinking skills, and core learning skills. Upper-division and graduate courses may focus on objectives more related to the specific discipline. Decisions on this aspect of the standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the SME (subject matter expert) on the review team. Core learning skills, including critical thinking, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called “core competencies.” Core learning skills may include 1. Written and oral communication skills 2. Ability to compute and process mathematical information 3. Manipulation and organization of information in various ways or using different tools 4. Understanding what one knows and how one knows it, and also understanding what one does not know and what one needs in order to find it out Critical thinking skills may include the ability to 1. Distinguish between fact and opinion 2. Distinguish between primary and secondary sources 3. Identify bias and stereotypes 4. Evaluate information sources for point of view, accuracy, usefulness, timeliness, etc.

		5. Recognize deceptive arguments Upper-division and graduate course objectives might include 1. Mastery of the professional standards of the field 2. Ability to communicate using the specialized terminology and methods of discourse appropriate to the field
General Standard 3: **Assessment and Measurement** Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.		
3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3	**Alignment:** Course assessments should align with the course and module objectives of the course (see Standards 2.1 and 2.2) by measuring the accomplishment of those objectives. It should be clear that the assessments can be successfully completed if students have met the objectives embedded in the course materials and learning activities. Note: at some institutions, learning objectives may be called learning outcomes. Examples of objective/assessment alignment: 1. A problem analysis evaluates critical thinking skills. 2. A multiple-choice quiz verifies vocabulary knowledge. 3. A composition assesses writing skills. Examples of inconsistent alignment between learning objectives and assessment: 1. The objective is to be able to "write a persuasive essay," but the assessment is a multiple-choice test. 2. The objective is to "demonstrate discipline-specific information literacy," and the assessment is a rubric-scored term paper; but students are not given any practice with information literacy skills on smaller assignments. Some assessments may be geared toward meeting outcomes other than those stated in the course; for example, a course may have a writing component as part of a college-wide "Writing Across the Disciplines" requirement. In that case, the reviewer should suggest including within the course the objectives that reflect the college-wide requirement. Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score

		Standard 3.1.
3.2 The course grading policy is stated clearly.	3	A clear, written statement fully explains how the course grades are computed. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor's policy on late submissions is clearly stated. Review the clarity of the explanation and presentation to the student, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand. Examples: 1. A list of all activities, tests, etc. that will determine the students' final grades 2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages 3. If points and percentages are used, an explanation of the relationship between these two
3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3	Students are provided with a clear and meaningful description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. The description and/or statement of criteria provide students with clear guidance on the expectations and required components of work and participation. The criteria give students all the information they need to know how a grade on an assignment or activity will be calculated. As a reviewer, you will ascertain that the criteria used to evaluate students' performance align with the course objectives and contribute to students' future growth and improvement. Note, however, that as a reviewer you are not being asked to look for and evaluate the instructor's specific feedback to students in Standard 3.3. Your focus is the nature of the criteria, not their application. Examples: 1. Evidence that the instructor has stated the criteria for evaluation of students' paper and assignments, such as rubrics or a list of criteria with associated point values 2. A description of the how students' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of students' comments and their responsiveness to other students' comments; and grade credit they can expect for varying levels of performance
3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being	2	Multiple assessment strategies are used in both the online and face-to-face settings, and they are appropriate to the content being measured and the format in which they are used. Assessments are varied in order to provide multiple ways for students to

assessed.		demonstrate mastery, and to accommodate multiple learning styles. The assessments are appropriately sequenced so as to promote the learning process and to build on previously mastered knowledge and skills gained in this course and prerequisite courses. Assessments are paced to give students adequate time to achieve mastery and complete the work in a thoughtful manner. Examples that meet the standard: 1. A series of assessments that progress from the definition of terms, to a short paper explaining the relationship between various theoretical concepts, to a term paper that includes the application of theoretical concepts and critical analysis of a journal article 2. Multiple types of assessment that enable the instructor to become familiar with an individual student's work and that discourage "proxy cheating" (someone other than the student completing and submitting work) 3. A series of assessments evenly paced every two weeks throughout the course Examples that DO NOT meet the standard: 1. The entire set of assessments consists of five multiple-choice tests. 2. The first assessment requires students to locate research materials, while library research skills and methods aren't covered until the third assessment. 3. No assessments are administered during the first 12 weeks of the semester, with an essay, term paper, and final exam due during the 13th, 14th, and 15th weeks, respectively. Circumstances affecting some graduate courses: The grade may be entirely based on a major assignment due at the end of the term. In this case, there should be benchmarks for progress during the term, with feedback from the instructor. Examples might include 1. Submission of a bibliography 2. Submission of an outline or project plan 3. Submission of a précis of the paper or project 4. Submission of one or more preliminary drafts
3.5 "Self-check" or practice assignments are provided, with timely feedback to students.	2	Students have multiple opportunities to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful, and timely feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students. Look for examples of "self-check" quizzes and activities, as well as other types of practice opportunities that provide timely feedback. These types of assignments should be voluntary or allow multiple attempts.

		Examples: 1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement 2. Self-mastery tests and quizzes that include informative feedback with each answer choice 3. Interactive games and simulation that have feedback built in 4. Self-scoring practice quizzes 5. Practice written assignments 6. Peer reviews 7. Model papers or essays provided for students' viewing 8. Sample answers or answer keys provided for students' viewing
General Standard 4: **Resources and Materials** Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons competent in their fields.		
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3	**Alignment:** The instructional materials used in the course should align with the course and module learning objectives of the course (see Standards 1.1 and 2.2) by contributing to the achievement of those objectives and by integrating effectively with the tools and media selected for their delivery to the student (see Standard 6.1). Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources enable students to achieve the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. Note: at some institutions, learning objectives may be called learning outcomes. Materials other than standard textbooks, monographs, and articles published by recognized publishers are prepared by the instructor or instructional designers skilled in preparing materials for distance learning. Decisions on this standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the instructional materials support the learning objectives. Normally textbooks are not provided to reviewers because of cost and logistical limitations. Many publishers provide web links to their textbooks, and reviewers may wish to consult these links. In evaluating the course against this standard, reviewers will work closely with the

		SME on the team. In some advanced undergraduate courses and graduate courses, no textbook(s) are assigned. Reviewers will need to consider bibliographies and webliographies provided by the instructor, or, in some cases, developed by students themselves, following guidelines provided by the instructor. Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard 4.1.
4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.	3	Students can easily determine the purpose of all content, materials, resources, technologies, and instructional methods used in the course, and how each will help them achieve the stated learning objectives. It is clearly stated which materials are required and which are recommended resources. (See Standard 5.1 for a description of learning activities.) For example, a course may be richly garnished with external links to Internet resources, but it is not clear whether those resources are for background information or additional personal enrichment, or if they are required for an assignment. Examples: 1. Links to external websites indicate the purpose of the links or are completely self-evident. 2. The function of animated games or exercises is clearly explained or is completely self-evident. If various instructional materials (books, manuals, videos, CD ROMs, computer software, etc.) are used in the course, the purpose of their use and relationship to one another should be clearly explained to students. Reviewers should determine if such diversely formatted course materials are integrated well enough to be useful to the uninitiated student. The integration of these materials may be considered both physically and contextually. Students should clearly understand the learning objectives associated with the materials. For example, a course requires students to use the following materials: a textbook divided into chapters, video segments ordered by topics, a website organized around specific skills, and a tutorial CD-ROM that has an opening menu consisting of "practice quizzes," "images," and "audio examples." Consider whether it would be clear to students the order in which they should approach these varied materials, how each is related to the core content and learning objectives, and how the materials are related

		to one another. In some advanced undergraduate and graduate courses, in which students are expected to find their own learning materials, the instructor should post guidelines that assist the student in identifying relevant materials and distinguish between core and supplementary materials and between scholarly and non-scholarly sources for academic writing. Reviewers should determine whether these guidelines satisfy the standard. Decisions on this standard may be difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the materials are appropriate to this course.
4.3 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	2	Breadth: The course materials are robust and create a rich learning environment for students. Instructors should provide meaningful content in a variety of sources, including the textbook(s), PowerPoint presentations, websites, lecture notes, outlines, and multimedia. Depth: The level of detail in supporting materials is appropriate for the level of the course, and provides depth sufficient for students to achieve the learning objectives. For example, an upper-level capstone course should include significantly deeper materials than those required for an introductory general education course. Currency: The materials represent up-to-date thinking and practice in the discipline. Some examples: an introductory computer course should include recent trends such as podcasting; an English writing course should discuss the purpose of Internet research; a chemistry course should include computerized models to demonstrate chemical operations. Decisions on this standard may be difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the instructional materials meet the breadth, depth, and currency criteria. Normally textbooks are not provided to reviewers because of cost and logistical limitations. Many publishers provide web links to their textbooks, and reviewers may wish to consult these links. In evaluating the course against this standard, reviewers will work closely with the SME on the team.
4.4 All resources and materials used in the course are appropriately cited.	1	Sources for materials created by the instructor and those borrowed from elsewhere are clearly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the institution's copyright and intellectual property policies.

		Courses that use an e-pack or course cartridge may provide a blanket statement acknowledging that a significant portion of the course materials came from the publisher rather than include individual citations for each instance of publisher materials.
General Standard 5: **Learner Engagement** Meaningful interaction between the instructor and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development.		
5.1 The learning activities promote the achievement of the stated learning objectives. (Note: in some institutions learning objectives may be called learning outcomes.)	3	**Alignment:** Learning activities should align with the course and module objectives of the course (see Standards 2.1 and 2.2) by engaging students in activities that directly contribute to the achievement of those objectives and integrating smoothly with the tools and media (Standard 6.1) that enable these activities. The purpose of learning activities is to facilitate the student's achievement of the stated objectives. The learning activities should actively engage the learner with the course content. Learning activities are varied in order to provide reinforcement and mastery in multiple ways and to accommodate multiple learning styles. Activities may include reading assignments, student presentations, science labs, class discussions, case studies, role playing, simulation exercise, practice quizzes, tests, etc. Examples of mismatches between activities and objectives: 1. The objective requires students to be able to deliver a persuasive speech, but the activities in the course do not include practice of that skill. 2. The objective is "Prepare each budget within a master budget and explain their importance in the overall budgeting process." The students review information about this in their texts and observe budgets worked out by the instructor, but they themselves produce only one of the several budgets. *Hybrid Courses*: In courses that use both the online and face-to-face settings, the learning activities that occur in these two settings should be connected by a common thread or theme and should be mutually reinforcing. The connection and reinforcement are made clear to students. For example, the different parts of a particular activity might be sequenced in an alternating way in online and face-to-face meetings of the course.

		Special Situations: When course objectives are institutionally mandated, the reviewer should refer to module/unit objectives to assess standard 5.1.
5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.	3	Interactions between the instructor and the students are designed to facilitate students' understanding and mastery of the learning objectives. These interactions may be supportive (welcome and introduction messages, "about the instructor," weekly announcements) and instructional (direct instruction, assignment feedback, FAQs, etc…). The communications between student and instructor may be one-to-one (personal emails) or one-to-many (forum postings, class announcements). The degree and type of student-to-student interaction may vary with the discipline and the level of the course. Not all courses require the same type and frequency of student-to-student interaction. Careful consideration of how the student-to-student interactions support the course objectives will lead to a more efficient and effective design. Examples of student-to-student interactions may include self-introductions, group discussion postings, small-group projects, peer critiques, etc. Refer to the Instructor Worksheet to determine if student-student interaction is appropriate for this course. If the Worksheet indicates that such interaction is appropriate, then consider it in deciding whether the standard is met. If the Worksheet indicates that such interaction is not appropriate, then focus only on student-to-content and instructor-to-student interaction to determine whether the standard has been met. When you think it is appropriate to do so, include a recommendation that student-student interaction be added to the course or receive more emphasis in the course. NOTE: Your evaluation should be based on what you find to be the nature of the course and not on your personal preferences about student-student interaction.
5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	2	A clear statement of instructor responsibilities is an important component of an online or hybrid course. Students are better able to manage their course activities when the instructor has stated his or her timeframe for responding to student emails and discussion postings and letting students know when they will receive feedback on assignments and when grades will be posted. By sharing these expectations, the instructor also deflects unrealistic student expectations of 24/7 service from the instructor. Frequently these expectations are conveyed in the syllabus or the "meet the instructor" message. If it is necessary to alter the standards during the course, the instructor is encouraged to clearly communicate the adjustments to the students.
5.4 The requirements for	2	A clear statement of the instructor's expectations with regard to student

student interaction are clearly articulated.		participation in required course interactions (frequency, length, timeliness, etc.) help students plan and manage their class participation and provide a basis for the instructor to evaluate student participation. The more specifically these expectations are defined, the easier it is for the learner to meet and adhere to the standards. Typically, general statements of student performance expectations are included in the course information page or syllabus. These general requirements may specify the nature of the required participation and expectations for frequency and quality of the student's interactions. More specific task-related performance expectations may be included in the individual task description. The instructor may also share with students a rubric detailing how student interactions are evaluated, including reading and responding to the instructor's and classmates' posts.
General Standard 6: **Course Technology** Course navigation and the technology employed in the course foster student engagement and ensure access to instructional materials and resources.		
6.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3	**Alignment:** The tools and media selected for the course should align with the course and module objectives of the course (see Standards 2.1 and 2.2) by effectively supporting the assessment instruments (Standard 3.1), instructional materials (Standard 4.1), and learning activities (Standard 5.1) in the course. Tools and media used in the course support learning objectives and are integrated with course materials and assignments. Clear information and instructions should be provided regarding how the tools and media support the learning objectives. Technology is not used simply for the sake of using technology. For example, a course might require viewing video materials, but it may not be clear how the video materials illustrate or support any learning objective. Examples of tools include discussion boards, chat rooms, grade book, whiteboard, wiki, blogs, etc. Media are not required for this standard to be met. Rather, *if* media are used, they should support the learning objectives and be contextually integrated. Examples of media include video, audio, podcasting, gaming, animations, simulations, wikis, blogs, virtual classrooms (for example, Elluminate Live, Second Life), webinars, etc. If a publisher course cartridge is used, the instructor should clearly

		designate which media are required in the course and which are optional. Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard 6.1.
6.2 The tools and media support student engagement and guide the student to become an active learner.	3	Tools and media used in the course help students actively engage in the learning process, rather than passively "absorbing" information. Selected tools and media should encourage the student to reflectively grasp and respond to the deeper learning process. Types of learner engagement include learner-content, learner-instructor, and learner-learner. Interactions can provide opportunities to increase learners' comfort levels, but the goal should be to facilitate the broadest and deepest learner engagement possible in the course. Examples: 1. Automated "self-check" exercises requiring student response 2. Animations, simulations, and games that require student input 3. Learning management system functions that provide competence/timed release functions 4. Software that tracks student interaction and progress 5. Discussion tools with automatic notification or a "read/unread" tracking feature 6. Interactive, real-time software, such as real-time collaborative tools, webinars, and virtual worlds 7. Interactive, constructivist software, such as shared documents or wikis.
6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	3	Annotation: Navigation refers to the process of planning, recording, and controlling the movement of a learner from one place to another in the online course. Considerations for effective navigation devices within the online course may include: 1. Adherence to accepted web standards-of-function for hypertext links, buttons, and windows 2. Provisions for intuitive understanding of function when non-standard navigation devices are employed 3. Consistent use of navigation devices Some navigation devices--next and previous links, for example--are provided by the learning management system used for course delivery and cannot be modified. Other navigation devices--hypertext links, icons, and window functions, for example--may be within the control of the course designer. It can be challenging for the reviewer to determine the locus of control for the various course navigation devices used to move the learner from one place to another in the course.

6.4 Students have ready access to the technologies required in the course.	2	For this standard, the term "technologies" covers a range of software and plug-ins such as Acrobat Reader, media players, wiki, MP3 players, etc. In addition, courses might require special software packages (spreadsheets, math calculators, etc.). Clear instructions list the required software and plug-ins, along with instructions for obtaining and installing them. All required technologies are easily downloadable, provided by the institution, available for purchase at the bookstore, or otherwise easy to obtain and include clear instructions for installation.
6.5 The course components are compatible with current standards for delivery modes.	1	Assessments, activities, instructional materials, tools, and media make use of the available technologies and meet current standards for widespread accessibility. Other considerations: 1. Large text files are presented with a table of contents or unit numbering. 2. If some of the course resources, including textbooks, videos, CD-ROMs, etc., are only available in the face-to-face sessions and are unavailable at the course website, the instructor should indicate how students who miss the face-to-face sessions would gain access to the resources. 3. Learning activities in science lab courses 4. The appropriate delivery mode (online or face-to-face) is used for each activity. 5. The technology is used in a way that preserves student confidentiality with regard to grades and communication with the instructor. 6. Quizzes and exams are given with time limitations, with printing disabled, and with other security measures in place.
6.6 Instructions on how to access resources at a distance are sufficient and easy to understand.	1	The instructional materials, resources, tools, and media should be easily accessible, obtainable, and useable by the student. Students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is easy to locate in the course materials and includes clear instructions on how to access the resources. Technical support information likewise should be easy to find and clearly presented for students who might need assistance with constantly changing software versions and compatibility questions. Examples: 1. For textbooks, CDs, and DVDs, etc., instructors provide the title, author, publisher, ISBN number, copyright date, and information on where copies can be obtained. 2. A navigation button is devoted to "Resources" and appropriately tied in with the overall course design. 3. A custom CD or DVD prepared for the course is surface-mailed to students.

		4. Instructions for how to obtain full-text journal articles are provided in the assignment that requires their use. 5. If a publisher's course cartridge is used, clear information about how and when students will be accessing the publisher's material is necessary.Technical support information should be easy to find and clear for students who might need assistance with constantly changing software versions and compatibility questions.
6.7 The course design takes full advantage of available tools and media.	1	Innovative technologies continuously appear on the market, and course technology should be current and reflect the evolution of the field of online education. As new versions of a course management system are released, instructors should integrate the new features into their courses to ensure that students have the most effective and efficient access to the courses. Courses not recently developed may need to be updated. As a reviewer, keep in mind that the tools and media available to an instructor may vary greatly and are sometimes limited by the access and support provided by the institution. Be sure to check the Instructor Worksheet for information relevant to this standard. Examples of current technologies that will make the course content and activities more accessible: 1. Using compressed files to reduce file downloading time 2. Delivering audio files in a common file type such as Windows Media or RealPlayer 3. Using podcasts instead of audiocassettes 4. Using CDs and DVDs rather than VHS tapes 5. In Blackboard, using the Assignment feature rather than the Digital Drop Box feature
General Standard 7: **Learner Support** The course facilitates student access to institutional services essential to student success.		
7.1 The course instructions articulate or link to a clear description of the technical support offered.	2	Technical support for learners differs from institution to institution. Technical support includes information about topics such as how to log in and how to use the tools and features of the learning management system; a browser testing tool; information on minimal software and hardware requirements; and links for downloading software. It does not include help with course content, assignments, or academic or student support services (see Standards 7.2 and 7.3). Look for evidence that learners have access to technical support services from within the course or the learning management system. The purpose is not to review the adequacy of those services at an institutional level but rather to determine if technical support services are provided for learners.

		Examples: 1. A clear description of the technical support services provided by the institution, including a link to a technical support website 2. An email link to the institution's technical support center or help desk 3. A phone number for the institution's technical support center or help desk 4. Clear directions for obtaining support for access to publisher-supplied materials (e.g., e-packs or course cartridges) 5. Links to tutorials or other resources providing instructions on how to use the tools and features of the learning management system 6. A link to "frequently asked questions"
7.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	2	Academic support for students, and the scope of what "academic support" entails, differs from institution to institution. For the purposes of review, academic support includes an online orientation, access to library resources, a readiness assessment or survey, testing services, tutoring, writing and/or math centers, supplemental instruction programs, and teaching assistants. Look for evidence that learners have access to academic support services from within the course or the learning management system. The purpose is not to review the adequacy of the services on an institutional level but rather to determine if academic support services are provided for learners. Examples: 1. A link to the academic support website, along with a listing and definition of academic support services provided for learners 2. Links to institution-specific academic support services and how to access these services (e.g., location of testing center and/or proctored test sites, hours of operation, phone numbers and email addresses for key personnel) 3. Links to online orientations or a demo course 4. Link to the library, including information on how to obtain library access, request materials, access databases, and contact a librarian
7.3 Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals.	1	Student support services, and the scope of what such support entails, differ from institution to institution. For the purposes of this review, student support services include ADA services, advising, registration, financial aid, student or campus life, counseling, career services, online workshops, and student organizations. Look for evidence that learners have access to student support services from within the course or the learning management system. The purpose is not to review the adequacy of those services on an institutional level but rather to determine if student support services are provided for learners. Examples: 1. A clear description of institution-specific student support services and

		how to access them (including email addresses and phone numbers for key personnel) 2. A link to the student support website, along with a listing and definition of student support services 3. Guidance on when and how students should access a particular support service
7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	1	Tutorials and resources for learners differ from institution to institution. For the purpose of this review, academic resources include tutorials or other forms of guidance on conducting research, writing papers, citing sources, using an online writing lab, and using institution-specific technology. Look for evidence that learners have access to tutorials or other resources from within the course or the learning management system. The purpose is not to review the adequacy of the resources on an institutional level but rather to determine if they are provided for learners. Standard 7.4 does not refer to course-specific tutorials and resources or services provided by individual employees or faculty.
General Standard 8: **Accessibility** The face-to-face and online course components are accessible to all students.		
8.1 The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.	3	All web-based courses should comply with the institution's accessibility and/or disability policies and procedures. (Instructors are asked to identify these on the Instructor Worksheet.) In the absence of institutional policy, courses should comply with Section 508 of the Rehabilitation Act of 1973 and Web Content Accessibility Guidelines (WCAG). To meet this standard, a course should: 1. Include a link to the institution's ADA policy and/or guidelines, if available 2. Include a statement that tells the students how to gain access to an institution's disabilities support services (often known as ADA services) 3. If the course employs a Course Management System such as Angel, Blackboard, Desire2Learn, eCollege, WebCT, WebTycho, etc., a statement certifying ADA compliance from the CMS provider should be readily available or provided by the instructor. 4. .If other tools and software are used to deliver the course, the instructor should provide documentation stating their degree of ADA compliance. The criteria mentioned in the annotations to 8.1 (and 8.2-8.4) should be met by these tools. *Additional elements of Section 508 are covered in the annotations to Standards 8.2 – 8.4.*
8.2 Course pages and course	2	Alternative means of access to course information are provided for the

materials provide equivalent alternatives to auditory and visual content.		vision- or hearing-impaired student, such as equivalent textual representations of images, audio, animations, and video in the course website. Examples: 1. An audio lecture has a text transcript available. 2. A video clip, image, or animation is accompanied by a text transcript. 3. Text provides an alternative to non-text content in web pages. It is especially helpful for people who are blind and rely on a screen reader to have the content of the website read to them. 4. Videos and live audio have captions and a transcript. With archived audio, a transcription may be sufficient. 5. Form elements (text field, checkbox, dropdown list, etc.) have a label associated to the correct form element using the <label> tag. The user can submit the form and recover from any errors, such as the failure to fill in all required fields.
8.3 Course pages have links that are self-describing and meaningful.	2	The course provides Internet links that include useful descriptions of what students will find at the linked sites. These descriptions enable vision-impaired student to use screen reader software to understand links. In addition, instructors provide directions that clearly direct students to the appropriate sub-pages within an external website. Examples: 1. All file names and web hyperlinks have meaningful names. For instance, the link to take a quiz should say "Take Quiz 1," not "Click Here." 2. Icons used as links should also have HTML tags or an accompanying text link. 3. To facilitate access to Internet sites by screen readers, links are arranged in numeric or alphabetic order, rather than simple bulleted form.
8.4 The course ensures screen readability.	1	The course employs appropriate font, color, and spacing to facilitate readability and minimize distractions for the student. Presenting information in text format is generally acceptable because screen reader software (used by the vision-impaired) can read text. When reviewers note readability problems, they should refer the course developer(s) to appropriate tips from the list below: 1. If using color-coding, use additional means to communicate information, such as bold or italics in conjunction, with color-coding. 2. Sufficient contrast is used in the font and background colors 3. Text size is consistent with typical View,Text, and Size settings. 4. Course pages provide an alternate, non-color-coded format. 5. Formatting and color coding are used to serve specific instructional purposes. For example, format and color are used purposefully to communicate key points, group like items, emphasize relevant relationships, etc. 6. Tables are used online for layout and to organize data. Tables that are used to organize tabular data should have appropriate table headers

		(the <th> element). Data cells should be associated with their appropriate headers, making it easier for screen reader users to navigate and understand the data table. 7. PDF documents and other non-HTML content should be as accessible as possible. If they are not, using HTML could be considered. PDF documents could also include a series of tags to make them more accessible. A tagged PDF file looks the same but is likely to be more accessible to a person using a screen reader. 8. Provide a method that allows users to skip navigation or other elements that repeat on every page. This shortcut is usually accomplished by providing a "Skip to Content," "Skip to Main Content," or "Skip Navigation" link at the top of the page that goes to the main content of the page. 9. Ensure JavaScript event handlers are device-independent (e.g., they do not require the use of a mouse) and make sure that the page does not rely on JavaScript to function. 10. HTML-compliant and -accessible pages are more robust and provide search engine optimization. Cascading Style Sheets (CSS) allow separation of content from presentation and thus provide more flexibility and accessibility of content.

APPENDIX 13

Health IT Home
HITECH & Funding Opportunities
HITECH Programs
Beacon Community Program
State Health Information Exchange Program
Regional Extension Centers
Strategic Health IT Advanced Research Projects Program
Community College Consortia to Educate Health IT Professionals
Curriculum Development Centers Program
Program of Assistance for University-Based Training
Competency Examination Program
Workforce Development Program
Federal Advisory Committees
Regulations & Guidance
ONC Initiatives
News, Events, & Resources
About ONC
Health IT Buzz Blog
Federal Advisory Committee Blog

Curriculum Development Centers Program

The purpose of the Curriculum Development Centers Program, one component of the ONC Workforce Program, is to provide funding to institutions of higher education (or consortia thereof) to support health information technology curriculum development. The materials developed under this program will be used by the member colleges of the regional Community College Consortia as well as be available to institutions of higher education across the country.

In April 2010, ONC awarded $10 million in federal funds to five domestic institutions of higher education to develop curriculum and instructional materials to enhance workforce training programs primarily at the community college level. One of the awardees under this program, Oregon Health & Science University, received additional funding to serve as the National Training and Dissemination Center (NTDC). The NTDC has established a secure electronic site from which all materials may be downloaded.

Curriculum Development Centers Program Awardees:

- Oregon Health & Science University $2,720,000 (includes $900,000 for NTDC)
- University of Alabama at Birmingham $1,820,000
- Johns Hopkins University $1,820,000
- Columbia University $1,820,000
- Duke University $1,820,000

The curriculum materials are now available to the public on the NTDC website at http://www.onc-ntdc.org/ or http://www.onc-ntdc.info/.

Learn more about the Curriculum Development Centers Program:

- Get the facts about the Health IT Workforce Development Program
- Frequently Asked Questions
- Curriculum Component Blueprints [PDF - 2 MB]
- Health IT Workforce Roles [PDF - 27 KB]
- Matrix of Roles by Component [PDF - 13 KB]
- Original Funding Announcement
- List of Curriculum Components [PDF - 119 KB]

For questions relating to the Curriculum Development Centers Program, email HITCurriculum@hhs.gov.

Feature

New National Coordinator Announced

Secretary Kathleen Sebelius has named Dr. Farzad Mostashari as new National Coordinator for Health Information Technology effective April 8.

Quick Links

- Grants Resources
- ATCBs
- HITECH Programs
- Certification Programs
- Privacy & Security
- Meaningful Use
- FACA

Page last updated on: 6/27/2011

APPENDIX 14

Lane Community College SM

2011 - 2012
Career and Technical Programs

Computer Information Technology Department
541.463.5826

lanecc.edu

Computer Information Systems-Health Informatics

Two-Year Associate of Applied Science Degree

Career Pathway Certificate of Completion, Database Specialist

Career Pathway Certificate of Completion, Health Information Technology Specialist

Purpose The purpose of the program is to educate individuals to be effective developers, users and managers of health information resources. Health Informatics is the study of how health data are collected, stored and communicated; how those data are processed into health information suitable for administrative and clinical decision making; and how computer technology, communications technology, and other information management skills can be applied to support these processes. Graduates may be employed as health information professionals by clinics and offices of health care providers, hospitals, health maintenance organizations, insurance companies, government agencies, law firms, mental health programs, community health programs, researchers, consulting firms, and information systems vendors.

Learning Outcomes The graduate will:

- develop and evaluate health care system requirements
- design, implement and deploy a health care system
- evaluate, test, debug and troubleshoot a healthcare system
- apply operational health care knowledge in addressing Health Informatics system needs
- create effective databases and user interfaces
- query a database using advanced SQL concepts
- develop small programs
- select appropriate technology tools by recognizing tool capabilities and limitations
- communicate effectively in both oral and written form
- work effectively in teams
- manage time, tasks and projects
- take ownership of Health Informatics career by adapting and learning new skills
- explain concepts, components, and processes of a health care system
- plan and control total cost of ownership (TCO) for a health care system
- install, manage and troubleshoot issues in a network environment
- provide technical support to desktop clients
- identify and evaluate network requirements for a health care organization
- specify and purchase hardware and software for a local area network
- assemble hardware, install software, and configure a local area network
- operate a reliable and secure local area network
- establish and maintain connections between/among local area networks and wide area networks
- use network concepts and terminology to communicate with vendors and users
- work with users, managers and associates in helping to define systems requirements for new projects
- assist in management of small to medium-size projects using project management software and practices
- use accounting principles to increase profitability and decrease cost in a project
- use micro and macroeconomics knowledge to understand their effect on the economy
- use library resources for research and written tasks.
- perform advanced mathematical functions as necessary to prepare health data reports.

Employment Trends

- Lane County openings - 13 annually, projected through 2018
- Statewide openings - 124 annually, projected through 2018
- Annual National positions - 172,500 current; 207,600 projected through 2018

Wages

- Average hourly rate in Lane County - $17.01
- Average annual rate in Lane County - $35,374
- Average hourly rate Statewide - $16.96
- Average annual rate Statewide - $35,275

Costs in Addition to Tuition (estimate)*

Books and supplies..... $2,500*

* Subject to change without notice.

Cooperative Education (Co-op) Co-op offers students college credit and a grade for on-the-job work experience related to their educational and career goals. Through Co-op, students connect theory and practice, develop skills, expand career knowledge, and make contacts for the future. Work schedules and work sites vary. Contact the Cooperative Education Division, Bldg. 19, Rm. 231, 541.463.5203.

Program Lead Larry Scott, Bldg. 19, Rm. 140, 541.463.5458, *scottl@lanecc.edu*

C.I.S. Health Informatics

Two-Year Associate of Applied Science Degree

First Year	**Fall**
MTH 095 Intermediate Algebra *,D,G	5
WR 121 Introduction to Academic Writing *,D,G	4
Choice of:	4
CIS 140 Operating Environments: Managing Windows D,G	
CIS 140U Introduction to Unix/Linux D,G,	
Directed Elective	3-5
Total Credits	16-18

	Winter
HO 100 Medical Terminology D,G	3
CS 179 Introduction to Computer Networks	4
Choice of:	4
CIS 122 Software Design *,D,G,1	
CS 133C# Beginning Programming: C# *,D,G 1	
CS 133G Beginning C++ Programming for Games	
CS 133JS Beginning Programming: JavaScript *,D,G	
CS 161 Computer Science 1 *,D,G	
Choice of:	4
BI 102I Human Biology (recommended) D,G	
or other Science/Computer Science requirement R	
Total Credits	15

	Spring
CIS 125D Software Tools 1: Databases D,G	4
Choice of:	4
CIS 135T XML, Data Transformation and Objects *,D,G,1	
CS 162 Computer Science 2 *,D,G	
CS 233G Intermediate C++ Programming for Games *,D,G	
CS 233C# Intermediate Programming: C# *,D,G,1	
Directed Elective	3-5
Human Relations requirement R	4
Total Credits	15-17

Second Year	**Fall**
CIS 244 Systems Analysis *,D,G	4
Choice of:	4
HI 107 Working with Health IT Systems	
HIM 110 Health Information Technology *,D,G,1	
Choice of:	3-4
HIM 182 Health Care Delivery Systems *,D,G	
HI 101 Introduction to Health Care and Public Health in the US	
Choice of:	4
HI 111 Selecting, Implementing, and Customizing Electronic Health Record System	
HIM 283 Health Information Systems *,D,G,1	
Total Credits	15-16

	Winter
CS 275 Database Program Development *,D,G	4
Choice of:	3-4
HIM 285 Healthcare Financing and Compliance *,1,D,G	
HI 208 Installation and Maintenance of Health IT Systems	
Choice of recommended Speech classes:	4
SP 111 Fundamentals of Public Speaking D,G	
SP 219 Small Group Discussion D,G	
SP 220 Communication, Gender, and Culture D,G	
or other Arts and Letters requirement R	
Choice of:	4
BA 211 Financial Accounting *,D,G	
BA 205 Solving Communication Problems with Technology *,1,D	
Total Credits	15-16

	Spring
CS 276 Database SQL Programming *,D,G,1	4
Choice of:	3-4
CS 280H Coop Ed: Health Informatics *,D,G	
CIS 277H Introduction to Health Informatics 1,D,G	
HI 209 Networking and Health Information Exchange	
CIS 245 Project Management*,D,G	4
Directed Elective	3-5
Total Credits	14-17

Directed Electives - consider prerequisites when choosing:

BA 224 Human Resource Management	3
BI 112 Cell Biology for Health Occupations	3
BI 121 Intro to Human Anatomy and Physiology 1 1	4
BI 122 Intro to Human Anatomy and Physiology 2 1	4
BI 231 Human Anatomy and Physiology 1	4
BI 232 Human Anatomy and Physiology 2	4
BI 233 Human Anatomy and Physiology 3	4
CIS 140 Operating Environments: Managing Windows (if not taken as an alternative to CIS 140U)	4
CIS 189 Wireless Security 1	4
CIS 225 Computer End User Support	4
CIS 277D DB Security 1	4
CIS 277O Advanced Database Concepts in Oracle 1	4
CIS 277T Web Business Intelligence Development 1	4
CIS 278 Data Communications Concepts 2 1	4
CIS 279L Linux Network Administration 1	4
CIS 284 Network Security 1	4
CIS 288M Microsoft Network Administration 1	4
CIS 289M Microsoft Active Directory Administration 1	4
CS 140U Introduction to Unix/Linux (if not taken an alternative to CIS 140)	4
CS 188 Wireless Networking	4
CS 240U Advanced Unix/Linux: Server Management	4
CS 279W Windows Server Administration	4
ET 287 Microcomputer Hardware	4
HI 208 Installation and Maintenance of Health IT Systems	4
HI 114 Comparative Electronic Health Record Systems	3
HIM 271 Quality Improvement in Healthcare (Co-requisite with HIM 274) 1	3
HIM 274 Quality Improvement in Healthcare – lab 1	1
HIM 281 Data management and Analysis 1 1 (Co-requisite with HIM 286)	3
HIM 286 Data management and Analysis 1 – Lab 1	2
MP 110 Medical Terminology 1	2
MP 111 Medical Terminology 1	4
OS 220 Business Editing Skills 1	4
WR 122 Composition: Argument, Style and Research	4
WR 227 Technical Writing	4

1 This course available online through other Health Informatics Education Consortium Institutions

C.I.S. Health Informatics

Database Specialist

Career Pathway Certificate of Completion

Purpose To prepare technicians for entry-level positions as database specialists.

Learning Outcomes The certificate recipient will:

- design, implement, test, debug and document relational database systems using a variety of current tools and technologies.
- understand the use of database to support organizational processes.
- interpret the mathematical concepts of relational algebra and translate a database related problem into SQL logic and expressions.
- use appropriate library and information resources to research database technologies and support lifelong technical learning.

Prerequisites Students are expected to be comfortable working on a computer, including the ability to create files with a text editor and manage file folders. The courses in this Certificate of Completion are designed to be taken along with the Computer Programming, the Health Informatics, or the Computer Network Operations Associates of Applied Science degree programs offered by the CIT department. For details see the course description of each of the four required courses. Prerequisites can be waived for current IT technicians with the appropriate background.

Certificate Lead Ron Little, Bldg. 19, Room 156, 541.463.5464, *littler@lanecc.edu*

Courses Required	Credits
CIS 125D Software Tools 1: Databases D,G	4
CIS 244 Systems Analysis *,D,G	4
CS 275 Database Systems and Modeling*,D,G	4
CS 276 Database SQL Programming *,D,G	4
Total Credits	16

Health Information Technology Specialist

Career Pathway Certificate of Completion

Purpose Designed for, but not limited to, workers who are currently employed in healthcare or information technology and hold a college degree or have equivalent experience, this program trains graduates qualified to implement and support Electronic Health Records (EHRs), information exchange across health care providers and public health authorities, and to redesign workflows within the health care settings to gain the quality and efficiency benefits of EHRs. The classes provide a basic knowledge of the skills required to implement and support electronic health records (EHRs) in the healthcare environment.

Learning Outcomes The certificate recipient will:

- design electronic health records workflows within health care settings
- implement and support electronic health records
- implement and support information exchange across health care providers and public health authorities
- use appropriate library and information resources to research database technologies and support lifelong technical learning.

Prerequisites Students are expected to be comfortable working on a computer, including the ability to create files with a text editor and manage file folders. The courses in this Certificate of Completion are designed to be taken along with the Health Informatics Associates of Applied Science degree offered by the CIT department. For details see the course description of each of the required courses. Prerequisites can be waived for current IT technicians with the appropriate background.

Certificate Lead Larry Scott, Bldg. 19, Rm. 140, 541.463.5458, *scottl@lanecc.edu*

Courses Required	
HI 101 Intro to Health Care in the US D,G	4
HI 107 Working with Health IT Systems D,G	4
HI 111 Selecting, Implementing, and Customizing Electronic Health Records Systems D,G	4
HI 114 Comparative Electronic Health Records*,D,G	3
HI 208 Installation and Maintenance of Health IT Systems*,D,G	4
HI 209 Networking and Health Information Exchange*,D,G	3
Total Credits	22

Standard footnotes:
* Prerequisite required
B Must be passed with grade of "B" or better to use as a prerequisite
D Degree or certificate requirement; must be passed with grade of "C-" or better
G Must be taken for a grade, not P/NP; major requirement
R Required for AAS degree

APPENDIX 15

Online Learning and Educational Resources Implementation Goals

Assessment of accomplishments as of January 7, 2011

Responsible Administrator: Todd Lutz

Updated October 5, 2010

Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

Provide the required tools, infrastructure and professional development resources to use emerging technologies for expanding online learning and educational resources

Explore the effectiveness of online learning and educational resources by continuously examining and evaluating the effectiveness of the online programs

Goal #1:

Build capacity of the faculty and staff to provide quality instruction and services online through ongoing professional development opportunities. Facilitate development of a Community of Practice (COP) for online teaching and learning that is centered on information literacy, best-practices, peer-support, and faculty mentorship.

Faculty Technology Specialists / Teacher to Teacher (T2T) Courses

CLASSES

- T2T: Intro to Teaching Online and Hybrid Courses (hybrid)
- T2T: Audio/Video for Instruction (hybrid)
- T2T: Audio/Video for Instruction - Projects (hybrid)
- T2T: Improving Your Online/Hybrid Course (hybrid)
- T2T: Summer Bootcamp
- T2T: OL Mentoring Project

WORKSHOPS: Google Docs, Elluminate, Softchalk, Screen Casting, WordPress

iLane Conference

Designed as a challenge to all participants to think, teach, and serve students outside-the-box – with a distinct focus on online learning and educational resources. Designed to spearhead strategic thinking and alignment with the institutional core value of Online Learning and Educational Resources. iLane 1.0 occurred on Oct. 29th with 139 participants. iLane 2.0 is scheduled for March 11th.

Academic Technology Center (ATC)

The ATC offers drop-in technical support and service for Lane's online learning environment. Faculty needing support for Moodle, Elluminate, SoftChalk, Smartrooms, Media Server, etc. can drop-in the ATC (LCC02/1) during regular business hours. Student interns, technology specialists, and technology tools are available. Additionally, the ATC offers hands-on workshops on a regular basis.

Partnerships & Focused Program Development

- Partnered with High School Connections and Lane ESD in provisioning T2T training for College Now faculty working within Lane ESD.
- Partnered with SIF Grant in provisioning T2T training for career technical programs.
- Partnered with the ASLCC in developing an OER/T2T initiative for interested faculty (goal #2).
- Partnered with Energy Management online - STEM Conference / League of Innovation presentation.

Goal #2:

Develop strategies to enhance faculty's ability to engage with Open Educational Resource (OER) initiatives and participate in national efforts to determine the effectiveness of OER in higher education environments.

- OER Research Team - completed initial research on OER and developed a plan for Lane. (Fall 2010)
- Applied for and received a grant from the Research and Development Leadership Team for 2010-2011
- Established a Faculty Technology Specialist (V. Arnaud) with an OER focus/specialty (Fall 2010)
- Partnered with the ASLCC in establishing an OER Advisory Group (Fall 2010)
- Established an OER Faculty Fellowship/Initiative (Winter 2011)
- Submitted an OER grant proposal (one of five) for the Next Generation Learning Challenge Initiative.

Goal #3:

Establish and publish standards for Academic Technology services and infrastructure to support online learning through focused research and college-wide adoption processes. New technology standards will be adopted on an annual basis.

- Elluminate licensing acquired in partnership with OCCDLA (Fall 2010) Elluminate training and implementation (Winter 2011).
- Exploring key technologies to incorporate and extend the online learning environment.
- Completed build of robust hardware infrastructure for bringing Moodle 'in-house' with a Dev-Test-Prod environment. (Fall 2010).
- Incubating Dev-Test-Prod procedure for extending online learning systems (Moodle, WordPress, Streaming Media, etc.).
- Partnered with IT Infrastructure in the expansion of network services and capacity in anticipation of increasing bandwidth demands.
- Partnered with the Library in extending student technology access, to include additional workstations, laptops for checkout, and additional power and network drops throughout.
- Developing IT support services for mobile devices.

Goal #4:

Continually scan the environment for evolving and emerging technologies that will support instructional excellence. As newer technologies become feasible, on-going efforts to adopt more effective instructional systems will be leveraged to allow for greater effectiveness and expansion of course offerings and availability to students.

- Incubating new technologies and services including blogging, lecture capture classrooms (Bldg. 2), streaming media systems, cloud computing resources, and mobile devices.
- Technologies currently under evaluation include: WordPress, MediaWiki, MediaSite, Panopto, BitsOnTheRun, Amazon S3, and EduBlogs.

Goal #5:

Identify the essential support elements that students require to be successful in current and future learning environments. Provide students with appropriate support, services, training, and resources to ensure online learning that is successful and meaningful.

- Student Affairs - ongoing development of virtual support services
- Student Help Desk (SHeD) merged with the Academic Technology Center (ATC) in Fall 2010 to streamline services. Online and telephone services are managed through the ATC, and walk-up services are available in the Library.
- Tech Tutors were established in the Library/Open Lab. Lab assistance receive formal training/certification through Tutoring with a distinct focus on using Lane technologies. Possible expansions here.
- Revising the Distance Learning web site to have a more student service focus, to include a 'Preparedness' component that allows students to tour online courses, view peer testimony videos, and take self-tests to gauge themselves as online learners.

Goal #6:

Ensure that all grant initiatives are implemented with the requisite amount of technology support to ensure success and long term sustainability.

- The vice president has been explicitly messaging this to all deans and directors. The grants team has this as part of their checklist when developing grants.

APPENDIX 16

Appendix XVIII: Excerpt from the Main Agreement between
the Lane Community College Board of Education
and the Lane Community College Education Association

35.3 **Non-Teaching Work.** Non-teaching workload consists of activities beyond directed student contact time and immediate class work, which includes preparation, grading, office hours, and examining student work.

35.3.1 Faculty are professional employees exempt from overtime compensation. Non-teaching workload shall apply to contracted faculty only, and shall comprise up to 15% of the faculty member's staff FTE, averaged over the academic year, provided it can be accomplished within a work schedule based on 1 FTE = 40 hours/week. If such activities cannot be accommodated within this schedule, the particular workload issues will be raised to the Division/Department Chair as outlined in 35.4. If the workload issue is not resolved through the Department/Division Chair process the issue may be raised to the LCCEA President and the Vice President for Instruction and Student Services via the process outlined in Article 35.4.

35.3.2 In this Article, non-teaching work is work that is not otherwise compensated and is focused on furthering the college mission and goals at a program, department/division or college-wide level. This non-teaching work includes such things as long-term curriculum planning, development and coordination; governance activities; working as an Association representative in joint activities; serving on hiring committees; participation in peer evaluation and peer mentoring processes; building collegiality; and work in the community.

APPENDIX 17

State Higher Education Finance

FY 2009

SHEEO

State Higher Education Executive Officers (SHEEO) is a nonprofit, nationwide association of the chief executive officers serving statewide coordinating and governing boards for postsecondary education. The mission of SHEEO is to assist its members and the states in developing and sustaining excellent systems of higher education. SHEEO pursues its mission by: organizing regular professional development meetings for its members and their senior staff; maintaining regular systems of communication among the professional staffs of member agencies; serving as a liaison between the states and the federal government; studying higher education policy issues and state activities and publishing reports to inform the field; and implementing projects to enhance the capacity of the states and SHEEO agencies to improve higher education.

An electronic version of this report, State Higher Education Finance FY 2009, and numerous supplementary tables containing extensive state-level data are available at www.sheeo.org. These may be freely used with appropriate attribution and citation. In addition, core data and derived variables used in the SHEF study for fiscal years 1991 through 2009 are available on the SHEEO website and also through the National Center for Higher Education Management Systems (NCHEMS)-sponsored Information Center for State Higher Education Policymaking and Analysis website at www.higheredinfo.org.

State Higher Education Finance

FY 2009

A project of the staff of the
State Higher Education Executive Officers (SHEEO)

SHEEO gratefully acknowledges the assistance of the College Board in financing the costs of publication.

CollegeBoard
connect to college success®

SHEEO

Acknowledgements

We are pleased to present the seventh annual SHEEO State Higher Education Finance (SHEF) study of state support for higher education.

SHEF builds on and augments the surveys of various federal agencies. The higher education finance surveys and reports produced by the National Center for Education Statistics in the U.S. Department of Education provide extensive institution-level data, which can be aggregated to the sector, state, and national levels. The Bureau of Economic Analysis, the Bureau of Labor Statistics, and the U.S. Census Bureau are additional data sources on other aspects of higher education financing and operations. Together these federal sources provide the foundation and reference points for our collective understanding of how we finance higher education and for what purposes.

Over the years, a community of policy analysts has utilized federal surveys, collected supplemental data, and performed a wide range of analytical studies to inform state-level policy and decisions. This report builds directly on a twenty-five year effort by Kent Halstead, an analyst and scholar of state policy for higher education, who conceptualized and implemented a report on state finance for higher education and created a file of state financial data that extends from the early 1970s to the late 1990s. Halstead's data were frequently used in the states as a resource to inform policy decisions. While he never described it as such, his survey became widely known as the "Halstead Finance Survey."

SHEF also draws on the surveys and analytical tools provided by the *Grapevine* survey, established in 1962 by M.M. Chambers and maintained by his successors, Edward Hines and, currently, James Palmer, at Illinois State University. Beginning with this FY 2009 collection cycle, SHEEO and Illinois State University aligned the *Grapevine* and SHEF data collections into one, resulting in the State Support for Higher Education Database (SSDB). This helped to simplify and align data collection procedures, limit the burden placed on state offices, and create a more timely and comprehensive picture of state fiscal support for higher education. We are grateful for the leadership of James Palmer in making this effort possible.

SHEEO is deeply indebted to the staff of state higher education agencies who provide the state-level data essential for the preparation of this report. Their names and organizations are listed in Appendix C. We also appreciate the input and suggestions from many state higher education finance officers (SHEFOs) and others who have contributed much to the development of this report. Allison Bell led the staff efforts in assembling the data and drafting the report with assistance from Natalie Mischler. Jeff Stanley updated the text and provided counsel. Charlie Lenth, Hans L'Orange, and Gloria Auer gave the narrative their expert editorial touches. Chris Ott provided desktop publishing.

Finally, we gratefully acknowledge the assistance of the College Board in financing the costs of publishing and distributing the FY 2009 report.

Paul E. Lingenfelter
President
State Higher Education Executive Officers

Table of Contents

List of tables and Figures

Figures:

Tables:

Introduction

Financing higher education requires political leaders, policymakers, and educators to address broad public policy questions, including:

- What levels of state funding to colleges and universities are necessary to maintain the economic and social well-being of the American people?
- What tuition levels are appropriate given the costs of higher education, its benefits to individuals, and the desirability of encouraging participation and increasing completion?
- What student financial assistance is necessary to provide meaningful educational opportunities to students from low- and moderate-income families?
- How might colleges and universities use available resources to increase productivity without impairing the quality of services to students?

The State Higher Education Finance (SHEF) report is produced annually by the State Higher Education Executive Officers (SHEEO) to broaden understanding of the context and consequences of multiple decisions made every year in each of these areas. No single report can provide definitive answers to such broad and fundamental questions of public policy, but the SHEF report provides information to help inform such decisions. The report includes:

- An **Overview and Highlights** of national trends and the current status of state funding for higher education;
- An explanation of the **Measures, Methods, and Analytical Tools** used in the report;
- A description of the **Revenue Sources and Uses** for Higher Education, including state tax and non-tax revenue, local tax support, tuition revenue, and the proportion of this funding available for general educational support;
- An analysis of **National Trends in Enrollment and Revenue**, in particular, changes over time in the public resources available for general operating support;
- **Interstate Comparisons – Making Sense of Many Variables**, using tables, graphs, and two-dimensional displays to locate and compare states; and
- **Indicators of Relative State Wealth, Tax Effort, and Allocations for Higher Education,** along with ways to take these factors into account in making interstate comparisons.

The SHEF report provides the earliest possible review of state and local support, tuition revenue, and enrollment trends for the most recent fiscal year.

While the main body of the SHEF report reviews financial and enrollment trends in American higher education without editorial commentary, the data clearly indicate the adverse effects of the most recent two recessions. Following the conclusion of the main study, State Higher Education Finance, FY 2009 includes appropriations data for FY 2010 from *Grapevine* and an essay, "What Next?" which considers the implications of these enrollment and financial trends for the United States

Please note: Generally, years referenced in the body of this publication refer to state fiscal years, which commonly start July 1 and run through June 30 of the following (current) calendar year. For example, FY 2009 includes July 2008 through June 2009. All enrollments are full-time-equivalent for an academic year (including summer term). National averages are calculated using the sum of all of the states. For example, the national average per FTE expenditure is calculated as the total of all states' expenditures divided by the total of all states' FTEs.

Overview and Highlights

National Trends in State Funding for Higher Education

State and local governments' financial commitments to higher education have increased substantially over the past several decades. In 1984, state and local governments combined provided $25.7 billion in direct support for general operating expenses of public and independent higher education institutions. This investment increased to $39.9 billion in 1994, $69.4 billion in 2004, and $88.7 billion by 2008.

A recession beginning in 2008 dramatically reduced state revenue and ended the growth in state and local support achieved between 2004 and 2008. In response, the American Recovery and Reinvestment Act approved February 17, 2009 provided funding to stabilize state support for education among other interventions to achieve economic recovery. With the approval of the Secretary of Education, funds allocated to the states by Congress could be used to supplement state and local funding for education in 2009, 2010, and 2011.

Late in the 2009 fiscal year, 15 states employed ARRA funds totaling $2.3 billion to replace rapidly declining state revenue. State and local support for 2009, including ARRA replacement funds, totaled $88.8 billion, virtually no change from the $88.7 billion provided in 2008. Additional ARRA funds are being allocated to higher education by the states during 2010 and 2011.[1]

In addition to state and local revenue, public institutions collected net tuition revenue of $44.5 billion in 2009, for a total of about $133.3 billion available to support the general operating expenses of higher education from these combined sources (see *Figures 1 and 2*).

The share of total revenue for general operating expenses for higher education originating from net tuition revenue showed an increase from 31.9 percent in 2008 to 33.4 percent in 2009. Tuition revenue collected by independent (private, not-for-profit) and for-profit institutions is not included in this total.

Of the $88.8 billion in state and local support during 2009, about 78 percent was allocated to the general operating expenses of public higher education. Special-purpose or restricted state appropriations for research, agricultural extension, and medical education accounted for another 12.1 percent of the total. The percent of total support allocated for financial aid to students attending public institutions increased from 5.8 percent in 2008 to 6.3 percent in 2009.

Analysis of the data indicates that constant dollar per student state and local funding for public colleges and universities decreased between 2008 and 2009. State and local support (excluding appropriations for research, agricultural extension, and medical education) per full-time-equivalent student was $6,928 in 2009, a $289 constant dollar decrease from 2008, but higher than the 25-year constant dollar low of $6,573 in 2005.

Highlights of the SHEF report provided below illustrate the long-term patterns, shorter-term changes, and state-level variables affecting the resources available to support higher education between 1984 and 2009. These and other factors that shape higher education funding are examined in more detail in the sections of the full report that follow.

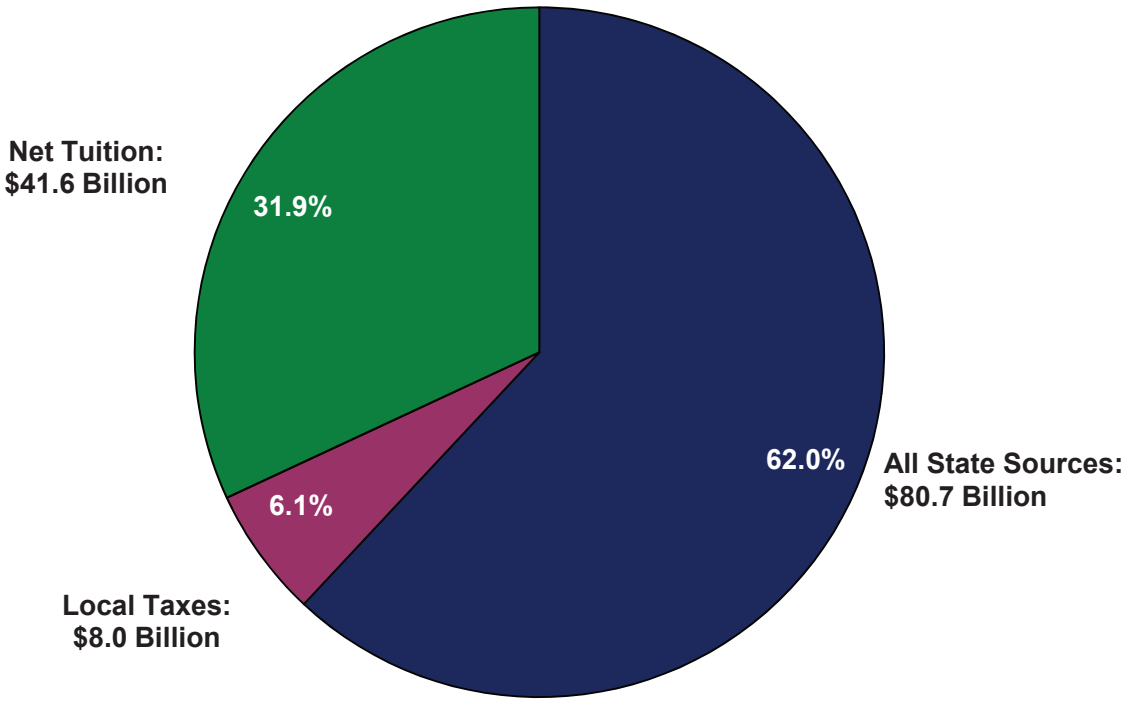
1 "State and local support" in SHEF is generally meant to include funds allocated to states by the federal government through the American Recovery and Reinvestment Act of 2009 (ARRA) and both funds from the Education Stabilization Fund and the Other Government Services Fund used to fill shortfalls in state support for general operating expenses at public colleges and universities.

Long-Term Revenue and Enrollment Patterns

1. Since 1984, FTE enrollment at public institutions of higher education has increased from 7.4 million to 10.8 million.
2. Educational appropriations per FTE (defined to include state and local support for general higher education operations) fell to $6,573 in 2005 (2009 dollars), a 25-year low in inflation-adjusted terms. Between 2005 and 2008, educational appropriations per FTE recovered, growing to $7,220 in 2008, but dropped 4.0% to $6,928 in 2009. Annual educational appropriations from 1984 through 2009 are displayed in *Figure 3*.
3. Tuition charges are the other primary source of revenue used to support public higher education (excluding research and independent operations). Net tuition revenue typically has increased faster when state and local revenue fails to keep pace with enrollment growth and inflation.
4. Partially offsetting decreased state and local support, constant dollar net tuition per FTE increased 2.0 percent between 2008 and 2009.
5. Constant dollar total educational revenue (as displayed in *Figure 3*, which includes tuition revenue used for capital or debt service) per FTE declined in the early 1990s from $10,300 in 1990 to $9,867 in 1993. Thereafter, total educational revenue per FTE grew steadily from 1994 to 2001, reaching $11,239, or about 9.1 percent higher than it was in 1990. Total revenue per FTE then fell sharply (9.4 percent) from 2001 to 2004 (to $10,185), rebounded to $11,247 by 2008, and then dropped to $11,036 in 2009.
6. Over the last 25 years, the share of total educational revenue derived from tuition increased over 10 percentage points from approximately 24.5 percent in 1984 to a high of 37.3 percent in 2009.

Figure 1

State, Local and Net Tuition Revenue Supporting General Operating Expenses of Higher Education, U.S., Current Dollars

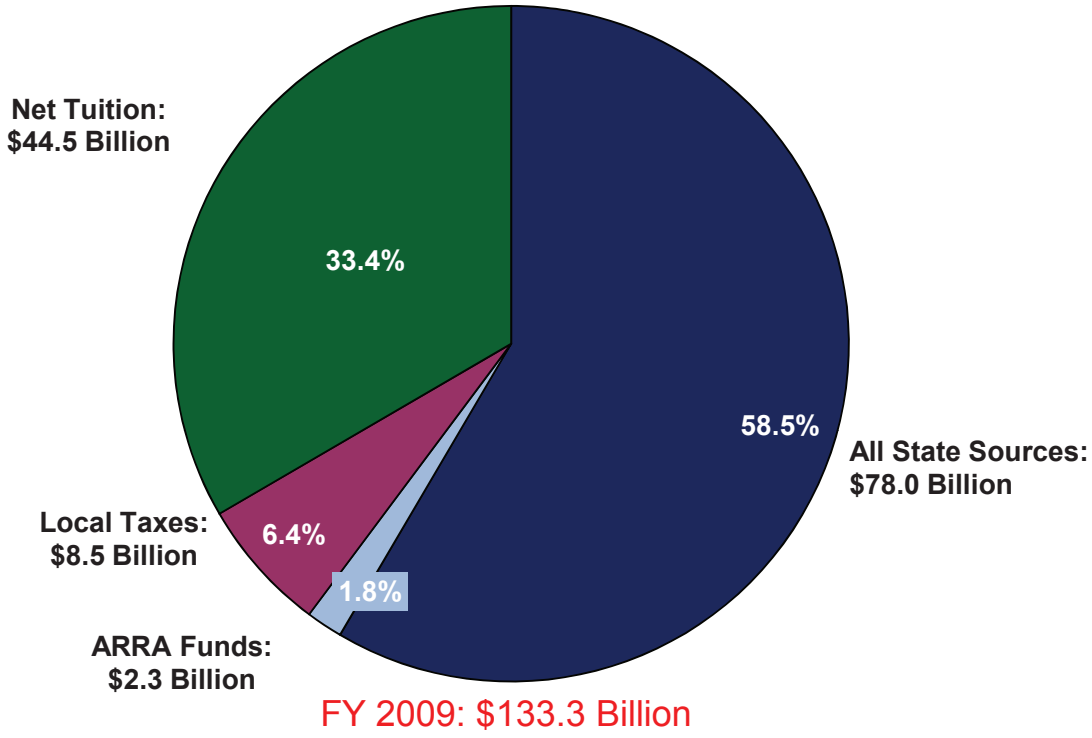


FY 2008: $130.3 Billion

Source: State Support for Higher Education Database (SSDB)

Figure 2

State, Local and Net Tuition Revenue Supporting General Operating Expenses of Higher Education, U.S., Current Dollars



Source: State Support for Higher Education Database (SSDB)

Changes Over the Past Five Years in the States

Total public higher education enrollment has increased substantially in recent years. Following sharp increases nationally from 2002 through 2005, FTE enrollment at public institutions of higher education slowed somewhat, only to increase sharply again between 2007 and 2009. These enrollment trends significantly affected the per student revenue available to support higher education. Across states both enrollment and appropriations growth varied widely from the national average.

7. Nationally, FTE enrollment grew 8.9 percent in the past five years. Forty-four states have experienced increases in FTE enrollment.

8. Per FTE constant dollar educational appropriations increased in more than half of the states between 2004 and 2009, but the variation is wide. Across all 50 states, the change in educational appropriations per FTE varied from -29.1 percent to +31.9 percent.

9. Constant dollar educational revenue per FTE (excluding net tuition revenue used for capital or debt service) increased 8.3 percent on average between 2004 and 2009, but ten of the states experienced declines in this measure.

10. Eleven states (Delaware, Iowa, Maine, Michigan, Minnesota, North Dakota, Pennsylvania, Rhode Island, Vermont, Virginia, and West Virginia) had above average total educational revenue despite below average educational appropriations, the result of above average net tuition in 2009. The reverse was true in Georgia, Louisiana, Nebraska, and New Mexico. As a result of below average net tuition revenue, these states had below average total educational revenue despite above average educational appropriations.

Wealth, Taxes, and Allocations for Higher Education

Each state's unique combination of policy choices and fiscal and environmental conditions provides the context within which higher education funding occurs. The national trends outlined below give a sense of general conditions, but individual state contexts vary widely. The available data are from 1997 to 2007, lagging two years behind appropriations data reported elsewhere in this report.

11. Total taxable resources per capita, a statistic that captures state income and wealth, increased from $50,227 to $52,573 in current dollars between 2006 and 2007, a one-year increase of $2,346, or 4.7 percent. Per capita state and local tax revenue increased $225, or 5.6 percent.
12. Over the ten-year period 1997 to 2007, total taxable resources per capita increased 54.9 percent, while the effective tax rate increased 2.2 percent.
13. The proportion of state and local tax revenue allocated to higher education declined from 6.8 percent in 1997 to 6.4 percent in 2007.

Economic Recessions and Higher Education

During periods of economic recession, enrollment demand tends to grow more rapidly at a time when state revenue falls or fails to grow. As noted by Harold Hovey in 1999, higher education often becomes the "balance wheel" for state finance, declining faster than the rest of the state budget in recessions, and then growing faster when state revenue recover.

14. Over the past 25 years, state and local support for higher education has twice "recovered" following major economic recessions, recovering nationally to levels that exceeded previous support.
15. The pattern of recovery following the 2001 recession began for a third time in 2007, but this recovery was cut short by the onset of the recession that started in 2008. Constant dollar per student state support began another downturn, rather than continuing its return to the levels reached in 1999 through 2001.
16. To counter the impact of the current recession, Congress passed the American Recovery and Reinvestment Act of 2009 (ARRA). States could use a portion of these funds for operating budget shortfalls in public colleges and universities in order to mitigate tuition increases and faculty and staff layoffs in fiscal years 2009, 2010, and 2011. In FY 2009, 15 states used ARRA funds to cover operational shortfalls, accounting for 3% of total state and local support for higher education.

Looking Ahead

Long-term trends documented by the SHEF report illustrate the depth of public commitment and the resiliency of state and local support for higher education. Despite the recurring failure of state funding to keep pace with enrollment growth and inflation during periods of recession, states historically have "caught-up" in the economic recovery periods.

Will such public commitment return following the recession that began in 2008, and if so, to what level?

Only time will tell when full recovery from the current recession will occur and what that recovery will mean for the economy and higher education. As outlined below, the *Grapevine* survey of 2010 appropriations conducted by Illinois State University in collaboration with SHEEO, found further reductions in state support and greater reliance on ARRA funds.

- Total funding (including federal stimulus funds) for 2010 is approximately $1.4 billion less than states alone provided in 2008 as reported by *Grapevine* (www.grapevine.ilstu.edu).
- About 5% of 2010 appropriations are underwritten with federal stabilization funds, which for many states will be exhausted or nearly exhausted by the end of 2010.
- Enrollment demand continues with 31 states already indicating growth in 2010, ranging from 1.5 percent to 13 percent.

According to the National Association of State Budget Officers, state revenue has fallen at an unprecedented rate and full recovery will, at best, take many years. This prognosis, combined with the depletion of ARRA state fiscal stabilization funds, suggests that 2011 is likely to be a very challenging budget year in many states.

As shown in the comparative state statistics, conditions in individual states vary dramatically from the national trends described in this report. Every state, however, faces similar questions in meeting the growing needs of its people and communities for higher education, as well as for other public services. The comparative and trend information in this report can assist policy leaders in every state as they determine their goals for higher education and develop a strategies for pursuing them.

Measures, Methods, and Analytical Tools

Primary SHEF Measures

To assemble the annual SHEF report, SHEEO collects data on all state and local revenue used to support higher education, including revenue from taxes, lottery receipts, royalty revenue, and state-funded endowments. It also identifies the major purposes for which this public revenue is provided, including general institutional operating expenses, student financial assistance, and support for centrally-funded research, medical education, and extension programs. The analysis of these data yields the following key indicators:

- **State and Local Support** – consisting of state tax appropriations and local tax support plus additional non-tax funds (e.g., lottery revenue) that support or benefit higher education, and funds appropriated to other state entities for specific higher education expenditures or benefits (e.g., employee fringe benefits disbursed by the state treasurer). As noted above, state and local support for 2009 includes $2.4 billion in federal ARRA revenue provided to stabilize this source of revenue for higher education.
- **Educational Appropriations** – that part of state and local support available for public higher education operating expenses, defined to exclude spending for research, agricultural, and medical education, as well as support for independent institutions or students attending them. Since funding for medical education and other major non-instructional purposes varies substantially across states, excluding these funding components helps to improve the comparability of data on per student funding.
- **Net Tuition Revenue** – the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees. This is a measure of the resources available through tuition and fees to support instruction and related operations at public higher education institutions. Net tuition revenue generally reflects the share of instructional support received from students and their families, although it is not the same and does not take into account many factors that need to be considered in analyzing the "net price" students pay for higher education.[2]
- **Total Educational Revenue** – the sum of educational appropriations and net tuition revenue excluding any tuition revenue used for capital and debt service. It measures the amount of revenue available to public institutions to support instruction (excluding medical students). Very few public institutions have significant non-restricted revenue from gifts and endowments to support instruction. In some states, a portion of the net tuition revenue is used to fund capital debt service and similar non-operational activities. These sums are excluded from calculations used to determine total educational revenue.

[2] SHEF does not provide a measure of "net price," a term that generally refers to the cost of attending college after deducting assistance provided by federal, state, and institutional grants. SHEF does not deduct federal grant assistance (primarily from Pell Grants) from gross tuition revenue, since these are non-state funds that substitute, at least in part, for costs otherwise borne by students.

In addition, many other factors complicate the calculation of net price to students. Non-tuition costs (room and board, transportation, books, and incidentals) typically total $10,000 or more in addition to tuition costs. This requires students with a low expected family contribution (most Pell recipients) to augment federal grants with a substantial contribution from part-time work or loans, even at a comparatively low-tuition public institution.

In addition, the availability of federal tuition tax credits since 1999 has helped reduce "net price" for middle- and lower-middle-income students. While these tax credits have no impact on the net tuition revenue received by institutions, they do reduce the "net price" paid by students. SHEF's net tuition revenue measure is a simpler and more direct indicator of the proportion of public higher education costs borne by students and families.

- **Full-Time-Equivalent Enrollment (FTE)** – a measure of enrollment equal to one student enrolled full-time for one academic year, calculated from the aggregate number of enrolled credit hours (including summer session enrollments). SHEF excludes most non-credit or non-degree program enrollments; medical school enrollments also are excluded for reasons mentioned above. FTE reduces multiple types of enrollment to a single measure in order to compare changes in total enrollments across states and sectors, and to provide a straightforward method for analyzing revenue on a per student basis.

Adjustments for Comparability

SHEF's analytic methods are designed to make basic data about higher education finance as comparable as possible in order to make comparisons across states and over time as reasonable and credible as possible. To accomplish this, financial indicators are provided on a per student basis (using FTE enrollment as the denominator). In addition, the State Higher Education Finance (SHEF) report employs three adjustments to the "raw data" provided by states:

- **Cost of Living Adjustment (COLA)** to account for cost of living differences among the states,
- **Enrollment Mix Index (EMI)** to adjust for differences in the mix of enrollment and costs among types of institutions across the states, and
- **Higher Education Cost Adjustment (HECA)** to adjust for inflation over time.

Technical Papers A, B and C appended to this report describe these adjustments in some detail. Tables show the actual effects of these adjustments on data provided by individual states, including the adjustments from current to constant (inflation-adjusted dollar values that are made annually to reflect inflation). Additional appendices provide a glossary of terms and definitions, a copy of the data collection instrument, and a list of state data providers.

Financial Data in Perspective: Uses and Cautions

Higher education financial analysis is essential, but using financial data can be tricky and even deceptive. This section is intended to help readers and users focus on some of the core purposes of interstate financial analysis, while being cognizant of limitations inherent in the data and methods.

Comparing institutions and states using reasonably comparable measures is a difficult task, even for the most basic components of finance such as expenditures per student. As a starting point, consider how different the states are, even after adjusting for population size. They vary in climate, energy costs, housing costs, population densities, growth rates, resource bases, and the mix of industries and enterprises. Some have a relatively homogenous, well-educated population, while others have large numbers of disadvantaged minorities and recent immigrants. Most states have pockets of poverty, and these vary in their extent and concentration.

State higher education systems also differ. Some have many small institutions, others fewer but larger institutions. Some have many independent (privately controlled) institutions; others rely almost entirely on public institutions, and varying combinations of research universities, community colleges, and four-year universities. Across states, tuition policies and rates vary, as do the amounts and types of financial aid, which in turn affect enrollment patterns. Some states have multiple institutions that offer high-cost medical education and engineering programs, while others provide substantially more funding for research or emphasize undergraduate education.

In addition to these differences, technical factors can make interstate comparisons misleading. As one example, states differ in how they finance employee benefits, including retirement. Some pay all retirement costs to employee accounts when the benefits are earned, while others defer part of the costs until the benefits are paid. Some pay benefit costs through a state agency, while others pay from institutional budgets. Many studies of state finance try to account for such factors, but no study, including this one, can assure flawless comparisons.

The SHEF report seeks to provide—to the extent possible—comparable data and reliable methods for examining many of the most fundamental financial issues facing higher education, particularly at the state level. Its purpose is to help educators and policymakers:

- Examine whether or not state funding for colleges and universities has kept pace with enrollment growth and inflationary cost increases;
- Focus on the major purposes for state spending on higher education and how these investments are allocated;
- Assess trends in the proportion or "share" that students and families are paying for higher education;
- See how funding of their state's higher education system compares to other states; and
- Assess the capacity of their state economy and tax policies to generate revenue to support public priorities such as higher education.

While making finance data cleaner and more comparable, SHEF's analytic methods also add complexity. All comparisons can claim only to be "valid, more or less," and SHEF is no exception. Analysts with knowledge of particular states probably know of other factors that should be taken into account, or that could mislead comparative analysis. SHEEO continues to welcome all efforts to improve the quality of its data and analytical tools. We urge readers and users to see it for what it is, and help us work together to improve both methods and understanding.

Many educators and policymakers (and segments of the public) may look to interstate financial analysis to learn what "appropriate" or "sufficient" funding for higher education would be. But sufficiency is meaningful only in the context of a particular state's objectives and circumstances. State leaders, educators, and others must work together to set goals and develop strategies to achieve those goals, and then determine the amount and allocations of funds required for success.

Whether the objective is to sustain competitive advantage or to improve the postsecondary education system, money is always an issue. With additional resources, educators can serve more students at higher levels of quality. But more spending does not necessarily yield proportional increases in quantity or quality.[3] Efficiency is a thorny issue in educational finance; educators always can find good uses for additional resources, and resources always are limited. If educators and policymakers can agree that it is highly desirable to achieve widespread educational attainment more cost-effectively, they can work together to increase educational productivity. Authentic productivity gains require sustained effort, a combination of investing in priorities and finding efficiencies through incentives, reallocation, and innovation.

The question, "How much funding is enough?" has no easy answer at the state or national level. Educators and policymakers must work together to address such key questions as:

- What kind of higher education system do we want?
- What will it take, given our circumstances, to obtain and sustain such a system?
- Are we making effective use of our current investments?
- What can we afford to invest in order to meet our goals?

Good financial data and analysis is essential for addressing such questions.

[3] Jones, D., and Kelly, P. (2005). *A new look at the institutional component of higher education finance: A guide for evaluating performance relative to financial resources.* Boulder, CO: NCHEMS.

Revenue Sources and Uses

Support for higher education involves a substantial financial commitment by state and local governments. Twenty-five years ago, in 1984, state and local governments invested $25.7 billion (in current dollars) in direct support for the operations of public and independent higher education institutions. By 2009, state and local support for higher education reached $88.8 billion, including an increase of 0.1 percent during the past year.

This section provides data and analysis on these sources of state and local government support for higher education, focusing on selected years in the period beginning in 1984 and providing greater detail on the most recent five years (2004-2009). It also provides an overview of the major uses of that support, including state support for (1) research, agricultural extension, and medical education; (2) student financial aid; and (3) independent (private, not-for-profit) institutions.[4]

As shown in *Table 1*, sources for the $88.8 billion state and local government support for higher education in 2009 included the following:

- State sources accounted for about 92 percent, with 84.5 percent coming from appropriations from state tax revenue.
- Non-tax appropriations, mostly from state lotteries, were a small but rapidly growing portion of state funds, increasing from $1.6 billion in 2004 to $2.4 billion in 2009.
- Local appropriations accounted for 9.6 percent, with some degree of local tax support for higher education in 31 states.
- State-funded endowment earnings, a source for higher education revenue in nine states, accounted for another 0.4 percent.
- Oil and mineral extraction fees or other lease income (generally not appropriated) accounted for 0.1 percent.
- Federal funds allocated to states through the American Recovery and Reinvestment Act of 2009 (ARRA), totaled $2.3 billion across 15 states.

Major uses of the $88.8 billion in 2009 state and local government funding for higher education included:

- $69.5 billion (about 78 percent) for general operating expenses of public higher education institutions.
- $10.7 billion (12.1 percent) for special-purpose appropriations—research, agricultural extension, and medical education.
- State-funded student financial aid programs, including state-funded programs for students attending independent as well as public institutions, accounted for about 9 percent of the funds used.
- Direct support of independent institutions in the 16 states with such state-funded programs made up 0.3 percent of the funds used.

These proportional allocations and uses of state and local support for higher education have not changed significantly since 2004.

[4] *Supplemental SHEF Tables*, which are available at www.sheeo.org, provide more detailed data and tables on state-by-state sources and uses of higher education funding for 2009. As noted in the examples below, revenue sources vary considerably across states and from the national averages.

Table 1

Major Sources and Uses of State and Local Goverment Support, Fiscal 2004-2009 (Current Dollars in Millions)

Source	2004	2005	2006	2007	2008	2009
State Support						
ARRA Funds	-	-	-	-	-	2,334
Tax Appropriations	60,473	62,436	67,184	72,072	77,112	75,062
All Non-Tax Support	1,587	1,957	2,136	2,529	2,565	2,285
Non-Appropriated Support	83	112	124	97	112	128
State Funded Endowment Earnings	276	292	303	318	347	399
Other (1)	350	388	474	604	643	666
Funds Not Available for Use (2)	52	45	43	38	35	601
State Total	**62,717**	**65,140**	**70,178**	**75,583**	**80,745**	**80,274**
Local Tax Appropriations	**6,657**	**6,650**	**6,954**	**7,294**	**7,957**	**8,526**
Total	**$ 69,374**	**$ 71,790**	**$ 77,131**	**$ 82,877**	**$ 88,702**	**$ 88,799**
Uses						
Research-Agric-Medical	9,271	9,388	9,604	10,312	11,140	10,718
Public Student Aid (3)	3,600	4,002	4,423	4,777	5,179	5,633
Independent Student Aid (4)	1,970	2,030	2,112	2,266	2,308	2,357
Out-of-State Student Aid	32	33	35	37	33	35
Independent Institutions	267	259	264	287	295	259
Non-Credit and Continuing Education	189	254	269	341	329	332
General Public Operations	54,044	55,824	60,425	64,857	69,419	69,466
Total	**$ 69,374**	**$ 71,790**	**$ 77,131**	**$ 82,877**	**$ 88,702**	**$ 88,799**

(Percentages)

Source	2004	2005	2006	2007	2008	2009
State Support						
ARRA Funds	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%
Tax Appropriations	87.2%	87.0%	87.1%	87.0%	86.9%	84.5%
All Non-Tax Support	2.3%	2.7%	2.8%	3.1%	2.9%	2.6%
Non-Appropriated Support	0.1%	0.2%	0.2%	0.1%	0.1%	0.1%
State Funded Endowment Earnings	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Other (1)	0.5%	0.5%	0.6%	0.7%	0.7%	0.7%
Funds Not Available for Use (2)	0.1%	0.1%	0.1%	0.0%	0.0%	0.7%
State Total	90.6%	90.9%	91.1%	91.3%	91.1%	91.8%
Local Tax Appropriations	**9.6%**	**9.3%**	**9.0%**	**8.8%**	**9.0%**	**9.6%**
Total	100.2%	100.1%	100.1%	100.1%	100.1%	101.4%
Uses	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Research-Agric-Medical	13.4%	13.1%	12.5%	12.4%	12.6%	12.1%
Public Student Aid (3)	5.2%	5.6%	5.7%	5.8%	5.8%	6.3%
Independent Student Aid (4)	2.8%	2.8%	2.7%	2.7%	2.6%	2.7%
Out-of-State Student Aid	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Independent Institutions	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%
Non-Credit and Continuing Education	0.3%	0.4%	0.3%	0.4%	0.4%	0.4%
General Public Operations	77.9%	77.8%	78.3%	78.3%	78.3%	78.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Percentages may not equal 100 due to rounding.

Notes:

1) "Other" includes multi-year appropriations from previous years and funds not classified into one of the other source categories.
2) "Funds Not Available for Use" includes appropriations that were returned to the state, and portions of multi-year appropriations to be spread over other years.
3) "Public Student Aid" is state appropriated student financial aid for public institution tuition and fees. Includes aid appropriated outside the recognized state student aid program(s). Some respondents could not separate tuition aid from aid for living expenses.
4) "Independent Student Aid" is state appropriated student financial aid for students attending independent institutions in the state.

Source: SSDB

National Trends in Enrollment and Revenue

This section highlights national trends in higher education enrollment and the relationship between these trends and available revenue (and other components of financing). These "national" trends are actually composites of 50 unique and varied state trends. The following section and Supplemental SHEF Tables (on the website www.sheeo.org) provide detailed information on the varied patterns across states.

The historical data in *Figure 3* demonstrate the relationships between higher education enrollment and revenue over time. *Figure 3* also illustrates the longer-term trends. In 2005, state and locally financed educational appropriations for public higher education hit the lowest level ($6,573 per FTE) in a quarter century, driven by accelerating enrollment growth, inflation, and the failure of state and local funding to keep pace in the immediately preceding years.

Figure 3 illustrates the following:

Full-Time-Equivalent Enrollment (FTE)

- Nationally, the long-term enrollment trend for public institutions indicates continued growth.
- Enrollment grew rapidly from 2000 to 2005, and then more modestly in 2006 and 2007 (see the "public FTE enrollment" trend line in *Figure 3*). In 2009, FTE enrollment increased 3.4 percent over 2008.
- The rate of growth varies from year to year and state to state in response to the economy and job market as well as underlying demographic factors.

Educational Appropriations

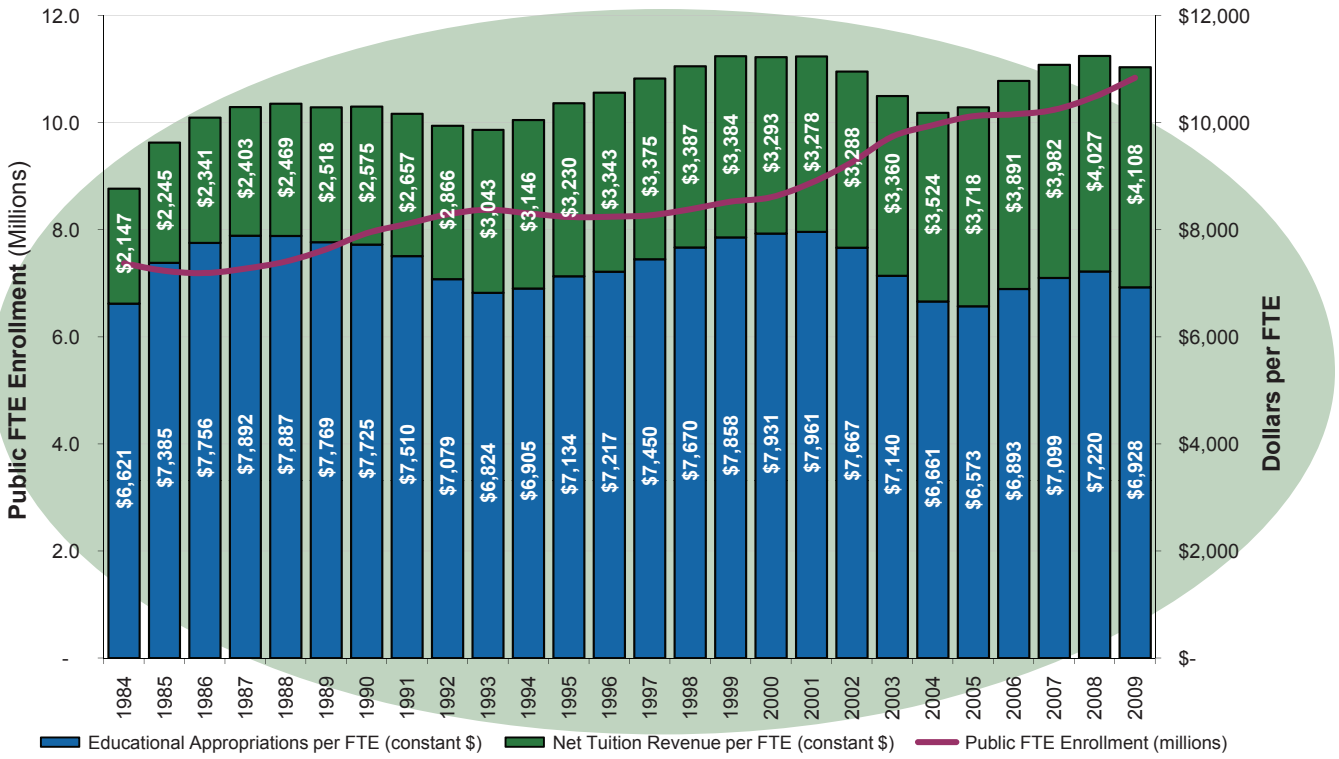
- Educational appropriations per FTE (see the blue bars in *Figure 3*) reached a high of $7,961 in 2001.
- Following four years of decline (2002, 2003, 2004, and 2005), per student educational appropriations increased in 2006, 2007, and 2008, recovering to $7,220 and then declincing once again to $6,928 in 2009.
- Appropriations per FTE remained lower in 2009 (in constant dollars) than in most years since 1980.
- In FY 2009, appropriations per FTE fell by 4.0 percent due to the onset of the 2008 recession.

Net Tuition Revenue

- The rate of increase in net tuition was slower in 2007 and 2008 than in the previous three years, but in 2009 net tuition grew again as a percentage of total educational revenue.
- The rate of growth in net tuition revenue has been particularly steep during periods when state and local support have fallen short of inflation and enrollment growth, typically during and immediately following economic recessions.

Figure 3

Public FTE Enrollment and Educational Appropriations per FTE, U.S., Fiscal 1984-2009



Note: Net tuition revenue used for capital debt service is included in the above figures. All figures are adjusted by SHEEO Higher Education Cost Adjustment (HECA).

Source: SSDB

Net Tuition Revenue at Public Institutions – Further Discussion

Among the many policy-relevant financial issues facing policymakers, the increased reliance on tuition revenue to support the services provided by higher education stands out as needing better data and analysis. The SHEF data collection instrument requests states calculate and report annual estimates for gross tuition and fee revenue based on tuition rates and credit-hour enrollment. Across all states, these gross tuition and fee assessments in public postsecondary institutions totaled $57.6 billion in 2009. After subtracting state-funded public financial aid, institutional discounts and waivers, and tuition and fees paid by medical school students, the net tuition revenue available to support "general operating costs" was $44.5 billion, 77.3 percent of gross assessments.

The resulting net tuition revenue for selected years between 1984 and 2009 is reported in *Table 2* in current dollars and in *Table 3* in constant dollar values.[5] Some states report that a portion of the public institution tuition and fees is used for capital debt service or retirement. *Tables 2* and *3* show this amount. Tuition and fees used for debt service are included in net tuition, but they are not included in the calculation of total educational revenue. This procedure reflects the fact that these debt service costs are borne by students, but are not available to support general operating and educational costs.

As shown in *Figures 3* and *4*, net tuition revenue has grown most rapidly as a percentage of total educational revenue in public institutions during periods when constant dollar state support per student has declined. Nationally, net tuition accounted for just about 25 percent in 1984, which followed the recession of 1981-82. Net tuition revenue remained near that level through the rest of the 1980s. Following the recession of 1990-91, the net tuition share of educational revenue grew rapidly to 31 percent, where it stayed through the 1990s. In the three years following the recession in 2001, during which enrollment grew rapidly and aggregate state funding remained relatively constant, the net tuition share of total educational revenue climbed to its current level of more than 37 percent.

The combination of state government support, local tax appropriations, and tuition revenue constitutes the principal source of support for instructional programs at public institutions. Estimates made on the basis of institutional data reported to the National Center for Education Statistics indicate that the proportion of public institution revenue derived from tuition varies substantially. At public, two-year institutions, on average just over 75 percent of educational operating revenue is derived from state or local sources, with the remaining 25 percent coming from tuition revenue. At public four-year institutions, on average well over 40 percent of educational operating revenue is derived from tuition, with the remainder from state and other sources.

State support remains central to supporting educational services even at public research universities where its importance tends to get lost within the complex budgets of large institutions. The combination of state support and tuition remains the dominant revenue source for instructional programs, and public support generally exceeds that provided through student charges. Multiple other sources of revenue received and used by research universities are associated with sponsored research and contracts, auxiliary enterprises, and hospitals and other medical activities. These activities may complement and enhance instruction, but they are typically expected to be mostly, or entirely, financially self-supporting.

Relationships between state support and tuition revenue receive substantial public attention. Some observers have suggested that states are abandoning their historical commitment to public higher education. National data and more careful attention to variable state conditions strongly suggest that such a broad observation is not justified by the available data. It also is not consistent with the stated intentions of state policymakers.

[5] Detailed state-level information can be found in the *Supplemental SHEF Tables* (www.sheeo.org).

Table 2

Higher Education Finance Indicators (Current Dollars in Millions)

(Current Dollars)	1984 (1)	1999 (1)	2004	2008	2009	1 Year Change
[A] State and Local Support for Public Higher Education	**$ 25,686**	**$ 57,370**	**$ 66,916**	**$ 85,738**	**$ 85,817**	**0.1%**
ARRA Funds	$ -	$ -	$ -	$ -	$ 2,334	*N/A*
State	$ 23,973	$ 52,546	$ 60,258	$ 77,781	$ 74,957	*-3.6%*
Local	$ 1,714	$ 4,824	$ 6,657	$ 7,957	$ 8,526	*7.1%*
[B] Research - Agriculture - Medical (RAM)	**$ 4,542**	**$ 8,588**	**$ 9,271**	**$ 11,140**	**$ 10,718**	**-3.8%**
[C] Educational appropriations [A-B]	**$ 21,144**	**$ 48,782**	**$ 57,645**	**$ 74,598**	**$ 75,099**	**0.7%**
[D] Net Tuition	**$ 6,856**	**$ 21,007**	**$ 30,499**	**$ 41,609**	**$ 44,527**	**7.0%**
[E] Tuition and Fees Used for Debt Service	**$ -**	**$ 6**	**$ 260**	**$ 381**	**$ 408**	**7.1%**
Total Educational Revenue [C+D-E]	**$ 28,001**	**$ 69,783**	**$ 87,885**	**$ 115,826**	**$ 119,219**	**2.9%**
Net Tuition as a % of Total Educational Revenue	**24.5%**	**30.1%**	**34.7%**	**35.9%**	**37.3%**	
Full-Time Equivalent Enrollment (FTE) (1)	**7,374,779**	**8,525,540**	**9,954,415**	**10,484,952**	**10,839,907**	**3.4%**
Educational Appropriations Per FTE	$ 2,867	$ 5,722	$ 5,791	$ 7,115	$ 6,928	-2.6%
Net Tuition Per FTE	$ 930	$ 2,464	$ 3,064	$ 3,968	$ 4,108	3.5%
Total Educational Revenue Per FTE	$ 3,797	$ 8,185	$ 8,829	$ 11,047	$ 10,998	-0.4%
State support for independent and out of state institutions (2)		**$ 540.54**	**$ 2,269.60**	**$ 2,635.40**	**$ 2,650.88**	**0.6%**
Operating Grants	*$ -*	*$ 96.15*	*$ 267.31*	*$ 294.52*	*$ 258.96*	*-12.1%*
Aid to Students Attending Independent Institutions	*$ -*	*$ 442.89*	*$ 1,970.47*	*$ 2,307.67*	*$ 2,356.75*	*2.1%*
Aid to Students Attending Out of State Institutions	*$ -*	*$ 1.50*	*$ 31.81*	*$ 33.21*	*$ 35.17*	*5.9%*

Percentages may not equal 100 due to rounding.

Notes:
1) FTE enrollment excludes medical school enrollments.
2) Data for aid to independent institutions and students attending private institutions were not reported in 1984 and may be incomplete in 1999.

Source: SSDB

Table 3

Higher Education Finance Indicators (Constant Dollars in Millions)

(Constant Dollars)	1984 (1)	1999 (1)	2004	2008	2009	1 Year Change	5 Year Change	10 Year Change	25 Year Change
[A] State and Local Support for Public Higher Education	**$ 59,322**	**$ 78,783**	**$ 76,976**	**$ 86,999**	**$ 85,817**	**-1.4%**	**11.5%**	**8.9%**	**44.7%**
ARRA Funds	*$ -*	*$ -*	*$ -*	*$ -*	*$ 2,334*	*N/A*	*N/A*	*N/A*	*N/A*
State	*$ 55,364*	*$ 72,159*	*$ 69,318*	*$ 78,925*	*$ 74,957*	*-5.0%*	*8.1%*	*3.9%*	*35.4%*
Local	*$ 3,958*	*$ 6,624*	*$ 7,658*	*$ 8,074*	*$ 8,526*	*5.6%*	*11.3%*	*28.7%*	*115.4%*
[B] Research - Agriculture - Medical (RAM)	**$ 10,490**	**$ 11,794**	**$ 10,665**	**$ 11,304**	**$ 10,718**	**-5.2%**	**0.5%**	**-9.1%**	**2.2%**
[C] Educational appropriations [A-B]	**$ 48,832**	**$ 66,989**	**$ 66,312**	**$ 75,696**	**$ 75,099**	**-0.8%**	**13.3%**	**12.1%**	**53.8%**
[D] Net Tuition	**$ 15,835**	**$ 28,848**	**$ 35,085**	**$ 42,221**	**$ 44,527**	**5.5%**	**26.9%**	**54.4%**	**181.2%**
[E] Tuition and Fees Used for Debt Service	**$ -**	**$ 9**	**$ 299**	**$ 386**	**$ 408**	**5.6%**	**36.6%**		
Total Educational Revenue [C+D-E]	**$ 64,667**	**$ 95,829**	**$ 101,098**	**$ 117,530**	**$ 119,219**	**1.4%**	**17.9%**	**24.4%**	**84.4%**
Net Tuition as a % of Total Educational Revenue	**24.5%**	**30.1%**	**34.7%**	**35.9%**	**37.3%**				
Full-Time Equivalent Enrollment (FTE) (1)	**7,374,779**	**8,525,540**	**9,954,415**	**10,484,952**	**10,839,907**	**3.4%**	**8.9%**	**27.1%**	**47.0%**
Educational Appropriations Per FTE	$ 6,622	$ 7,857	$ 6,661	$ 7,220	$ 6,928	-4.0%	4.0%	-11.8%	4.6%
Net Tuition Per FTE	$ 2,147	$ 3,384	$ 3,525	$ 4,027	$ 4,108	2.0%	16.5%	21.4%	91.3%
Total Educational Revenue Per FTE	$ 8,769	$ 11,240	$ 10,156	$ 11,209	$ 10,998	-1.9%	8.3%	-2.2%	25.4%
State support for independent and out of state institutions (2)		**$ 742.29**	**$ 2,610.83**	**$ 2,674.17**	**$ 2,650.88**	**-0.9%**	**1.5%**		
Operating Grants		*$ 132.03*	*$ 307.50*	*$ 298.86*	*$ 258.96*	*-13.4%*	*-15.8%*		
Aid to Students Attending Independent Institutions		*$ 608.20*	*$ 2,266.74*	*$ 2,341.62*	*$ 2,356.75*	*0.6%*	*4.0%*		
Aid to Students Attending Out of State Institutions		*$ 2.06*	*$ 36.59*	*$ 33.70*	*$ 35.17*	*4.4%*	*-3.9%*		

Percentages may not equal 100 due to rounding.

Notes:

1) FTE enrollment excludes medical school enrollment.

2) Data for aid to independent institutions and students attending private institutions were not reported in 1984 and may be incomplete in 1999.

Source: SSDB

Figure 4

Net Tuition as a Percent of Public Higher Education Total Educational Revenue, U.S., Fiscal 1984-2009

Note: Net tuition revenue used for capital debt service is included in net tuition revenue, but excluded from total educational revenue in calculating the above figures.

Source: SSDB

Interstate Comparisons – Making Sense of Many Variables

National averages and trends often mask substantial variation and important differences across the 50 states. This section provides ways to examine interstate differences more closely. First, it explains in greater detail the adjustments SHEF makes to state-level data. Next, it illustrates differences across single variables or dimensions of higher education financing; for example, rates of enrollment growth or the varying proportions of public versus tuition financing. Third, it compares or "locates" states in relation to one another across two variables or dimensions of higher education finance; for example, taking into account both where a state currently stands in its support for higher education and whether the level of support has been decreasing or increasing relative to other states.

SHEF Adjustments to Facilitate Interstate Comparisons

Many factors affect the decisions and relative positions of states in their funding of higher education. Although no comparative analysis can take all of these into account, SHEF makes two adjustments to reflect the most basic differences—differences in cost of living across states and in the public postsecondary enrollment mix among different types of institutions.

Technical Paper Table 1 (in Technical Paper B) shows the impact of SHEF cost of living and enrollment mix adjustments on total educational revenue per FTE. These adjustments tend to draw states toward the national average; for example, states with a high cost of living also tend to support higher education at above average levels, in which case, the SHEF adjustments reduce this difference. The size and direction of these adjustments vary across states. In brief:

- In states where the cost of living exceeds the national average, dollars per FTE are adjusted downward (e.g., Massachusetts). In states where the cost of living is below the national average, dollars per FTE are adjusted upward (e.g., Mississippi).
- If the proportion of enrollment in higher-cost institutions (e.g., research institutions) exceeds the national average, the dollars per FTE are adjusted downward. In states with a relatively inexpensive enrollment mix (e.g., more community colleges), the dollars per FTE are adjusted upward.
- Dollars per FTE are adjusted upward the most in states with an inexpensive enrollment mix and low cost of living (e.g., Arkansas). The reverse is true for states that possess both a more expensive enrollment mix and a higher cost of living (e.g., Colorado). In some states, the two factors cancel out each other (e.g., Washington).

Comparing States across Single Dimensions or Variables

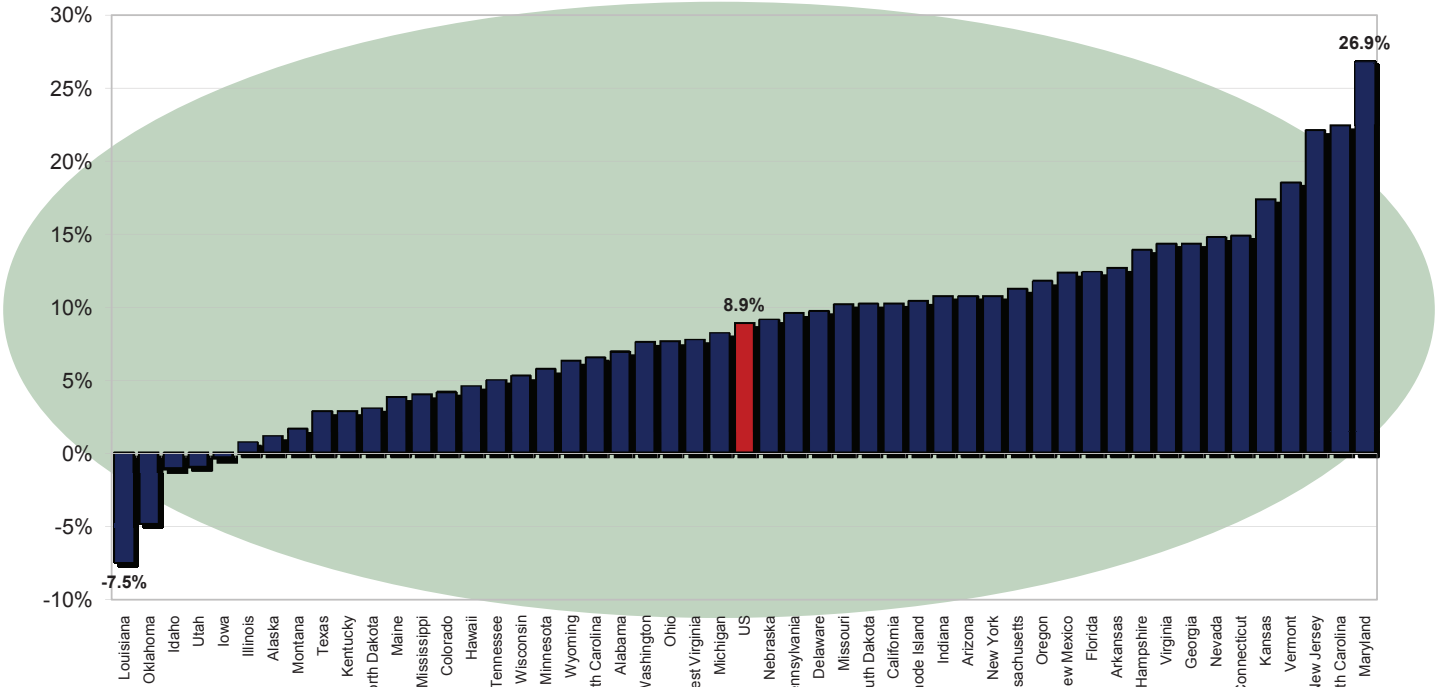
This section illustrates the variability across states and over time with respect to: higher education enrollment growth, total state and local appropriations, the proportion of tuition-derived revenue, total revenue available for public educational programs, and current funding in the context of each state's average national position over the past 25 years.

Figure 5 (and the accompanying data in *Table 4*) shows change in full-time-equivalent enrollment (FTE) in public higher education by state for the five years between 2004 and 2009.

- All but five states (Louisiana, Utah, Oklahoma, Idaho, and Iowa) have seen enrollment growth over the last five years. Louisiana's FTE enrollment has undoubtedly been affected by the effects of Hurricanes Katrina and Rita.
- The 25 states in which enrollment growth exceeded the national average of 8.9 percent include both large and small states, high and low population growth states, and several states where enrollment increased much faster than overall population changes.
- Data improvements and corrections occasionally affect comparisons. For instance, the rapid enrollment growth in Kansas and New Jersey is partially due to the inclusion of Summer FTE for the first time in 2006.

Figure 5

Full-Time-Equivalent (FTE) Enrollment in Public Higher Education
Percent Change by State, Fiscal 2004-2009



Source: SSDB

Table 4

Public Higher Education Full-Time-Equivalent (FTE) Enrollment

State	FY 2004	FY 2008	FY 2009	1 Year % Chng	5 Year % Change
Alabama	183,167	187,086	195,894	4.7%	6.9%
Alaska	18,802	18,703	19,010	1.6%	1.1%
Arizona	212,980	224,176	235,831	5.2%	10.7%
Arkansas	96,292	107,428	108,474	1.0%	12.7%
California	1,623,478	1,731,754	1,789,781	3.4%	10.2%
Colorado	161,181	161,283	167,927	4.1%	4.2%
Connecticut	70,030	77,088	80,433	4.3%	14.9%
Delaware	29,546	31,619	32,417	2.5%	9.7%
Florida	499,972	537,898	561,916	4.5%	12.4%
Georgia	289,382	310,759	330,866	6.5%	14.3%
Hawaii	35,441	35,469	37,070	4.5%	4.6%
Idaho	45,184	43,968	44,705	1.7%	-1.1%
Illinois	385,517	391,386	388,195	-0.8%	0.7%
Indiana	218,388	229,345	241,818	5.4%	10.7%
Iowa	117,664	115,011	117,254	2.0%	-0.3%
Kansas	110,243	127,117	129,377	1.8%	17.4%
Kentucky	140,056	142,382	144,086	1.2%	2.9%
Louisiana	183,276	165,781	169,602	2.3%	-7.5%
Maine	34,516	35,533	35,847	0.9%	3.9%
Maryland	165,502	207,255	209,979	1.3%	26.9%
Massachusetts	137,509	144,578	152,933	5.8%	11.2%
Michigan	368,600	388,725	398,930	2.6%	8.2%
Minnesota	189,848	196,014	200,732	2.4%	5.7%
Mississippi	115,613	117,556	120,251	2.3%	4.0%
Missouri	167,742	179,364	184,843	3.1%	10.2%
Montana	35,785	35,556	36,375	2.3%	1.6%
Nebraska	71,310	75,451	77,825	3.1%	9.1%
Nevada	57,219	63,324	65,665	3.7%	14.8%
New Hampshire	30,495	33,416	34,732	3.9%	13.9%
New Jersey	201,756	238,040	246,215	3.4%	22.0%
New Mexico	79,634	85,203	89,450	5.0%	12.3%
New York	489,692	526,538	542,320	3.0%	10.7%
North Carolina	315,159	357,601	385,792	7.9%	22.4%
North Dakota	35,322	34,955	36,408	4.2%	3.1%
Ohio	378,497	393,469	407,419	3.5%	7.6%
Oklahoma	133,393	131,191	127,058	-3.2%	-4.7%
Oregon	126,825	129,309	141,731	9.6%	11.8%
Pennsylvania	322,665	343,043	353,494	3.0%	9.6%
Rhode Island	27,815	30,120	30,709	2.0%	10.4%
South Carolina	143,800	150,333	153,198	1.9%	6.5%
South Dakota	28,154	29,595	31,027	4.8%	10.2%
Tennessee	169,613	173,706	178,100	2.5%	5.0%
Texas	799,142	804,918	822,131	2.1%	2.9%
Utah	108,636	103,320	107,649	4.2%	-0.9%
Vermont	17,429	19,797	20,654	4.3%	18.5%
Virginia	257,534	281,940	294,436	4.4%	14.3%
Washington	220,041	221,264	236,742	7.0%	7.6%
West Virginia	69,466	73,525	74,864	1.8%	7.8%
Wisconsin	212,880	219,006	224,113	2.3%	5.3%
Wyoming	22,225	23,054	23,628	2.5%	6.3%
US	**9,954,415**	**10,484,952**	**10,839,907**	**3.4%**	**8.9%**

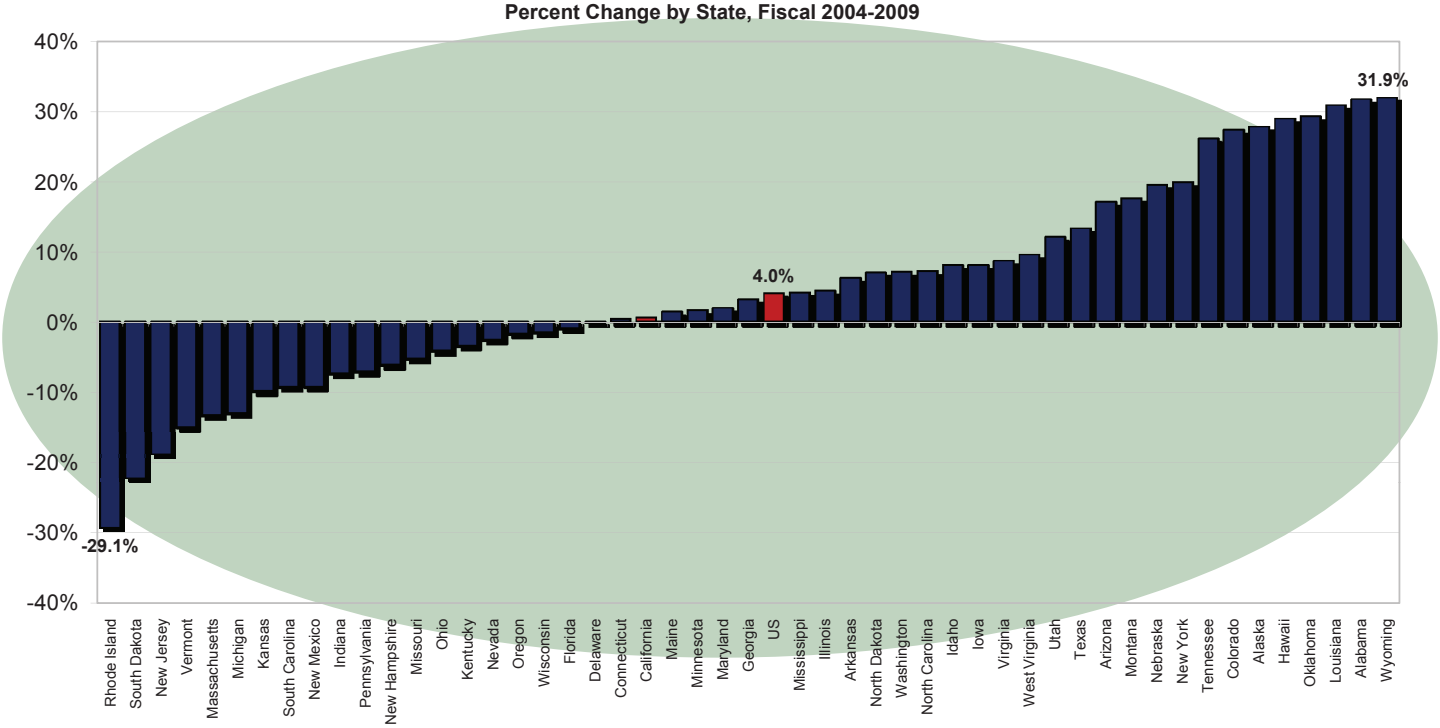
Note: Full-time-equivalent enrollment equates student credit hours to full time, academic year students, but excludes medical students.
Source: SSDB

Figure 6 (and the accompanying data in *Table 5*) shows the percent change by state in higher education appropriations per public FTE student between 2004 and 2009. The national average per FTE funding for 2009 is lower than 2008 by 4% (see *Table 5*), but still 4% higher than 2004, due to the recovery of state and local funding between 2004 and 2008.

- Thirty states increased per student support for public institutions during this five-year period.
- Twenty states decreased constant dollar funding during this five year period, two by more than 20%
- Fifteen states utilized federal funds available through the American Recovery and Reinvestment Act of 2009, specifically those funds to be used to fill shortfalls in state support for general operating expenses at public colleges and universities. This totaled $2.3 billion.

Figure 6

Educational Appropriations per FTE
Percent Change by State, Fiscal 2004-2009



Note: Dollars adjusted by 2009 HECA, Cost of Living Adjustment, and Enrollment Mix.
Source: SSDB

Table 5

Public Higher Education Appropriations per FTE

Constant Dollars

State	FY 2004	FY 2008	FY 2009	1 Year % Chng	FY2009 Index to US Average	5 Year % Change	Educational Appropriations from Stimuls
Alabama	$ 6,156	$ 8,765	$ 8,102	-7.6%	1.17	31.6%	0.0%
Alaska	$ 10,149	$ 12,502	$ 12,962	3.7%	1.87	27.7%	0.0%
Arizona	$ 6,240	$ 7,371	$ 7,301	-0.9%	1.05	17.0%	10.1%
Arkansas	$ 7,486	$ 8,080	$ 7,955	-1.6%	1.15	6.3%	0.0%
California	$ 6,859	$ 7,134	$ 6,899	-3.3%	1.00	0.6%	11.8%
Colorado	$ 3,087	$ 3,624	$ 3,929	8.4%	0.57	27.3%	19.2%
Connecticut	$ 8,287	$ 8,823	$ 8,317	-5.7%	1.20	0.4%	0.0%
Delaware	$ 5,699	$ 5,878	$ 5,695	-3.1%	0.82	-0.1%	0.0%
Florida	$ 6,624	$ 7,600	$ 6,564	-13.6%	0.95	-0.9%	0.0%
Georgia	$ 8,496	$ 8,823	$ 8,765	-0.6%	1.27	3.2%	0.7%
Hawaii	$ 6,866	$ 8,594	$ 8,849	3.0%	1.28	28.9%	0.0%
Idaho	$ 8,567	$ 9,472	$ 9,255	-2.3%	1.34	8.0%	0.0%
Illinois	$ 7,450	$ 7,393	$ 7,777	5.2%	1.12	4.4%	0.0%
Indiana	$ 5,129	$ 4,814	$ 4,752	-1.3%	0.69	-7.3%	3.4%
Iowa	$ 5,464	$ 5,847	$ 5,905	1.0%	0.85	8.1%	0.0%
Kansas	$ 6,206	$ 5,762	$ 5,591	-3.0%	0.81	-9.9%	1.2%
Kentucky	$ 8,252	$ 8,511	$ 7,969	-6.4%	1.15	-3.4%	0.0%
Louisiana	$ 6,188	$ 8,376	$ 8,092	-3.4%	1.17	30.8%	0.0%
Maine	$ 6,662	$ 6,787	$ 6,756	-0.5%	0.98	1.4%	5.3%
Maryland	$ 7,948	$ 7,785	$ 8,100	4.0%	1.17	1.9%	0.0%
Massachusetts	$ 6,447	$ 7,328	$ 5,591	-23.7%	0.81	-13.3%	2.5%
Michigan	$ 6,167	$ 5,521	$ 5,365	-2.8%	0.77	-13.0%	0.0%
Minnesota	$ 6,064	$ 6,445	$ 6,161	-4.4%	0.89	1.6%	2.3%
Mississippi	$ 7,025	$ 8,135	$ 7,316	-10.1%	1.06	4.1%	0.0%
Missouri	$ 6,421	$ 5,923	$ 6,084	2.7%	0.88	-5.2%	0.0%
Montana	$ 3,798	$ 4,399	$ 4,465	1.5%	0.64	17.6%	0.0%
Nebraska	$ 5,899	$ 7,528	$ 7,048	-6.4%	1.02	19.5%	0.0%
Nevada	$ 9,012	$ 9,167	$ 8,781	-4.2%	1.27	-2.6%	0.0%
New Hampshire	$ 3,338	$ 3,172	$ 3,131	-1.3%	0.45	-6.2%	0.0%
New Jersey	$ 9,198	$ 8,007	$ 7,481	-6.6%	1.08	-18.7%	0.0%
New Mexico	$ 9,210	$ 9,765	$ 8,359	-14.4%	1.21	-9.2%	0.0%
New York	$ 6,875	$ 8,266	$ 8,238	-0.3%	1.19	19.8%	0.0%
North Carolina	$ 8,250	$ 9,723	$ 8,844	-9.0%	1.28	7.2%	4.0%
North Dakota	$ 5,119	$ 5,789	$ 5,476	-5.4%	0.79	7.0%	0.0%
Ohio	$ 5,068	$ 4,708	$ 4,858	3.2%	0.70	-4.2%	0.0%
Oklahoma	$ 6,809	$ 8,833	$ 8,797	-0.4%	1.27	29.2%	0.0%
Oregon	$ 5,107	$ 5,561	$ 5,020	-9.7%	0.72	-1.7%	7.6%
Pennsylvania	$ 5,966	$ 5,718	$ 5,542	-3.1%	0.80	-7.1%	3.2%
Rhode Island	$ 6,720	$ 5,669	$ 4,763	-16.0%	0.69	-29.1%	0.0%
South Carolina	$ 6,284	$ 6,987	$ 5,700	-18.4%	0.82	-9.3%	0.0%
South Dakota	$ 5,042	$ 5,402	$ 3,927	-27.3%	0.57	-22.1%	8.4%
Tennessee	$ 6,269	$ 7,901	$ 7,901	0.0%	1.14	26.0%	6.3%
Texas	$ 7,215	$ 8,664	$ 8,171	-5.7%	1.18	13.2%	0.0%
Utah	$ 5,448	$ 6,783	$ 6,103	-10.0%	0.88	12.0%	4.1%
Vermont	$ 3,122	$ 2,904	$ 2,654	-8.6%	0.38	-15.0%	0.0%
Virginia	$ 5,249	$ 5,928	$ 5,702	-3.8%	0.82	8.6%	0.0%
Washington	$ 6,053	$ 6,868	$ 6,483	-5.6%	0.94	7.1%	0.0%
West Virginia	$ 5,872	$ 7,507	$ 6,433	-14.3%	0.93	9.5%	0.0%
Wisconsin	$ 6,637	$ 6,443	$ 6,534	1.4%	0.94	-1.5%	0.0%
Wyoming	$ 11,668	$ 14,721	$ 15,391	4.5%	2.22	31.9%	0.0%
US	**$ 6,661**	**$ 7,220**	**$ 6,928**	**-4.0%**		**4.0%**	**3.1%**

Notes: Educational appropriations measures state and local support available for public higher education operating expenses including ARRA funds and exclude appropriations for independent institutions, financial aid for students attending independent institutions, research, hospitals, and medical education.

Adjustment factors, to arrive at constant dollar figures, include Cost of Living Adjustment (COLA), Enrollment Mix Index (EMI), and Higher Education Cost Adjustment (HECA).The Cost of Living Adjustment (COLA) is not a measure of inflation over time.

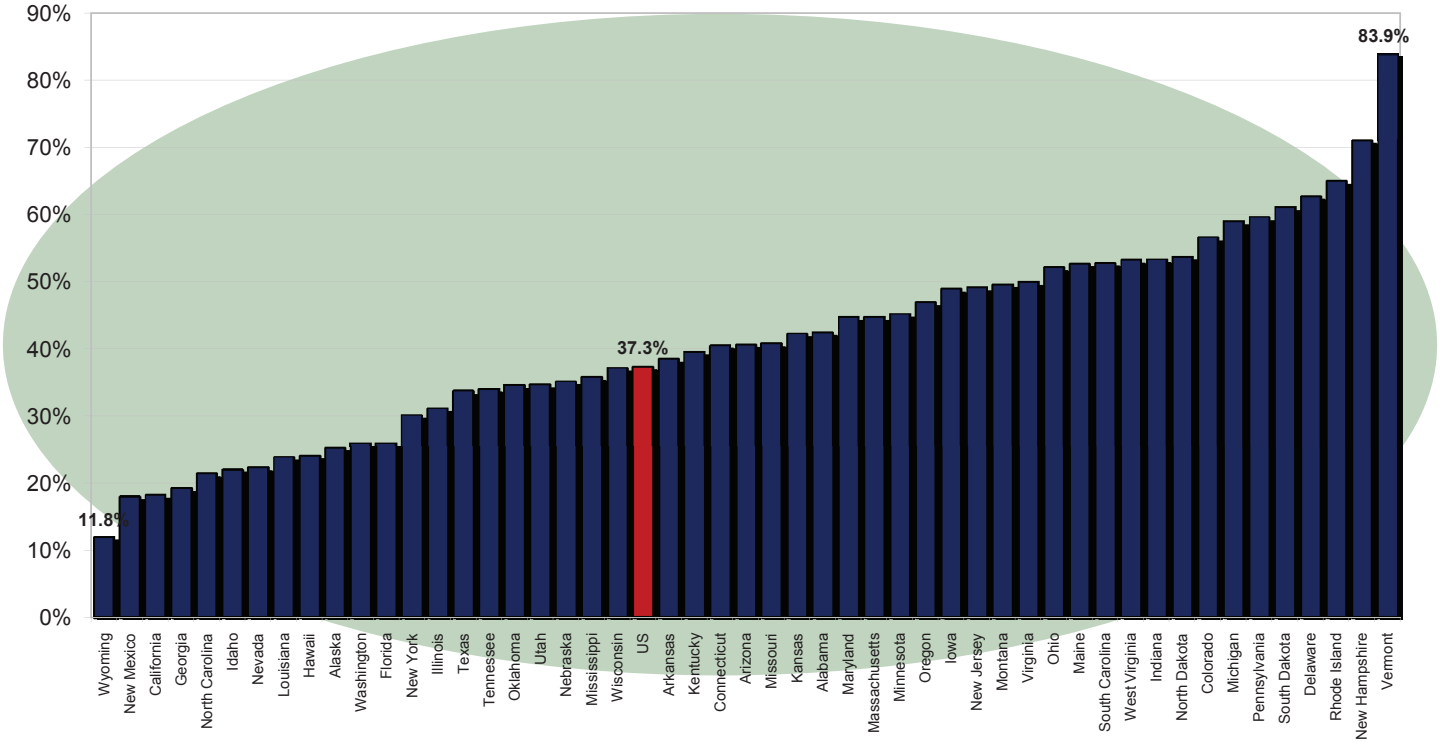
Source: SSDB

Figure 7 shows net tuition revenue as a percent of total educational revenue for public higher education by state for 2009. The accompanying *Table 6* shows the dollar values of the net tuition per FTE by state. *Table 6* also shows the amount of net tuition per FTE each state reports is used for debt service.

- States vary widely in the percent of educational revenue supported by net tuition, from a low of 11.8 percent in Wyoming to a high of about 84 percent in Vermont.
- Twenty-nine states are above the national average of 37.3 percent in the proportion of educational revenue from tuition sources.
- Thirteen states report using some portion of net tuition revenue for debt service. The amount used in 2009 ranges from $794 per FTE to $1 per FTE. Nationally, only about $38 of net tuition per FTE was used for debt service in 2009.

Figure 7

Net Tuition as a Percent of Public Higher Education Total Educational Revenue by State, Fiscal 2009



Note: Dollars adjusted by 2009 HECA, Cost of Living Adjustment, and Enrollment Mix.
Source: SSDB

Table 6

Public Higher Education Net Tuition Revenue per FTE

Constant Dollars

State	FY 2004	FY 2008	FY 2009	1 Year % Chng	FY2009 Index to US Average	5 Year % Change	Tuition and Fees Used for Debt Service FY 2004	FY 2008	FY 2009
Alabama	$ 5,647	$ 5,963	$ 5,622	-5.7%	1.37	-0.5%	$ -	$ 483	$ 468
Alaska	$ 3,113	$ 4,214	$ 4,355	3.3%	1.06	39.9%	$ -	$ -	$ -
Arizona	$ 3,288	$ 4,564	$ 4,772	4.5%	1.16	45.1%	$ 282	$ 318	$ 314
Arkansas	$ 3,646	$ 4,136	$ 4,629	11.9%	1.13	26.9%	$ 583	$ 645	$ 550
California	$ 1,189	$ 1,398	$ 1,528	9.3%	0.37	28.5%	$ -	$ -	$ -
Colorado	$ 4,486	$ 4,802	$ 5,100	6.2%	1.24	13.7%	$ -	$ -	$ -
Connecticut	$ 5,219	$ 5,734	$ 5,657	-1.3%	1.38	8.4%	$ -	$ -	$ -
Delaware	$ 7,762	$ 9,002	$ 9,392	4.3%	2.29	21.0%	$ -	$ 42	$ 83
Florida	$ 2,113	$ 2,203	$ 2,308	4.7%	0.56	9.2%	$ -	$ -	$ -
Georgia	$ 1,480	$ 2,197	$ 2,074	-5.6%	0.50	40.1%	$ 26	$ 20	$ 18
Hawaii	$ 1,745	$ 2,387	$ 2,970	24.4%	0.72	70.2%	$ -	$ -	$ -
Idaho	$ 2,278	$ 2,368	$ 2,603	9.9%	0.63	14.2%	$ -	$ -	$ -
Illinois	$ 2,653	$ 3,176	$ 3,520	10.8%	0.86	32.7%	$ -	$ -	$ -
Indiana	$ 5,015	$ 5,449	$ 5,379	-1.3%	1.31	7.2%	$ -	$ 25	$ 29
Iowa	$ 4,888	$ 5,452	$ 5,641	3.5%	1.37	15.4%	$ -	$ -	$ -
Kansas	$ 3,473	$ 4,071	$ 4,086	0.4%	0.99	17.7%	$ -	$ -	$ -
Kentucky	$ 3,336	$ 4,974	$ 5,215	4.9%	1.27	56.3%	$ -	$ -	$ -
Louisiana	$ 2,389	$ 2,679	$ 2,524	-5.8%	0.61	5.6%	$ -	$ -	$ -
Maine	$ 5,538	$ 6,628	$ 7,496	13.1%	1.82	35.3%	$ -	$ -	$ -
Maryland	$ 6,692	$ 6,320	$ 6,540	3.5%	1.59	-2.3%	$ -	$ -	$ -
Massachusetts	$ 3,836	$ 4,888	$ 4,522	-7.5%	1.10	17.9%	$ -	$ -	$ -
Michigan	$ 6,233	$ 7,280	$ 7,694	5.7%	1.87	23.4%	$ -	$ -	$ -
Minnesota	$ 4,341	$ 4,973	$ 5,082	2.2%	1.24	17.1%	$ -	$ -	$ -
Mississippi	$ 3,918	$ 4,433	$ 4,077	-8.0%	0.99	4.1%	$ -	$ -	$ -
Missouri	$ 3,802	$ 3,872	$ 4,188	8.2%	1.02	10.1%	$ -	$ -	$ -
Montana	$ 3,815	$ 4,325	$ 4,387	1.4%	1.07	15.0%	$ -	$ -	$ -
Nebraska	$ 3,642	$ 3,703	$ 3,818	3.1%	0.93	4.8%	$ -	$ -	$ -
Nevada	$ 2,332	$ 2,509	$ 2,509	0.0%	0.61	7.6%	$ -	$ -	$ -
New Hampshire	$ 5,377	$ 7,597	$ 7,619	0.3%	1.85	41.7%	$ -	$ -	$ -
New Jersey	$ 6,612	$ 6,766	$ 7,215	6.6%	1.76	9.1%	$ -	$ -	$ -
New Mexico	$ 1,280	$ 1,040	$ 1,827	75.6%	0.44	42.7%	$ -	$ -	$ -
New York	$ 3,780	$ 3,437	$ 3,557	3.5%	0.87	-5.9%	$ -	$ -	$ -
North Carolina	$ 2,719	$ 2,559	$ 2,396	-6.4%	0.58	-11.9%	$ -	$ -	$ -
North Dakota	$ 4,640	$ 6,170	$ 6,335	2.7%	1.54	36.5%	$ -	$ -	$ -
Ohio	$ 4,874	$ 5,458	$ 5,275	-3.4%	1.28	8.2%	$ -	$ -	$ -
Oklahoma	$ 3,034	$ 4,068	$ 4,660	14.6%	1.13	53.6%	$ -	$ -	$ -
Oregon	$ 4,595	$ 4,913	$ 4,427	-9.9%	1.08	-3.7%	$ -	$ -	$ -
Pennsylvania	$ 6,814	$ 7,603	$ 8,137	7.0%	1.98	19.4%	$ -	$ -	$ -
Rhode Island	$ 6,524	$ 8,057	$ 8,798	9.2%	2.14	34.9%	$ -	$ -	$ -
South Carolina	$ 5,280	$ 6,011	$ 5,690	-5.3%	1.39	7.8%	$ 717	$ 508	$ 589
South Dakota	$ 5,243	$ 5,230	$ 5,282	1.0%	1.29	0.7%	$ 643	$ 498	$ 549
Tennessee	$ 4,345	$ 3,953	$ 4,000	1.2%	0.97	-8.0%	$ 116	$ 139	$ 144
Texas	$ 3,098	$ 4,502	$ 4,158	-7.6%	1.01	34.2%	$ 7	$ 4	$ 1
Utah	$ 2,759	$ 3,414	$ 3,245	-4.9%	0.79	17.6%	$ -	$ -	$ -
Vermont	$ 9,812	$ 11,392	$ 12,025	5.6%	2.93	22.6%	$ 153	$ 293	$ 353
Virginia	$ 4,545	$ 5,435	$ 5,666	4.3%	1.38	24.7%	$ 9	$ -	$ 14
Washington	$ 1,942	$ 2,371	$ 2,274	-4.1%	0.55	17.1%	$ -	$ -	$ -
West Virginia	$ 4,772	$ 5,817	$ 6,393	9.9%	1.56	34.0%	$ 754	$ 779	$ 794
Wisconsin	$ 3,306	$ 3,887	$ 3,863	-0.6%	0.94	16.8%	$ -	$ -	$ -
Wyoming	$ 2,664	$ 2,583	$ 2,069	-19.9%	0.50	-22.3%	$ -	$ -	$ -
US	**$ 3,524**	**$ 4,027**	**$ 4,108**	**2.0%**		**16.6%**	$ 30	$ 37	$ 38

Notes: Net Tuition Revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees. Net tuition revenue used for capital debt service is included in the net tuition revenue figures above.

Adjustment factors, to arrive at constant dollar figures, include Cost of Living Adjustment (COLA), Enrollment Mix Index (EMI), and Higher Education Cost Adjustment (HECA).The Cost of Living Adjustment (COLA) is not a measure of inflation over time.

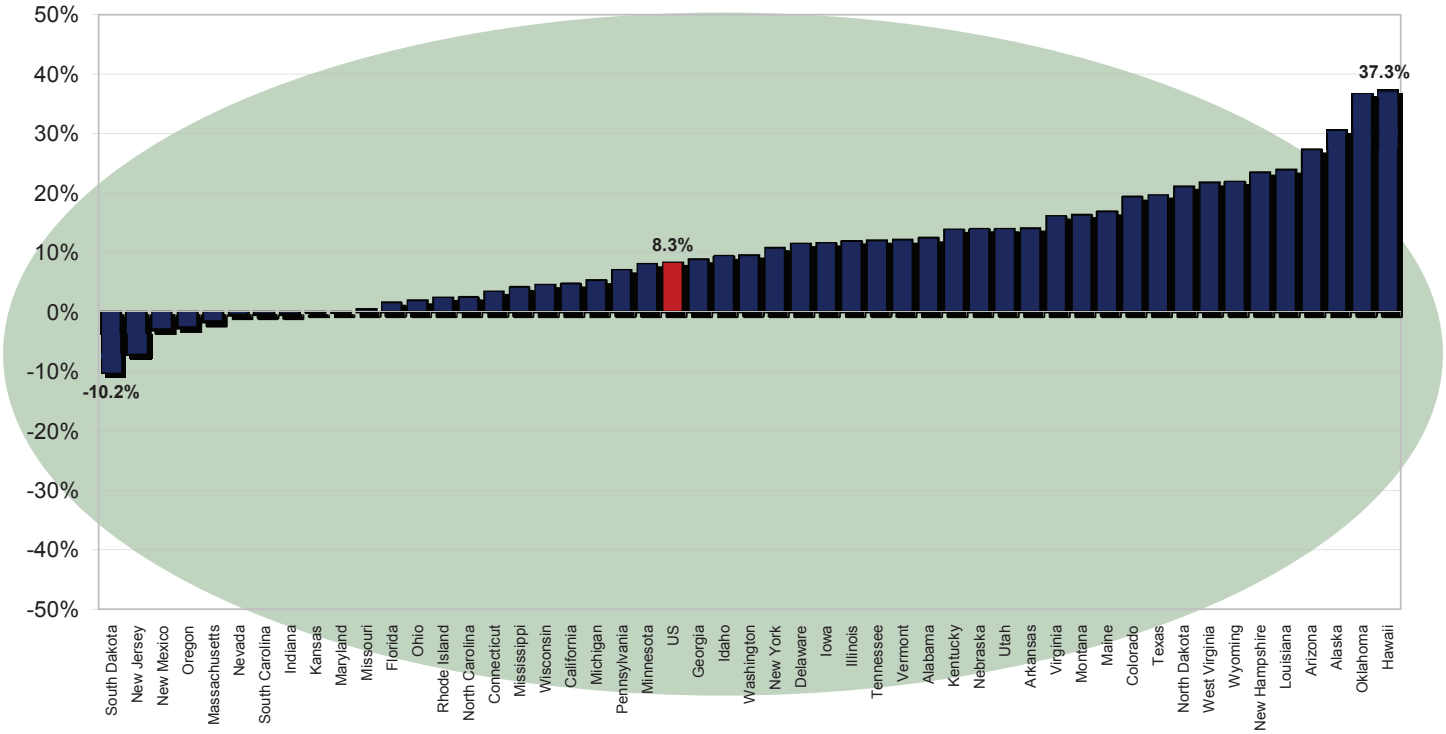
Source: SSDB

Figure 8 (and the accompanying data in *Table 7*) shows the percent change by state in total educational revenue per FTE in public higher education from 2004 to 2009. While total revenue per FTE for 2009 is lower than for 2008 (see *Table 7*), the data still reflect the recovery in state support which occurred between 2004 and 2008

- Forty states increased total educational revenue per student between 2004 and 2009.
- In eight states, total educational revenue per FTE decreased.
- The U.S. average showed an 8.3 percent increase in educational revenue per FTE.

Figure 8

Total Educational Revenue per FTE
Percent Change by State, Fiscal 2004-2009



Note: Dollars adjusted by 2009 HECA, Cost of Living Adjustment, and Enrollment Mix; total educational revenue exclude net tuition revenue used for capital debt service.

Source: SSDB

Table 7

Public Higher Education Total Educational Revenue per FTE

Constant Dollars

State	FY 2004	FY 2008	FY 2009	1 Year % Chng	FY2009 Index to US Average	5 Year % Change	% of Total Educational Revenue from Stimuls
Alabama	$ 11,803	$ 14,244	$ 13,255	-6.9%	1.21	12.3%	0.0%
Alaska	$ 13,263	$ 16,716	$ 17,317	3.6%	1.57	30.6%	0.0%
Arizona	$ 9,246	$ 11,617	$ 11,759	1.2%	1.07	27.2%	6.3%
Arkansas	$ 10,550	$ 11,571	$ 12,033	4.0%	1.09	14.1%	0.0%
California	$ 8,048	$ 8,532	$ 8,426	-1.2%	0.77	4.7%	9.7%
Colorado	$ 7,573	$ 8,426	$ 9,029	7.2%	0.82	19.2%	8.3%
Connecticut	$ 13,505	$ 14,557	$ 13,974	-4.0%	1.27	3.5%	0.0%
Delaware	$ 13,461	$ 14,839	$ 15,004	1.1%	1.36	11.5%	0.0%
Florida	$ 8,737	$ 9,803	$ 8,872	-9.5%	0.81	1.5%	0.0%
Georgia	$ 9,950	$ 11,000	$ 10,821	-1.6%	0.98	8.8%	0.6%
Hawaii	$ 8,611	$ 10,982	$ 11,819	7.6%	1.07	37.3%	0.0%
Idaho	$ 10,845	$ 11,840	$ 11,857	0.1%	1.08	9.3%	0.0%
Illinois	$ 10,103	$ 10,569	$ 11,297	6.9%	1.03	11.8%	0.0%
Indiana	$ 10,144	$ 10,238	$ 10,102	-1.3%	0.92	-0.4%	1.6%
Iowa	$ 10,352	$ 11,299	$ 11,546	2.2%	1.05	11.5%	0.0%
Kansas	$ 9,678	$ 9,833	$ 9,677	-1.6%	0.88	0.0%	0.7%
Kentucky	$ 11,588	$ 13,484	$ 13,184	-2.2%	1.20	13.8%	0.0%
Louisiana	$ 8,577	$ 11,055	$ 10,616	-4.0%	0.97	23.8%	0.0%
Maine	$ 12,200	$ 13,415	$ 14,252	6.2%	1.30	16.8%	2.5%
Maryland	$ 14,640	$ 14,105	$ 14,640	3.8%	1.33	0.0%	0.0%
Massachusetts	$ 10,283	$ 12,215	$ 10,113	-17.2%	0.92	-1.7%	1.4%
Michigan	$ 12,400	$ 12,801	$ 13,059	2.0%	1.19	5.3%	0.0%
Minnesota	$ 10,405	$ 11,418	$ 11,243	-1.5%	1.02	8.1%	1.3%
Mississippi	$ 10,943	$ 12,568	$ 11,394	-9.3%	1.04	4.1%	0.0%
Missouri	$ 10,223	$ 9,794	$ 10,272	4.9%	0.93	0.5%	0.0%
Montana	$ 7,613	$ 8,724	$ 8,852	1.5%	0.80	16.3%	0.0%
Nebraska	$ 9,542	$ 11,231	$ 10,866	-3.3%	0.99	13.9%	0.0%
Nevada	$ 11,344	$ 11,676	$ 11,290	-3.3%	1.03	-0.5%	0.0%
New Hampshire	$ 8,715	$ 10,769	$ 10,750	-0.2%	0.98	23.4%	0.0%
New Jersey	$ 15,810	$ 14,773	$ 14,696	-0.5%	1.34	-7.1%	0.0%
New Mexico	$ 10,490	$ 10,805	$ 10,185	-5.7%	0.93	-2.9%	0.0%
New York	$ 10,655	$ 11,703	$ 11,795	0.8%	1.07	10.7%	0.0%
North Carolina	$ 10,969	$ 12,282	$ 11,239	-8.5%	1.02	2.5%	3.1%
North Dakota	$ 9,759	$ 11,959	$ 11,812	-1.2%	1.07	21.0%	0.0%
Ohio	$ 9,942	$ 10,167	$ 10,133	-0.3%	0.92	1.9%	0.0%
Oklahoma	$ 9,843	$ 12,901	$ 13,457	4.3%	1.22	36.7%	0.0%
Oregon	$ 9,703	$ 10,474	$ 9,447	-9.8%	0.86	-2.6%	4.0%
Pennsylvania	$ 12,781	$ 13,320	$ 13,679	2.7%	1.24	7.0%	1.3%
Rhode Island	$ 13,244	$ 13,725	$ 13,562	-1.2%	1.23	2.4%	0.0%
South Carolina	$ 10,847	$ 12,490	$ 10,801	-13.5%	0.98	-0.4%	0.0%
South Dakota	$ 9,641	$ 10,134	$ 8,660	-14.6%	0.79	-10.2%	3.8%
Tennessee	$ 10,498	$ 11,715	$ 11,756	0.3%	1.07	12.0%	4.2%
Texas	$ 10,306	$ 13,161	$ 12,327	-6.3%	1.12	19.6%	0.0%
Utah	$ 8,208	$ 10,197	$ 9,348	-8.3%	0.85	13.9%	2.7%
Vermont	$ 12,781	$ 14,003	$ 14,326	2.3%	1.30	12.1%	0.0%
Virginia	$ 9,784	$ 11,362	$ 11,355	-0.1%	1.03	16.1%	0.0%
Washington	$ 7,995	$ 9,239	$ 8,757	-5.2%	0.80	9.5%	0.0%
West Virginia	$ 9,890	$ 12,545	$ 12,032	-4.1%	1.09	21.7%	0.0%
Wisconsin	$ 9,943	$ 10,331	$ 10,397	0.6%	0.95	4.6%	0.0%
Wyoming	$ 14,332	$ 17,304	$ 17,460	0.9%	1.59	21.8%	0.0%
US	**$ 10,156**	**$ 11,210**	**$ 10,998**	**-1.9%**		**8.3%**	**2.0%**

Notes: Total educational revenue is the sum of educational appropriations and net tuition excluding net tuition revenue used for capital debt service.

Adjustment factors, to arrive at constant dollar figures, include Cost of Living Adjustment (COLA), Enrollment Mix Index (EMI), and Higher Education Cost Adjustment (HECA).The Cost of Living Adjustment (COLA) is not a measure of inflation over time.

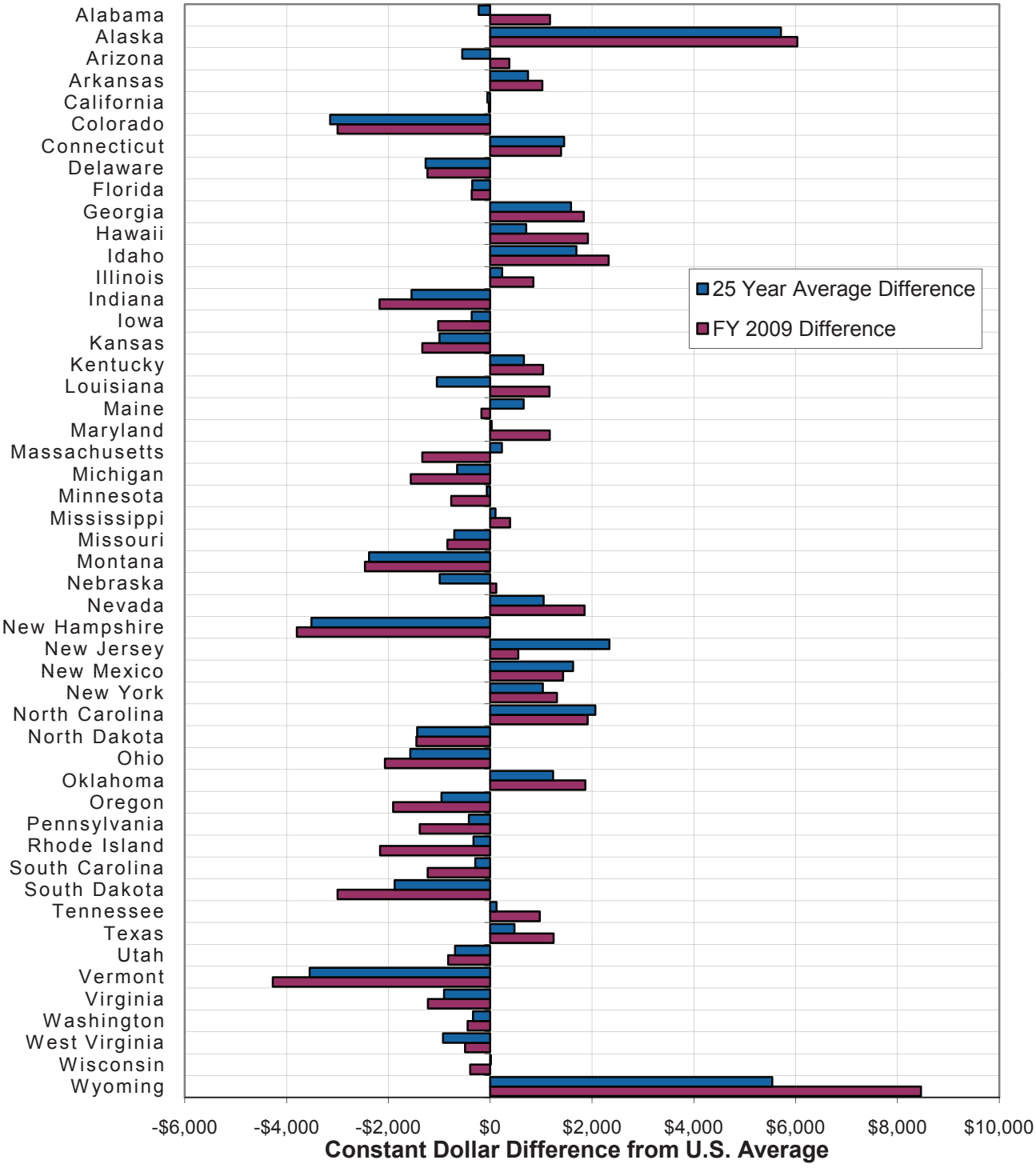
Source: SSDB

Figure 9 illustrates the variability in per FTE educational appropriations by state. The blue bars display the average of the differences between states' educational appropriations per FTE and the national educational appropriations per FTE across the years 1984-2009. The red bars represent the FY 2009 differences between the states' per FTE educational appropriations and the U.S. per FTE educational appropriations.

- In 22 states, the educational appropriations per FTE have been higher, on average, than the national educational appropriations per FTE over the last 25 years.
- Comparing the red (current difference in per FTE educational appropriations) and blue (historical average difference in per FTE educational appropriations) bars gives a general indication of state support relative to the national average in the current year compared with a state's historical trend.
- Twenty-three states had higher than average educational appropriations per FTE in 2009. Of those, 19 had higher educational appropriations per FTE compared to the U.S. in 2009 than they had, on average, across the years 1984-2009.
- Twenty-seven states had lower than average educational appropriations per FTE in 2009. Twenty-three of those had lower educational appropriations per FTE compared to the U.S. in 2009 than they had, on average, across the years 1984-2009.
- The 2009 difference between the state and U.S. educational appropriations per FTE was more than $1000 higher than the historical average difference in 6 states; it was more than $1000 lower than the historical average difference in 4 states.

Figure 9

Educational Appropriations per FTE:
State Differences from U.S. Average Over 25 Years and in 2009



Note: All dollars are adjusted by HECA, Cost of Living Adjustment, and Enrollment Mix.

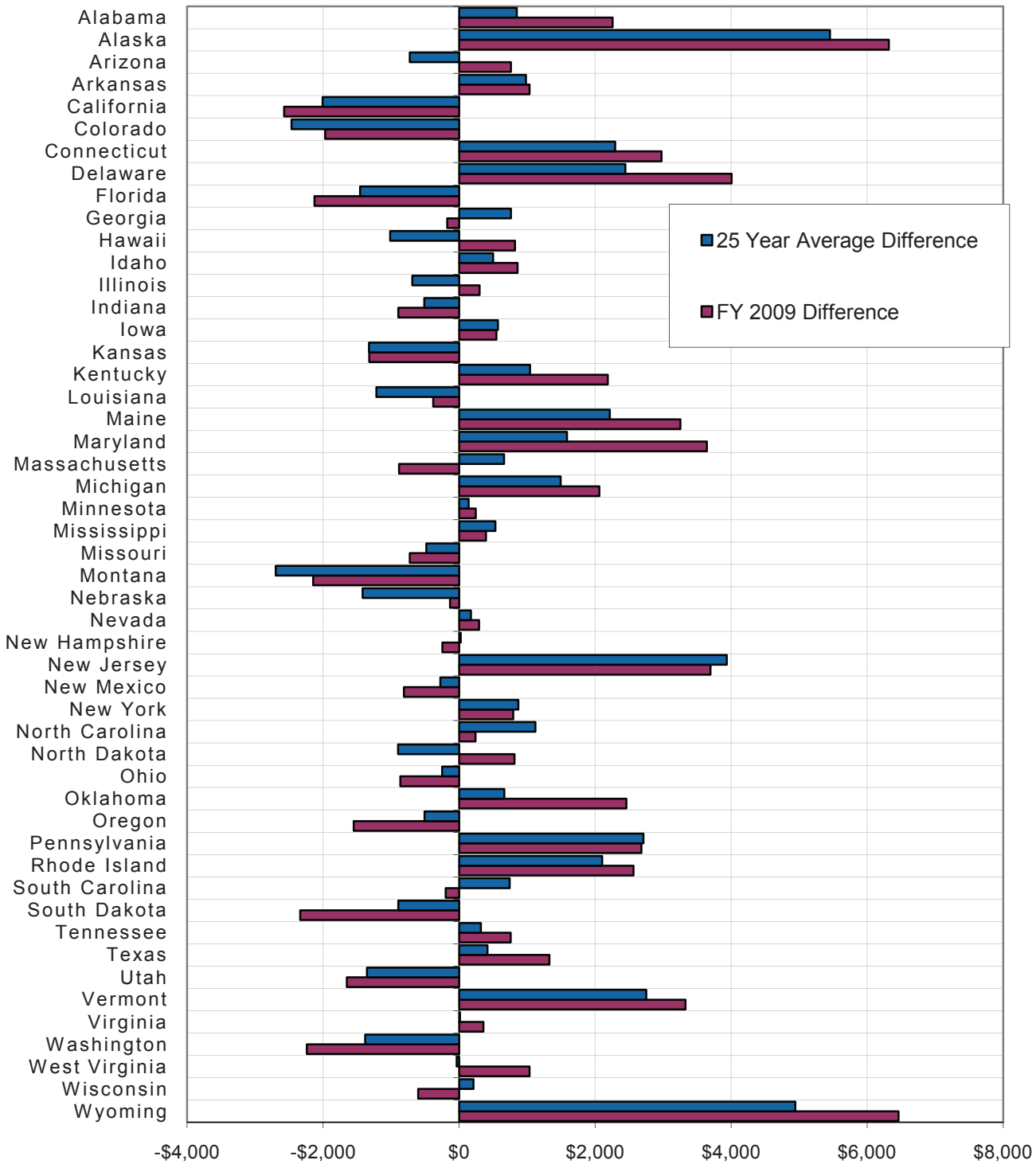
Source: SSDB

Figure 10 illustrates the variability in per FTE total educational revenue by state. The blue bars display the average of the differences between states' total educational revenue per FTE and the national total educational revenue per FTE from 1984-2009. The red bars represent the FY 2009 difference between the states' per FTE total educational revenue and the U.S. per FTE total educational revenue.

- In 30 states, the total educational revenue per FTE has been higher, on average, than the national total educational revenue per FTE over the last 25 years.
- Comparing the red (current difference in per FTE total educational revenue) and blue (historical average difference in per FTE total educational revenue) bars gives a general indication of state support relative to the national average in the current year compared with a state's historical trend.
- Thirty states had higher than average total educational revenue per FTE in 2009. Of those, 24 had higher total educational revenue per FTE compared to the U.S. in 2009 than they had, on average, across the years 1984-2009.
- Twenty states had lower than average total educational revenue per FTE in 2009. Fifteen of those had lower total educational revenue per FTE compared to the U.S. in 2009 than they had, on average, across the years 1984-2009.
- The 2009 difference between the state and U.S. total educational revenue per FTE was more than $1000 higher than the historical average difference in 12 states; it was more than $1000 lower than the historical average difference in 4 states.

Figure 10

Total Educational Revenue per FTE:
State Differences from U.S. Average Over 25 Years and in 2009



Note: All dollars are adjusted by HECA, Cost of Living Adjustment, and Enrollment Mix. Total educational revenue does not include net tuition revenue used for debt service.

Source: SSDB

Comparing States on Two Dimensions

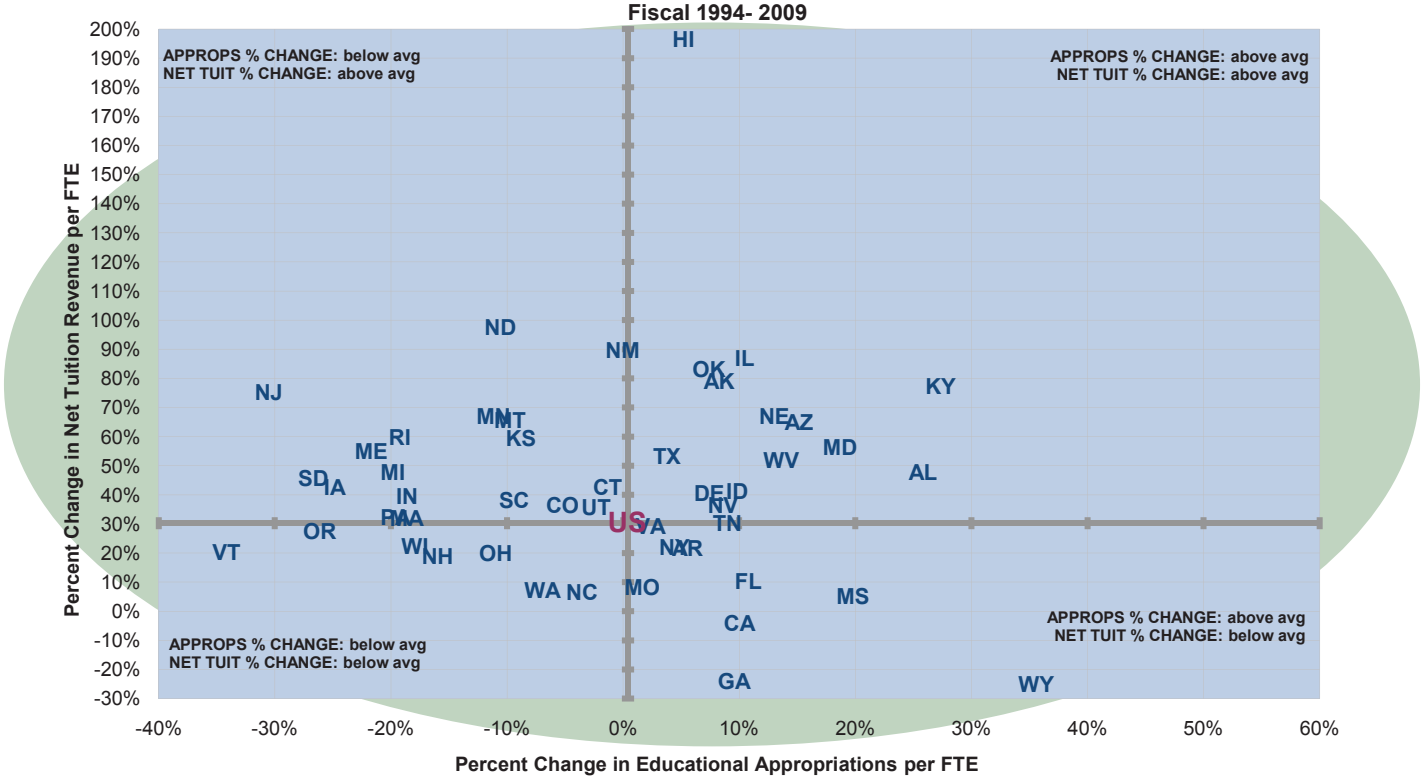
This section provides figures in which SHEF data are plotted along two dimensions in order to compare states with respect to two trends simultaneously. For example, analysts and policymakers might want to know not just where a state stands relative to others in terms of higher education support, but whether the state is gaining or losing over time relative to others.

Figure 11 displays the rate of change in the two primary components of educational revenue per FTE—educational appropriations and net tuition. Data on the horizontal axis indicate the extent to which educational appropriations grew or declined in constant dollars from 1994 to 2009. The vertical axis indicates the percentage change in net tuition revenue over the same period.

- States in the upper right quadrant exceeded the national average in both educational appropriations and net tuition revenue changes.
- States in the lower right quadrant exceeded the national average in educational appropriations changes, but lagged the national average in net tuition revenue changes.
- States in the lower left quadrant lagged the national average in both educational appropriations and tuition revenue changes.
- States in the upper left quadrant lagged the national average in educational appropriations changes, but exceeded the national average in net tuition changes.

Figure 11

Percent Change by State in Educational Appropriations and Net Tuition Revenue per FTE, Fiscal 1994- 2009



Note: Figures are adjusted for inflation, public system enrollment mix, and state cost of living. Funding and FTE data are for public non-medical students only.

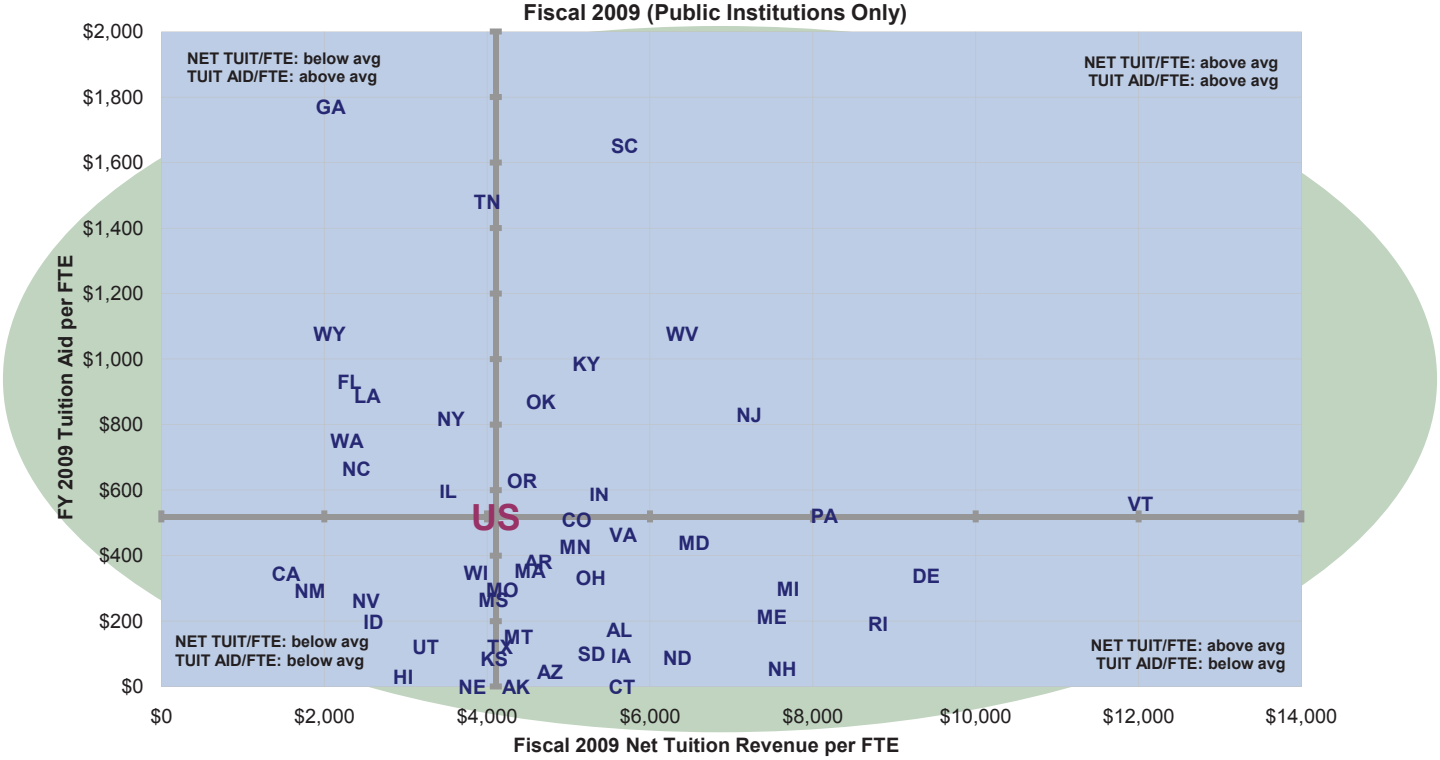
Source: SSDB

Many states provide funding for student financial aid programs in order to help offset the cost of tuition. In *Figure 12*, points along the horizontal axis represent 2009 net tuition revenue per FTE for each state. Ordering along the vertical axis reflects per student state funding intended to help students pay public institution tuition during 2009.

- States in the upper right quadrant exceeded the national average in both net tuition revenue and tuition aid.
- States in the lower right quadrant exceeded the national average in net tuition revenue, but fell below the national average in tuition aid.
- States in the lower left quadrant lagged the national average in both net tuition revenue and tuition aid.
- States in the upper left quadrant lagged the national average in net tuition, and exceeded the national average in tuition aid.

Figure 12

Net Tuition Revenue per FTE and State-Funded Tuition Aid per FTE by State, Fiscal 2009 (Public Institutions Only)



Note: Figures are adjusted for inflation, public system enrollment mix, and state cost of living. Funding and FTE data are for public non-medical students only.

Source: SSDB

State Wealth, Taxes, and Allocations for Higher Education

Within each state, policies and decisions about the financing of higher education are made in the context of prevailing economic conditions, tax structures, and competing budgetary priorities. Within this context, state policymakers face challenging questions including:

- What revenue are needed to support important public services?
- What level of taxation will generate those revenue without impairing economic productivity or individual opportunities?
- What combination of public services, spending, and tax policy is most likely to enhance economic growth, future assets, and the quality of life?
- What should the spending priorities be for different public services and investments?

Opinions vary widely about a host of issues concerning taxes, public services, and public investments. Differences of opinion and ideology combine with conditions in the economy and demography to affect state taxing and spending decisions. As these conditions change, policymakers reevaluate taxation and spending policies.

No single standard exists to evaluate public policy decisions with respect to funding for higher education. Relevant, comparative information about states can, however, help inform higher education financing decisions. This section explores several types of comparative data and indicators, including relative state and personal wealth, tax capacity and effort, and comparative allocations to higher education.[6]

Nationally, effective state and local tax rates increased slightly over the last decade. As shown in *Table 8*, based on a combination of federal government data sources:

- Aggregate state wealth (total taxable resources) per capita increased 54.9 percent from 1997 to 2007, from $33,932 to $52,573.
- Total state and local tax revenue per capita increased 58.3 percent from $2,668 in 1997 to $4,224 in 2007.
- As a result, the national aggregate effective state and local tax rate (tax revenue as a percentage of state wealth) increased from 7.86 percent to 8.04 percent over this period.

Also based on aggregate, national data, the allocation of the available state revenue to higher education fluctuated somewhat between 1997 and 2007. Of total state and local revenue (including lottery proceeds), the allocation to higher education ranged from 6.4 percent to 7.7 percent during this period, and decreased 5.6 percent nationally between 1997 and 2007, the most recent year available. The 2007 allocation to higher education remained at the same rate as the previous year.

[6] Part of this section draws on previous work by Kent Halstead to assemble data and develop indicators for higher education support per capita and relative to wealth (personal income), state tax capacity, and tax effort.

Table 8

State Wealth, Tax Revenue, Effective Tax Rates, and Higher Education Allocation;
U.S. Averages, 1997-2007

	Wealth, Revenues and Tax Rates			Allocation to Higher Education		
	Total Taxable Resources per Capita[1]	State & Local Tax Revenues per Capita[2, 3]	Effective Tax Rate[4]	State & Local Tax Revenues plus Lottery Profits[5] (thousands)	State & Local Higher Education Support[6] (thousands)	(percent)
1997	$ 33,932	$ 2,668	7.86%	$ 737,767,519	$ 50,307,924	6.8%
1998	$ 36,008	$ 2,801	7.78%	$ 782,987,470	$ 54,006,965	6.9%
1999	$ 37,528	$ 2,917	7.77%	$ 824,249,176	$ 58,339,843	7.1%
2000	$ 39,987	$ 3,086	7.72%	$ 881,108,058	$ 63,201,358	7.2%
2001	$ 39,203	$ 3,197	8.15%	$ 921,556,887	$ 67,367,153	7.3%
2002	$ 39,691	$ 3,141	7.91%	$ 915,156,773	$ 69,873,796	7.6%
2003	$ 41,164	$ 3,112	7.56%	$ 915,311,067	$ 70,208,647	7.7%
2004	$ 44,030	$ 3,444	7.82%	$ 1,020,282,951	$ 69,373,923	6.8%
2005	$ 47,236	$ 3,712	7.86%	$ 1,111,232,278	$ 71,790,219	6.5%
2006	$ 50,277	$ 3,999	7.95%	$ 1,207,621,567	$ 77,131,378	6.4%
2007	$ 52,573	$ 4,224	8.04%	$ 1,287,670,074	$ 82,877,250	6.4%
10 Year Change	**54.9%**	**58.3%**	**2.2%**	**74.5%**	**64.7%**	**-5.6%**

Notes: All dollars nominal.

1) Total Taxable Resources per Capita:
2002, 2003, 2004 data: U.S. Treasury Department, http://www.treas.gov/offices/economic-policy/resources/estimates.html
1993-2001: Compson, Michael. L (March, 2003)

2) State and Local Tax Revenue per Capita: U.S. Census Bureau, http://www.census.gov/govs/www/estimate.html and http://www.census.gov/popest/states/NST-ann-est.html

3) Local Tax Revenue in 2001 and 2003 are estimates; the following formula was used

*FY2001 Local Tax Revenue = (((FY1998Local/FY1998State)+(FY1999Local/FY1999State)+(FY2000Local/FY2000State))/3)*FY2001State*

*FY2003 Local Tax Revenue = (((FY1999Local/FY1999State)+(FY2000Local/FY2000State)+(FY2002Local/FY2002State))/3)*FY2003State*

4) Effective Tax Rate = State & Local Tax Revenue per Capita / Total Taxable Resources per Capita

5) State and local tax revenue data from U.S. Census Bureau; lottery profits data from North American Association of State and Provincial Lotteries.

6) Higher Education Support = State and local tax and non-tax support for general operating expenses of public and independent higher education. Includes special purpose appropriations for research-agricultural-medical. Source: SSDB

In *Table 9*, state tax revenue per capita, total taxable resources per capita, and the effective tax rates are indexed to the national average in order to indicate the variability across states relative to the national average. Taxable resources per capita vary by more than a factor of two, from a low of $35,066 per capita to a high of $81,024 per capita. Effective tax rates also vary substantially, from a low of 5.2 percent (in Delaware, which is an outlier on both measures) to a high of 10.5 percent.

Table 10, based on federal data sources, shows two measures of state-by-state support for higher education (per capita and per $1,000 in personal income) for 2009. Per capita support for higher education varies from $101 in New Hampshire to $614 in Wyoming. Support for higher education relative to personal income varies from $2.32 to $17.39 per $1,000 of personal income across the states. Nationally, state and local support for higher education per $1,000 of personal income was $7.28 in 2009.

These comparative statistics reflect interstate differences in wealth, population characteristics and density, participation rates, the relative size of the public and independent higher education sectors, student mobility, and numerous other factors. Poorer states often lag the national average in per capita support, but exceed the national average in support per thousand dollars of personal income. Similarly, sparsely populated states often exceed the national average in both per capita support and per thousand dollars of personal income.

Table 10 also provides an analysis of state support as a percentage of state budgets in 2007. While such statistics show relative investments in higher education, they do not necessarily indicate the relative "priority" or value of higher education to each state. They do reflect the different paths states have taken in financing a set of public purposes as they assess need, urgency, and financing options. As previously discussed, tuition revenue frequently (but not universally) has increased when state and local sources of support have not kept pace with enrollment growth and inflation. The data in *Table 8*, indicating an increase in the effective state tax rate combined with the pressures created by growing higher education enrollment, increasing demands for elementary and secondary funding, rising Medicaid costs, and other factors, help explain the stress on state budgets and policymakers.

Given the range of cross-state variability, assuring higher education access, determining appropriate levels of support, and sorting out "who pays, who benefits," in the context of state needs, resources, and other policy goals, remain complex tasks in every state.

Table 9

Tax Revenue, Taxable Resources, and Effective Tax Rates, by State

Fiscal 2007

State	Actual Tax Revenues (ATR) Per Capita		Total Taxable Resources (TTR) Per Capita		Effective Tax Rate (ATR/TTR)	
	Dollars	Index	Dollars	Index	Tax Rate	Index
Alabama	2,909	0.686	41,174	0.780	7.1%	0.879
Alaska	7,268	1.713	69,365	1.315	10.5%	1.303
Arizona	3,673	0.866	44,725	0.848	8.2%	1.021
Arkansas	3,243	0.765	38,965	0.739	8.3%	1.035
California	4,754	1.121	56,512	1.071	8.4%	1.046
Colorado	3,848	0.907	55,977	1.061	6.9%	0.855
Connecticut	6,045	1.425	77,146	1.462	7.8%	0.974
Delaware	4,245	1.001	81,024	1.536	5.2%	0.652
Florida	4,009	0.945	52,411	0.994	7.6%	0.951
Georgia	3,481	0.821	45,949	0.871	7.6%	0.942
Hawaii	5,139	1.212	54,248	1.028	9.5%	1.178
Idaho	3,184	0.751	42,090	0.798	7.6%	0.941
Illinois	4,294	1.012	55,728	1.056	7.7%	0.958
Indiana	3,332	0.786	45,213	0.857	7.4%	0.917
Iowa	3,665	0.864	49,305	0.935	7.4%	0.924
Kansas	4,088	0.964	49,963	0.947	8.2%	1.018
Kentucky	3,235	0.763	40,901	0.775	7.9%	0.984
Louisiana	4,023	0.948	51,124	0.969	7.9%	0.979
Maine	4,279	1.009	42,968	0.814	10.0%	1.238
Maryland	4,817	1.136	61,094	1.158	7.9%	0.981
Massachusetts	4,966	1.171	63,916	1.212	7.8%	0.966
Michigan	3,691	0.870	42,606	0.808	8.7%	1.077
Minnesota	4,566	1.077	55,241	1.047	8.3%	1.028
Mississippi	2,990	0.705	35,066	0.665	8.5%	1.060
Missouri	3,265	0.770	45,068	0.854	7.2%	0.901
Montana	3,420	0.806	43,161	0.818	7.9%	0.985
Nebraska	4,036	0.952	51,637	0.979	7.8%	0.972
Nevada	4,089	0.964	60,736	1.151	6.7%	0.837
New Hampshire	3,614	0.852	56,323	1.068	6.4%	0.798
New Jersey	5,944	1.401	66,722	1.265	8.9%	1.108
New Mexico	3,796	0.895	43,221	0.819	8.8%	1.092
New York	6,898	1.626	66,157	1.254	10.4%	1.297
North Carolina	3,586	0.845	48,121	0.912	7.5%	0.927
North Dakota	4,084	0.963	50,112	0.950	8.2%	1.014
Ohio	4,012	0.946	45,515	0.863	8.8%	1.096
Oklahoma	3,312	0.781	44,191	0.838	7.5%	0.932
Oregon	3,413	0.805	49,365	0.936	6.9%	0.860
Pennsylvania	4,208	0.992	49,981	0.947	8.4%	1.047
Rhode Island	4,545	1.072	54,792	1.039	8.3%	1.032
South Carolina	3,134	0.739	40,406	0.766	7.8%	0.965
South Dakota	3,006	0.709	52,455	0.994	5.7%	0.713
Tennessee	2,986	0.704	44,505	0.844	6.7%	0.835
Texas	3,441	0.811	52,454	0.994	6.6%	0.816
Utah	3,337	0.787	43,675	0.828	7.6%	0.950
Vermont	4,722	1.113	48,252	0.915	9.8%	1.217
Virginia	4,205	0.991	59,001	1.118	7.1%	0.886
Washington	4,269	1.006	56,507	1.071	7.6%	0.940
West Virginia	3,372	0.795	37,608	0.713	9.0%	1.115
Wisconsin	4,169	0.983	48,220	0.914	8.6%	1.075
Wyoming	6,205	1.463	75,846	1.438	8.2%	1.017
U.S.	**$ 4,242**	**1.000**	**52,754**	**1.000**	**8.04%**	**1.000**

Sources:

1) Population and tax revenue data from U.S. Census Bureau: www.census.gov/govs/www/estimate.html
2) Total Taxable Resources per capita from U.S. Treasury Department: www.treas.gov/offices/economic-policy/resources/estimates.html
3) Actual State + Local Tax Revenue by State, Fiscal 2006: www.census.gov/govs/www/estimate.html

Table 10

Perspectives on State and Local Government Higher Education Funding Effort by State

State	FISCAL 2008 Higher Education Support[1] Per Capita[2] (FY 08)	FISCAL 2008 Indexed to U.S. Average	FISCAL 2008 Higher Education Support[1] Per $1000 of Personal Income[2] (FY 08)	FISCAL 2008 Indexed to U.S. Average	FISCAL 2007 Tax Revenues and Lottery Profits[3] (thousands FY07)	FISCAL 2007 Higher Education Support[1] (thousands FY07)	FISCAL 2007 Allocation to Higher Education
Alabama	420	1.44	12.48	1.71	13,457,018	1,687,710	12.5%
Alaska	436	1.49	9.92	1.36	4,950,170	287,441	5.8%
Arizona	300	1.03	8.74	1.20	23,474,711	1,783,271	7.6%
Arkansas	314	1.07	9.72	1.34	9,179,610	813,802	8.9%
California	377	1.29	8.60	1.18	174,103,246	13,197,218	7.6%
Colorado	161	0.55	3.74	0.51	18,751,752	733,095	3.9%
Connecticut	295	1.01	5.25	0.72	21,375,131	923,951	4.3%
Delaware	277	0.95	6.87	0.94	3,915,385	233,226	6.0%
Florida	241	0.83	6.18	0.85	74,223,487	4,390,185	5.9%
Georgia	305	1.04	8.74	1.20	34,006,573	2,775,308	8.2%
Hawaii	431	1.47	10.23	1.41	6,564,657	503,627	7.7%
Idaho	277	0.95	8.39	1.15	4,795,428	386,719	8.1%
Illinois	288	0.99	6.77	0.93	55,697,465	3,569,205	6.4%
Indiana	239	0.82	6.93	0.95	21,327,365	1,457,164	6.8%
Iowa	308	1.05	8.20	1.13	10,991,498	852,803	7.8%
Kansas	361	1.24	9.29	1.28	11,424,429	964,818	8.4%
Kentucky	311	1.07	9.75	1.34	13,901,897	1,267,630	9.1%
Louisiana	384	1.31	10.63	1.46	17,722,103	1,459,847	8.2%
Maine	209	0.72	5.75	0.79	5,678,855	260,150	4.6%
Maryland	330	1.13	6.85	0.94	27,558,903	1,734,547	6.3%
Massachusetts	204	0.70	4.01	0.55	33,012,073	1,286,564	3.9%
Michigan	258	0.88	7.39	1.02	37,843,669	2,569,879	6.8%
Minnesota	301	1.03	7.01	0.96	23,777,338	1,400,500	5.9%
Mississippi	373	1.28	12.26	1.68	8,732,575	927,299	10.6%
Missouri	194	0.66	5.33	0.73	19,450,545	1,106,623	5.7%
Montana	207	0.71	5.99	0.82	3,282,930	175,210	5.3%
Nebraska	415	1.42	10.60	1.46	7,171,039	685,536	9.6%
Nevada	237	0.81	5.79	0.80	10,443,909	593,776	5.7%
New Hampshire	101	0.34	2.32	0.32	4,821,761	123,966	2.6%
New Jersey	260	0.89	5.06	0.69	52,260,254	2,176,440	4.2%
New Mexico	581	1.99	17.39	2.39	7,491,163	1,027,270	13.7%
New York	277	0.95	5.67	0.78	136,376,841	5,088,054	3.7%
North Carolina	435	1.49	12.34	1.70	32,737,841	3,638,165	11.1%
North Dakota	396	1.36	9.93	1.36	2,612,098	215,719	8.3%
Ohio	210	0.72	5.86	0.81	46,712,215	2,344,937	5.0%
Oklahoma	311	1.07	8.66	1.19	12,019,635	1,066,811	8.9%
Oregon	225	0.77	6.18	0.85	13,405,135	758,205	5.7%
Pennsylvania	183	0.63	4.61	0.63	53,206,425	2,260,408	4.2%
Rhode Island	182	0.62	4.40	0.60	5,107,793	196,361	3.8%
South Carolina	281	0.96	8.66	1.19	14,080,822	1,179,808	8.4%
South Dakota	244	0.83	6.31	0.87	2,512,678	178,778	7.1%
Tennessee	256	0.88	7.35	1.01	18,648,284	1,492,477	8.0%
Texas	305	1.04	8.06	1.11	83,120,789	6,479,870	7.8%
Utah	298	1.02	9.29	1.28	8,907,029	718,174	8.1%
Vermont	146	0.50	3.78	0.52	2,954,881	85,923	2.9%
Virginia	244	0.84	5.54	0.76	32,812,217	1,868,724	5.7%
Washington	269	0.92	6.30	0.87	27,647,477	1,631,059	5.9%
West Virginia	310	1.06	9.79	1.35	6,695,322	455,445	6.8%
Wisconsin	293	1.00	7.75	1.06	23,478,793	1,549,896	6.6%
Wyoming	614	2.10	12.65	1.74	3,246,860	313,654	9.7%
United States	**$292**	**1.00**	**$7.28**	**1.00**	**$ 1,287,670,074**	**$ 82,877,250**	**6.4%**

Sources:

1) Higher Education Support = State and local tax and non-tax support for public and independent higher education. Includes special purpose appropriations for research-agricultural-medical. Source: SSDB

2) Population and personal income data from U.S. Census Bureau and Bureau of Economic Analysis.

3) State and local tax revenue data from U.S. Census Bureau; lottery profits data from North American Association of State and Provincial Lotteries.

Conclusion

States and the nation as a whole face challenging higher education financing and policy decisions. The pattern during the past three decades includes cyclical downturns in per student funding resulting from economic recessions, followed by recovery and growth. State and local revenue for higher education per student have declined and then recovered, often exceeding previous levels.

The SHEF studies for 2006, 2007 and 2008 indicate a three-year increase in state and local support for public higher education relative to inflation and student demand, following a period of declining public investment in higher education between 2001 and 2005. The three-year recovery abruptly ended when in the autumn of 2008 the nation suffered the worst recession since the Great Depression. Current indicators suggest that state revenue will recover slowly in the foreseeable future. Despite the success of ARRA funding in cushioning the recession's impact, the continued fiscal crisis beginning in 2009 clearly poses a severe threat to the strength of higher education in the United States.

Such recurring budgeting cycles can be challenging and sometimes discouraging. The resiliency of state support for higher education, however, suggests its importance to our future is widely recognized. The data and analysis of this and future SHEF reports are intended to help higher education leaders and state policymakers focus on how discrete, year-to-year decisions fit into broader patterns of change over time, and how each step contributes—or not—to meeting longer-term objectives.

What Next?

Paul E. Lingenfelter

(Note: State Higher Education Finance is an annual study of state appropriations for all of higher education and state support, net tuition revenue, and full-time-equivalent enrollment in public institutions. With the enormous assistance and cooperation of data providers in the states, the SHEEO staff works to provide accurate and consistent information on these data, without editorial comment or judgment of any kind. This essay of editorial comment, separate from the main study, is a departure from that practice due to the urgency of the current situation in American higher education.)

The enrollment and finance data from State Higher Education Finance FY 2009 and the recently released *Grapevine* survey of appropriations for FY 2010 make it clear: Higher education in the United States is at a critical juncture.

Enrollment demand has grown relentlessly for more than a quarter century, from 7.0 million in 1980 to 10.8 million in 2009, with no signs of stopping. Even with substantial increases in state and federal funding for higher education, public financial support has not generally kept pace with enrollment growth and inflation. These trends have contributed to increases in tuition and fees in virtually every state. In some states, they are also responsible for less visible, but material reductions in opportunity, quality, and student success.

While state support for higher education has been resilient, state policymakers have struggled with increasingly severe economic recessions. In every recession over the past 35 years, enrollment has grown, while state funding has not kept up with enrollment and inflation. During economic recoveries, states historically have "caught up" by providing more support. The historical pattern provides reassurance and clear evidence of enduring public commitment, but the current recession and a convergence of other pressures on states and the American economy have eroded the ability of states to rebuild their financial support for higher education. As a result, the resiliency of public financial support for American higher education is threatened, putting quality, capacity, and the underlying ability to meet student and societal needs at risk.

The decline of state funding per student was particularly severe following the recession of 2001-2002. A reasonably strong recovery followed from FY 2005 to FY 2008, but ended abruptly with the recession of 2009. In FY 2009 state support fell $2.8 billion to $77.9 billion, but $2.3 billion in federal funds to stabilize state higher education budgets offset the loss. FTE enrollment growth (3.4%) and inflation (1.5%) were partially absorbed by institutions and partially financed by tuition and fee revenue.

FY 2010 state funding (as reported by *Grapevine* and summarized on the following pages) has fallen another $2.7 billion to $75.2 billion. Federal stabilization funds raise the FY 2010 total to $79.4 billion, about $1.3 billion less than states alone provided in FY 2008. Enrollment meanwhile continued to grow even faster, in some states by more than 10%. Per student costs are falling, due to the unrelenting growth of enrollment without commensurate growth in financial support.

These national trends illustrate the fundamental dynamics of the situation, which affect every state. In some states, the situation is much worse than the national view—severe budget shortfalls and unmet educational needs are reaching crisis proportions, and budget reductions are continuing. Looking ahead, the dimensions of the current financial and enrollment crisis are:

- About 5% of FY 2010 appropriations are underwritten with federal stabilization funds that in many states are exhausted, or nearly so;
- Federal funds targeted on education helped cushion the effects of the recession on *all* state services, not just education. But the federal focus on education and the normal inertia of incremental budgetary practices could inappropriately put education at greater risk when the stabilization funds are exhausted;

- State revenue has fallen at an unprecedented rate and a recovery will, at best, take several years according to the National Association of State Budget Officers; and
- Even with recent dramatic enrollment growth, current enrollment almost surely understates student demand. Many students who would otherwise enroll instead find themselves deterred by tuition increases, budget-driven enrollment caps, and course cancellations.

These trends are significant, but the issues at stake are deeper than money and enrollment demand. Public higher education, and education at every level, must help the United States meet the challenges posed by the aging of America's best-educated cohort and by a global economy where other nations are gaining on or passing the U.S. in educational attainment. Our future depends on educating many more American citizens to a higher level of knowledge and skill than required in the 20th century. It is inconceivable that this can be achieved without sustained and growing state support for higher education.

While the United States still enjoys a reputation for the world's finest system of higher education, we are in great danger of complacency. Our reputation is based disproportionately on the achievements of students and faculty at our most prestigious, selective, and most generously financed institutions—which enroll fewer than 10% of our students. Our country is rich in expertise and intelligence, as well as economic power. With our financial and intellectual wealth, we have no excuse for failing to achieve the critical national priority of educational excellence at scale.

Money is deeply relevant in two ways, both how we use it and the adequacy of the amount we devote to education. Taken as a whole, our educational system does not function at the level required for national success in the 21st century. Higher education is an indispensible national resource in helping public schools overcome a shortage of highly qualified teachers, in providing an adequate supply to business leaders of employees with the higher levels of knowledge and skill demanded in the global economy, and in helping all our people realize their potential as well-educated workers and citizens.

We can and must solve these serious, complicated problems, not by throwing money at them or by wishful thinking, but by confronting the fundamental issues of growing educational needs and limited resources. No country has ever improved the quality and scope of its educational system by persistently reducing its budget. While some may wish this were possible, it is not. Nor can colleges and universities improve their scope and quality without focusing on essential priorities and increasing productivity and efficiency, most especially when resources are limited. Both renewed, sustainable public support and a more productive and effective educational system are needed.

State support plays an irreplaceable role in financing higher education in the United States, but higher education is far from the largest component of state budgets. A relatively modest increase in the percentage of state revenue devoted to higher education (gradually increasing over several years the average state budget allocation to higher education by one percentage point—from 6.5% to 7.5%, for example) would generate a 15% increase in average state support for higher education. The critical questions are not whether changes on such a scale are feasible (a one percentage point change is a matter of priority, not feasibility), but questions of strategy, potential impact, and the trade-offs and benefits among different revenue and spending policies.

Focusing on priorities is a shared responsibility, not just the job of colleges and universities but also of state and federal governments, businesses, and families. We all must re-examine the ways we spend, save, and invest in light of priorities and the future well-being of our nation and our children.

Public support for higher education is not optional, not in the United States nor in any nation intending to be competitive in the global, knowledge economy. Complacency about the adequacy and quality of public higher education puts the future of the American people in jeopardy. America needs a reinvigorated partnership between the states and higher education, more effective and productive educational systems, and an unwavering commitment to educational excellence and widespread student success.

What will we do next?

Grapevine Table 1

State Support for Higher Education, Fiscal Years 2005, 2008, 2009, and 2010[a]

	FY05	FY08	FY09				FY10			
	State Monies[b]	State Monies[b]	State Monies[b]	Federal Stimulus Monies: Stabilization funds[c]	Federal Stimulus Monies: Government Services Funds[d]	Total Support	State Monies[b]	Federal Stimulus Monies: Stabilization funds[c]	Fedeal Stimulus Monies: Government Services Funds[d]	Total Support
Alabama	1,214,819,772	1,961,808,342	1,581,762,667	0	0	1,581,762,667	1,449,111,433	118,743,545	0	1,567,854,978
Alaska	235,022,000	299,228,000	320,079,200	0	0	320,079,200	332,535,400	0	0	332,535,400
Arizona	987,367,600	1,315,406,400	1,154,957,900	182,808,000	0	1,337,765,900	1,103,840,000	84,192,000	0	1,188,032,000 [f]
Arkansas	655,270,998	879,882,230	887,321,221	0	0	887,321,221	905,301,021	13,641,365	0	918,942,386
California	9,067,072,000	11,814,421,000	10,433,297,200	1,489,000,000	0	11,922,297,200	10,792,625,750	313,000,000	0	11,105,625,750
Colorado	597,921,311	747,481,054	682,248,254	150,676,055	288,000	833,212,309	679,624,934	150,676,055	0	830,300,989
Connecticut	787,966,647	1,034,480,989	1,045,313,922	0	0	1,045,313,922	1,031,930,508	0	19,262,063	1,051,192,571
Delaware	203,478,000	243,130,000	243,840,165	0	0	243,840,165	226,645,560	15,873,000	0	242,518,560
Florida	3,581,416,362	4,448,930,438	4,112,453,565	0	0	4,112,453,565	3,713,526,788	217,868,090	34,586,325	3,965,981,203
Georgia	2,466,928,208	2,953,507,623	3,144,002,253	19,304,452	0	3,163,306,705	2,977,189,312	108,024,135	0	3,085,213,447
Hawaii	409,727,000	554,292,000	612,780,000	0	0	612,780,000	575,366,000	32,000,000	0	607,366,000
Idaho	350,952,700	410,595,600	416,493,100	0	0	416,493,100	389,144,700	17,683,900	0	406,828,600
Illinois	2,685,920,700	2,948,632,100	2,997,136,935	0	0	2,997,136,935	3,039,940,000	40,426,300	53,510,100	3,133,876,400
Indiana	1,417,478,385	1,528,494,000	1,575,568,000	44,260,192	0	1,619,828,192	1,564,352,025	75,491,326	0	1,639,843,351
Iowa	743,121,766	873,709,364	914,197,000	0	0	914,197,000	721,515,000	103,380,000	2,500,000	827,395,000
Kansas	727,534,311	825,697,884	806,010,141	9,599,299	0	815,609,440	753,700,801	40,000,000	0	793,700,801
Kentucky	1,076,740,400	1,320,540,000	1,270,507,000	0	0	1,270,507,000	1,203,786,000	70,000,000	0	1,273,786,000
Louisiana	1,287,848,788	1,707,668,337	1,706,364,806	0	0	1,706,364,806	1,410,621,395	189,700,000	0	1,600,321,395
Maine	240,691,333	275,867,961	267,980,820	13,123,287	0	281,104,107	263,679,427	8,162,583	0	271,842,010
Maryland	1,185,321,898	1,555,048,366	1,651,765,103	0	0	1,651,765,103	1,668,917,365	3,969,128	0	1,672,886,493
Massachusetts	1,131,092,793	1,335,981,876	1,032,129,048	25,997,534	0	1,058,126,582	842,009,308	227,730,463	0	1,069,739,771
Michigan	1,947,744,600	2,033,709,000	2,051,065,300	0	0	2,051,065,300	1,837,465,800	68,238,000	0	1,905,703,800
Minnesota	1,273,328,000	1,574,499,000	1,542,056,000	0	30,546,000	1,572,602,000	1,427,469,000	137,342,000	601,000	1,565,412,000
Mississippi	761,417,563	1,045,937,317	978,760,459	0	0	978,760,459	1,006,477,155	0	0	1,006,477,155
Missouri	925,045,604	1,021,705,137	1,108,021,377	0	0	1,108,021,377	1,036,350,818	106,212,100	33,572,812	1,176,135,730
Montana	152,582,000	196,547,880	207,471,410	0	0	207,471,410	179,045,306	29,762,223	8,220,637	217,028,166
Nebraska	519,741,659	657,011,774	651,703,765	0	0	651,703,765	622,962,181	0	0	622,962,181
Nevada	502,023,883	620,032,581	623,227,269	0	0	623,227,269	501,051,371	92,389,311	0	593,440,682
New Hampshire	115,367,000	133,093,000	138,531,000	0	0	138,531,000	137,770,000	4,087,000	0	141,857,000
New Jersey	1,890,323,000	2,044,508,000	1,984,924,000	0	0	1,984,924,000	2,009,930,000	70,805,876	2,864,124	2,083,600,000
New Mexico	762,379,374	1,058,394,058	994,039,650	0	0	994,039,650	877,411,145	15,538,400	0	892,949,545
New York	3,641,640,500	4,748,469,680	4,875,336,234	0	0	4,875,336,234	4,878,684,434	45,954,666	118,098,991	5,042,738,091
North Carolina	2,780,767,364	3,837,233,489	3,658,785,872	126,962,971	0	3,785,748,843	3,847,511,480	137,815,944	0	3,985,327,424
North Dakota	201,545,000	253,901,000	253,901,000	0	0	253,901,000	300,891,000	0	0	300,891,000
Ohio	2,102,153,594	2,288,294,736	2,474,062,613	0	0	2,474,062,613	1,968,410,935	309,874,026	0	2,278,284,961
Oklahoma	787,076,396	1,098,881,179	1,078,158,766	0	0	1,078,158,766	1,017,923,491	68,792,477	0	1,086,715,968
Oregon	585,749,933	725,761,919	663,145,428	55,636,352	0	718,781,780	662,600,919	30,000,000	0	692,600,919
Pennsylvania	2,015,637,000	2,193,274,000	2,165,882,000	64,652,000	0	2,230,534,000	2,038,948,000	96,403,000	0	2,135,351,000
Rhode Island	188,033,394	191,329,662	165,149,649	0	0	165,149,649	162,721,156	16,106,895	0	178,828,051
South Carolina	976,616,957	1,211,068,342	980,754,273	0	0	980,754,273	924,156,917	99,922,339	3,364,440	1,027,443,696
South Dakota	162,783,467	196,133,172	152,130,082	10,262,056	0	162,392,138	151,646,853	11,474,935	0	163,121,788
Tennessee	1,301,578,400	1,598,765,500	1,560,274,800	82,334,800	0	1,642,609,600	1,474,163,400	165,092,900	0	1,639,256,300
Texas	5,110,262,835	6,343,669,747	6,104,326,402	0	0	6,104,326,402	6,542,926,661	0	326,907,500	6,869,834,161
Utah	646,914,100	812,337,500	749,737,500	28,800,000	0	778,537,500	687,315,900	58,466,800	0	745,782,700
Vermont	78,008,810	90,801,444	87,189,483	0	0	87,189,483	91,223,426	0	0	91,223,426
Virginia	1,480,522,000	1,885,553,314	1,899,464,085	0	0	1,899,464,085	1,575,576,980	126,744,967	0	1,702,321,947
Washington	1,411,664,000	1,767,760,000	1,809,447,000	0	0	1,809,447,000	1,576,199,000	81,421,000	0	1,657,620,000
West Virginia	426,408,695	562,253,000	520,693,910	0	0	520,693,910	503,089,382	9,863,806	4,883,915	517,837,103
Wisconsin	1,121,729,480	1,228,373,932	1,276,923,830	0	0	1,276,923,830	1,191,512,368	0	0	1,191,512,368
Wyoming	217,638,250	290,504,588	327,917,291	0	0	327,917,291	305,457,760	8,400,000	0	313,857,760
Totals	**65,140,375,830**	**80,744,607,515**	**77,939,288,748**	**2,303,416,998**	**30,834,000**	**80,273,539,746**	**75,182,255,565**	**3,621,270,555**	**608,371,907**	**79,411,898,027** [f]

[a]FY 2010 figures represent initial allocations or estimates as of February 10, 2010 and are subject to change.

[b]State monies include state tax appropriations and other state funds allocated to higher education.

[c]Includes education stabilization funds used to restore the level of state support for public higher education.

[d]Excludes government services funds used for modernization, renovation, or repair.

Source: SSDB

Grapevine Table 2

One-, Two-, and Five-Year Percent Changes in State Fiscal Support for Higher Education

	State Monies Only			With Federal Stimulus Monies included as Part of Total State Support		
	1-Year % Change. FY09-FY10	2-Year % Change FY08-FY10	5-Year % Change, FY05-FY10	1-Year % Change. FY09-FY10	2-Year % Change FY08-FY10	5-Year % Change, FY05-FY10
Alabama	-8.4%	-26.1%	19.3%	-0.9%	-20.1%	29.1%
Alaska	3.9%	11.1%	41.5%	3.9%	11.1%	41.5%
Arizona	-4.4%	-16.1%	11.8%	-11.2%	-9.7%	20.3%
Arkansas	2.0%	2.9%	38.2%	3.6%	4.4%	40.2%
California	3.4%	-8.6%	19.0%	-6.8%	-6.0%	22.5%
Colorado	-0.4%	-9.1%	13.7%	-0.3%	11.1%	38.9%
Connecticut	-1.3%	-0.2%	31.0%	0.6%	1.6%	33.4%
Delaware	-7.1%	-6.8%	11.4%	-0.5%	-0.3%	19.2%
Florida	-9.7%	-16.5%	3.7%	-3.6%	-10.9%	10.7%
Georgia	-5.3%	0.8%	20.7%	-2.5%	4.5%	25.1%
Hawaii	-6.1%	3.8%	40.4%	-0.9%	9.6%	48.2%
Idaho	-6.6%	-5.2%	10.9%	-2.3%	-0.9%	15.9%
Illinois	1.4%	3.1%	13.2%	4.6%	6.3%	16.7%
Indiana	-0.7%	2.3%	10.4%	1.2%	7.3%	15.7%
Iowa	-21.1%	-17.4%	-2.9%	-9.5%	-5.3%	11.3%
Kansas	-6.5%	-8.7%	3.6%	-2.7%	-3.9%	9.1%
Kentucky	-5.3%	-8.8%	11.8%	0.3%	-3.5%	18.3%
Louisiana	-17.3%	-17.4%	9.5%	-6.2%	-6.3%	24.3%
Maine	-1.6%	-4.4%	9.6%	-3.3%	-1.5%	12.9%
Maryland	1.0%	7.3%	40.8%	1.3%	7.6%	41.1%
Massachusetts	-18.4%	-37.0%	-25.6%	1.1%	-19.9%	-5.4%
Michigan	-10.4%	-9.6%	-5.7%	-7.1%	-6.3%	-2.2%
Minnesota	-7.4%	-9.3%	12.1%	-0.5%	-0.6%	22.9%
Mississippi	2.8%	-3.8%	32.2%	2.8%	-3.8%	32.2%
Missouri	-6.5%	1.4%	12.0%	6.1%	15.1%	27.1%
Montana	-13.7%	-8.9%	17.3%	4.6%	10.4%	42.2%
Nebraska	-4.4%	-5.2%	19.9%	-4.4%	-5.2%	19.9%
Nevada	-19.6%	-19.2%	-0.2%	-4.8%	-4.3%	18.2%
New Hampshire	-0.5%	3.5%	19.4%	2.4%	6.6%	23.0%
New Jersey	1.3%	-1.7%	6.3%	5.0%	1.9%	10.2%
New Mexico	-11.7%	-17.1%	15.1%	-10.2%	-15.6%	17.1%
New York	0.1%	2.7%	34.0%	3.4%	6.2%	38.5%
North Carolina	5.2%	0.3%	38.4%	5.3%	3.9%	43.3%
North Dakota	18.5%	18.5%	49.3%	18.5%	18.5%	49.3%
Ohio	-20.4%	-14.0%	-6.4%	-7.9%	-0.4%	8.4%
Oklahoma	-5.6%	-7.4%	29.3%	0.8%	-1.1%	38.1%
Oregon	-0.1%	-8.7%	13.1%	-3.6%	-4.6%	18.2%
Pennsylvania	-5.9%	-7.0%	1.2%	-4.3%	-2.6%	5.9%
Rhode Island	-1.5%	-15.0%	-13.5%	8.3%	-6.5%	-4.9%
South Carolina	-5.8%	-23.7%	-5.4%	4.8%	-15.2%	5.2%
South Dakota	-0.3%	-22.7%	-6.8%	0.4%	-16.8%	0.2%
Tennessee	-5.5%	-7.8%	13.3%	-0.2%	2.5%	25.9%
Texas	7.2%	3.1%	28.0%	12.5%	8.3%	34.4%
Utah	-8.3%	-15.4%	6.2%	-4.2%	-8.2%	15.3%
Vermont	4.6%	0.5%	16.9%	4.6%	0.5%	16.9%
Virginia	-17.1%	-16.4%	6.4%	-10.4%	-9.7%	15.0%
Washington	-12.9%	-10.8%	11.7%	-8.4%	-6.2%	17.4%
West Virginia	-3.4%	-10.5%	18.0%	-0.5%	-7.9%	21.4%
Wisconsin	-6.7%	-3.0%	6.2%	-6.7%	-3.0%	6.2%
Wyoming	-6.8%	5.1%	40.4%	-4.3%	8.0%	44.2%
Totals	**-3.5%**	**-6.9%**	**15.4%**	**-1.1%**	**-1.7%**	**21.9%**

Source: SSDB

Technical Paper A

The Higher Education Cost Adjustment: A Proposed Tool for Assessing Inflation in Higher Education Costs

Introduction

Prices charged to students, the total cost of higher education, and the effect of inflation are all important issues for the public, state and federal governments, and colleges and universities. This brief Technical Paper discusses two relevant dimensions of inflation in higher education—the consumer and the provider perspectives—and describes a tool to benchmark the inflation experienced by providers, colleges, and universities.

The Consumer Perspective

The student, parent, or student-aid provider most often views higher education prices compared to how much consumers pay for other goods and services. The Consumer Price Index for Urban Consumers (CPI-U) is most often used for such comparisons.

The CPI-U "market basket" consists of: housing (42 percent of the index), transportation (19 percent), food and beverage (18 percent), apparel and upkeep (7 percent), medical care (5 percent), entertainment (4 percent), and other goods and services (5 percent). To calculate the CPI-U, the Bureau of Labor Statistics measures average changes in the prices paid for these goods and services in 27 local areas.

Prices for different goods and services generally change faster or slower than the average rate of increase in the CPI-U. Incomes also grow or decline at different rates. Consumers notice when prices increase and they become concerned when prices for important goods and services grow faster than their incomes. Prices for higher education and health care, for example, have grown faster than overall consumer prices over the past 15 years. While consumer prices, as measured by CPI-U, grew by 45 percent between 1994 and 2009, the cost of medical care grew by 85 percent[1], and enrollment-weighted tuition and fees for four-year public universities grew by 175 percent[2]. U.S. income per capita grew by 85 percent[3] during the same period—more than prices in general, but less than the health care and college tuition price increases.

In view of these facts, it is not surprising that college prices are attracting national attention. Colleges and universities are certainly aware of the issues and of the increase in their prices. At the same time, however, they face growth in the prices that they pay.

The Provider Perspective

The CPI-U is based on goods and services purchased by the typical urban consumer. Colleges and universities spend their funds on different things—mostly (about 75 percent) on salaries and benefits for faculty and staff; and lesser amounts on utilities, supplies, books and library materials, and computing. Trends in the costs of these items don't necessarily run parallel to the average price increases tracked by the CPI-U.

[1] "Economic Report of the President." February 2007. Appendix B, table B-60: "Consumer Price Indexes for Major Expenditure Classes" (www.gpoaccess.gov/eop/2007/B60.xls).

[2] Source: Washington Higher Education Coordinating Board

[3] Source: Bureau of Economic Analysis

Kent Halstead developed the Higher Education Price Index (HEPI) to track changes in the prices paid by colleges and universities. This index, which tracks price changes since 1961, is based on a 1972 market basket of expenditures for colleges and universities. To estimate price changes for components in this market basket, Halstead used trends in faculty salaries collected by the American Association of University Professors (AAUP), and a number of price indices generated by federal agencies.

Dr. Halstead last updated the HEPI in 2001, using regression analysis to estimate price increases for more recent years. Since 2005, Commonfund Institute has maintained the HEPI project, continuing to provide yearly updates to the data based on a regression analysis.

The HEPI has made an important contribution to understanding the cost increases borne by colleges and universities. Over the past years, the State Higher Education Executive Officers association (SHEEO) and chief fiscal officers of higher education agencies discussed the feasibility and desirability of a fresh analysis of higher education cost inflation and reached the following conclusions:

- While the HEPI has been useful, it has not been universally accepted because 1) it is a privately developed analysis, and 2) one of its main components, average faculty salaries, has been criticized as self-referential.
- The HEPI has not diverged dramatically from other inflation indices over short time periods. Hence, many policymakers reference indices such as the CPI-U in annual budget deliberations, especially in budgeting for projected price increases.
- It would be costly to update, refine, and maintain the HEPI in such a way that would meet professional standards for price indexing. The most labor-intensive work would be in refreshing the data in the higher education market basket.

For these reasons, SHEEO decided not to develop a successor to the HEPI. But, over an extended period of time, differences between the market basket of higher education cost increases and the CPI market basket cost increases are material. The most fundamental problem is that the largest expenditure for higher education is salaries for educated people. In the past 20 years, such people have demanded increasingly higher compensation in both the private and public sectors, including colleges and universities.

SHEEO developed the Higher Education Cost Adjustment (HECA) as an alternative to the CPI-U and the HEPI for estimating inflation in the costs paid by colleges and universities. HECA is constructed from two federally developed and maintained price indices—the Employment Cost Index (ECI) and the Gross Domestic Product Implicit Price Deflator (GDP IPD). The ECI reflects employer compensation costs including wages, salaries, and benefits.[4] The GDP IPD reflects general price inflation in the U.S. economy.[5] The HECA has the following advantages:

1. It is constructed from measures of inflation in the broader U.S. economy;
2. It is simple, straightforward to calculate, and transparent; and
3. The underlying indices are developed and routinely updated by the Bureaus of Labor Statistics and Economic Analysis.

Because the best available data suggest that faculty and staff salaries account for roughly 75 percent of college and university expenditures, the HECA is based on a market basket with two components—personnel costs (75 percent of the index), and non-personnel costs (25 percent). SHEEO constructed the HECA based on the growth of the ECI (for 75 percent of costs) and the growth of the GDP IPD (for 25 percent of costs).

[4] The Employment Cost Index (ECI) for White Collar Workers (excluding sales occupations), which has traditionally been used in SHEF, was discontinued in March 2006. The ECI for management, professional, and related occupations (not seasonally adjusted) is the closest to the discontinued index and is now used in SHEF. This index is available to 2001, and historical SHEF data have been adjusted to represent this new series.

[5] Gross Domestic Product (GDP) is the total market value of all final goods and services produced in the country in a given year. It is equal to total consumer, investment, and government spending, plus the value of exports, minus the value of imports. The GDP Implicit Price Deflator is current dollar GDP divided by constant dollar GDP. This ratio is used to account for the effects of inflation by reflecting the change in the prices of the bundle of goods that make up the GDP as well as changes to the bundle itself.

Technical Paper Table 1 displays three indices—the CPI-U, HEPI, and HECA—for the years 1994 to 2009. For comparison purposes, per capita income growth is shown.

Summary of the Indices

Between 1994 and 2009:

- Consumer prices grew by 45 percent;
- Provider prices for higher education grew 58 percent (as estimated by HECA); and
- Provider prices for higher education grew 71 percent (as estimated by HEPI);

Technical Paper Table 1

CPI-U, HEPI, and HECA Indexed to Fiscal Year 2009

Fiscal Year	CPI-U [1]	HECA [2]	HEPI [3]
1994	69.08	63.42	58.47
1995	71.04	65.17	60.19
1996	73.13	66.88	61.94
1997	74.81	68.71	63.87
1998	75.98	70.83	66.13
1999	77.66	72.82	67.70
2000	80.27	75.66	70.50
2001	82.55	79.02	74.72
2002	83.85	81.48	76.15
2003	85.77	84.02	80.02
2004	88.05	86.93	82.96
2005	91.03	89.93	86.22
2006	93.97	92.63	90.62
2007	96.65	95.77	93.20
2008	100.36	98.55	97.82
2009	100.00	100.00	100.00
% Change 1994-2009	**45%**	**58%**	**71%**

Note: CPI-U and HEPI are fiscal year (July 1 to June 30). HECA data are Quarter 2 of the calendar year, coinciding with the final quarter of the comparable fiscal year. Personal income data are calendar year.

Sources:
1) U.S. Bureau of Labor Statistics.
2) SHEEO, from BLS and BEA data.
3) Kent Halstead, Research Associates of Washington, DC.

Technical Paper B

Adjusting for Interstate Differences in Cost of Living and Enrollment Mix

It is difficult to compare interstate higher education unit costs. The analytical tools available are, at best, blunt instruments for measuring differences. Nevertheless, blunt instruments can be better than no instruments at all. This technical paper briefly describes two approaches for assessing the relative significance of two factors—cost of living and the enrollment mix among institutions.

The cost of living varies greatly across the 50 states. The most significant difference is in median housing values—in the 2005 American Community Survey census, these were $167,500 for the nation, but ranged from $84,400 to $477,000 across different regions and states.

Enrollment mix also poses a challenge for interstate financial comparisons. Each level of higher education, from the lowest undergraduate work through doctoral studies, is progressively more expensive. A state or institution with a large proportion of enrollment in graduate programs will normally have a higher cost per FTE than a state or institution with a larger proportion of enrollment in undergraduate and two-year degree programs.

SHEF Adjustments for Cost of Living and Enrollment Mix

The SHEF report provides separate analytical adjustments for differences among the states in the cost of living (COLA: Cost of Living Adjustment) and the mix in enrollment among categories of institutions (EMI: Enrollment Mix Index). The adjustment for interstate cost of living differences is drawn from the Berry index (a study by Berry et al. that provides a single index for each state).[1] While this index does not solve the problem of differing intrastate costs of living, it offers a way to get a rough estimate of these differences for adjusting interstate unit cost data. The range of values extends from 0.88 to 1.21 among the 48 contiguous states in 2003, the most recent year available for this data.

The Berry index does not provide an estimate of cost of living in Alaska and Hawaii, two states with unique characteristics. Alaska is estimated to have a cost of living consistent with the highest cost of living in the contiguous 48 United States. As a result, in the SHEF analysis, the value of 1.21 (the highest value of the 48 contiguous states) is assigned to Alaska. The cost of living in Hawaii is about 30 percent higher than in the 48 contiguous United States. An examination of city-based cost of living adjustment factors resulted in assigning Hawaii a cost of living adjustment factor of 1.35. This is comparable to Boston's ACCRA cost of living adjustment, but lower than Honolulu's adjustment of 1.64. Honolulu's adjustment factor would not be appropriate because, while most of Hawaii's higher education is concentrated there, it is a disproportionately high value.

SHEEO has developed an adjustment for interstate enrollment mix differences based on the proportion of enrollment in each state compared with the national proportions of enrollment by Carnegie Classification for FY 2007 (the most recent finance data available at the time of data collection and analysis). The essential steps are as follows:

1. Integrated Postsecondary Education Data System (IPEDS) data were used to develop a national average cost per fall FTE for each of the Carnegie Classifications of institutions. This calculation used financial information from FY 2007 and fall 2006 FTE data. In addition, an aggregated national cost per FTE was calculated to be $10,893. The average national cost per FTE reflects the national enrollment mix among sectors, the most common of which are: Doctoral Research Extensive ($17,140); Doctoral Research Intensive ($12,136); Masters Colleges and Universities I ($10,370); and Associate Colleges ($8,651).

[1] Berry, W.D., R.C. Fording, and R.L. Hanson. *Cost of Living Index for the American States*, 1960-2003. (Available at ICPSR Publication-Related Archive, study # 1275 http://webapp.icpsr.umich.edu/cocoon/ICPSR-STUDY/01275.xml)

2. The proportion of each state's FTE in each of the Carnegie Classifications was calculated for fall 2006, and then multiplied by the national average cost per FTE in 2006 (FY 2007) for each respective classification. The sum of these products (the total state FTE for classification multiplied by the national average unit cost for classification) yields the state's enrollment mix unit cost for the year.

   If the state has relatively more enrollment in higher cost Carnegie Classifications (e.g., research universities) the enrollment mix unit cost will surpass the aggregated national unit cost. If the state has relatively more enrollment in lower cost Carnegie Classifications (e.g., community colleges) the enrollment mix unit cost will be less than the aggregated national unit cost.

3. The ratio of enrollment mix unit cost to aggregated national unit cost constitutes each state's enrollment mix "index." For example, the enrollment mix index for California in 2006 equals 0.94 because California has a large community college system. This calculation illustrates that, if unit costs in each sector were at the national average, the statewide cost per FTE would be lower than the aggregated national unit cost by nine percent.

Each SHEF adjustment is expressed in index values where the national average equals 1.00. Hence, actual expenditures per FTE are divided by the SHEF adjustment in order to obtain the adjusted value. For example, presume that State X has an actual expenditure per FTE of $8,000. If the cost of living index for State X equals 1.05, its expenditure per FTE, adjusted for differences in the cost of living, would be $7,619 ($8,000 / 1.05). If State X has an enrollment mix index of 0.98, its expenditure per FTE, adjusted for differences in enrollment mix, would be $8,163 ($8,000 / .98). When both adjustments are made, State X would have an adjusted expenditure per FTE of $7,775 ($8,000 / 1.05 / .98).

Technical Paper Table 2 shows the EMI, COLA, and combined EMI and COLA measures for each state. *Technical Paper Table 3* summarizes results for the SHEF adjustments for interstate cost of living and enrollment mix differences among the states. SHEEO welcomes comments on the utility and limitations of these analytical tools and any suggestions for improvement.

Technical Paper Table 2

Enrollment Mix Index (EMI) and Cost of Living Adjustments (COLA) by State

State	EMI[1]	COLA[2]	EMI & COLA Combined
Alabama	0.972	0.902	0.876
Alaska	0.973	1.218	1.185
Arizona	1.091	0.964	1.052
Arkansas	0.918	0.887	0.814
California	0.937	1.090	1.021
Colorado	1.139	1.048	1.193
Connecticut	1.030	1.202	1.238
Delaware	1.256	0.993	1.247
Florida	1.048	0.921	0.966
Georgia	1.009	0.935	0.943
Hawaii	1.147	1.354	1.553
Idaho	0.973	0.957	0.931
Illinois	0.971	1.051	1.021
Indiana	1.143	1.001	1.145
Iowa	1.112	0.995	1.106
Kansas	1.103	0.999	1.101
Kentucky	0.989	0.905	0.895
Louisiana	1.042	0.901	0.939
Maine	0.934	1.091	1.019
Maryland	0.993	0.999	0.991
Massachusetts	0.990	1.218	1.206
Michigan	1.072	1.027	1.101
Minnesota	1.004	1.051	1.055
Mississippi	0.923	0.883	0.815
Missouri	1.036	0.997	1.034
Montana	1.198	0.951	1.139
Nebraska	1.050	1.011	1.062
Nevada	0.949	1.014	0.962
New Hampshire	0.972	1.152	1.120
New Jersey	0.845	1.193	1.009
New Mexico	1.045	0.955	0.997
New York	0.945	1.146	1.083
North Carolina	1.006	0.929	0.934
North Dakota	0.999	1.002	1.001
Ohio	1.063	1.009	1.072
Oklahoma	0.929	0.886	0.823
Oregon	1.010	1.020	1.030
Pennsylvania	0.967	1.068	1.032
Rhode Island	0.949	1.149	1.090
South Carolina	0.999	0.915	0.914
South Dakota	0.993	1.007	0.999
Tennessee	1.014	0.913	0.926
Texas	0.967	0.886	0.857
Utah	1.058	1.007	1.066
Vermont	0.995	1.122	1.116
Virginia	1.032	0.962	0.994
Washington	1.002	1.045	1.047
West Virginia	0.892	0.892	0.796
Wisconsin	1.011	1.031	1.042
Wyoming	0.921	0.966	0.890
U.S.	**1.000**	**1.000**	**1.000**

Notes:
1) Fall 2006 FTE data and FY2007 finanancial data from IPEDS are used to produce Enrollment Mix
2) As of 2003, obtained from Berry, 2003

Technical Paper Table 3

Impact of Enrollment Mix and Cost of Living Adjustments on Interstate Comparison of Total Educational Funding per FTE, Fiscal 2009

State	Total Educational Revenue per FTE UNADJUSTED		ADJUSTED FOR ENROLLMENT MIX		ADJUSTED FOR COST OF LIVING		ADJUSTED FOR ENROLLMENT & COLA	
	$/FTE	% of U.S. Avg	$/FTE	% of U.S. Avg	$/FTE	% of U.S. Avg	$/FTE	% of U.S. Avg
Alabama	11,616	106%	11,954	109%	12,880	117%	13,255	121%
Alaska	20,523	187%	21,093	192%	16,849	153%	17,317	157%
Arizona	12,376	113%	11,341	103%	12,831	117%	11,759	107%
Arkansas	9,793	89%	10,674	97%	11,040	100%	12,033	109%
California	8,602	78%	9,183	83%	7,894	72%	8,426	77%
Colorado	10,772	98%	9,459	86%	10,283	93%	9,029	82%
Connecticut	17,295	157%	16,794	153%	14,391	131%	13,974	127%
Delaware	18,715	170%	14,902	135%	18,844	171%	15,004	136%
Florida	8,568	78%	8,172	74%	9,302	85%	8,872	81%
Georgia	10,203	93%	10,113	92%	10,917	99%	10,821	98%
Hawaii	18,350	167%	16,003	146%	13,553	123%	11,819	107%
Idaho	11,033	100%	11,342	103%	11,534	105%	11,857	108%
Illinois	11,530	105%	11,869	108%	10,975	100%	11,297	103%
Indiana	11,562	105%	10,116	92%	11,546	105%	10,102	92%
Iowa	12,768	116%	11,485	104%	12,836	117%	11,546	105%
Kansas	10,654	97%	9,664	88%	10,669	97%	9,677	88%
Kentucky	11,803	107%	11,929	108%	13,045	119%	13,184	120%
Louisiana	9,966	91%	9,567	87%	11,058	101%	10,616	97%
Maine	14,519	132%	15,544	141%	13,312	121%	14,252	130%
Maryland	14,514	132%	14,620	133%	14,534	132%	14,640	133%
Massachusetts	12,191	111%	12,318	112%	10,009	91%	10,113	92%
Michigan	14,380	131%	13,416	122%	13,998	127%	13,059	119%
Minnesota	11,866	108%	11,818	107%	11,288	103%	11,243	102%
Mississippi	9,286	84%	10,057	91%	10,521	96%	11,394	104%
Missouri	10,617	97%	10,245	93%	10,645	97%	10,272	93%
Montana	10,086	92%	8,418	77%	10,605	96%	8,852	80%
Nebraska	11,541	105%	10,989	100%	11,412	104%	10,866	99%
Nevada	10,865	99%	11,450	104%	10,713	97%	11,290	103%
New Hampshire	12,035	109%	12,383	113%	10,447	95%	10,750	98%
New Jersey	14,824	135%	17,539	159%	12,421	113%	14,696	134%
New Mexico	10,159	92%	9,725	88%	10,640	97%	10,185	93%
New York	12,776	116%	13,519	123%	11,147	101%	11,795	107%
North Carolina	10,498	95%	10,440	95%	11,301	103%	11,239	102%
North Dakota	11,820	107%	11,835	108%	11,797	107%	11,812	107%
Ohio	10,867	99%	10,225	93%	10,770	98%	10,133	92%
Oklahoma	11,076	101%	11,929	108%	12,495	114%	13,457	122%
Oregon	9,734	89%	9,640	88%	9,540	87%	9,447	86%
Pennsylvania	14,124	128%	14,607	133%	13,227	120%	13,679	124%
Rhode Island	14,781	134%	15,583	142%	12,864	117%	13,562	123%
South Carolina	9,871	90%	9,885	90%	10,785	98%	10,801	98%
South Dakota	8,654	79%	8,719	79%	8,595	78%	8,660	79%
Tennessee	10,888	99%	10,738	98%	11,920	108%	11,756	107%
Texas	10,562	96%	10,921	99%	11,922	108%	12,327	112%
Utah	9,962	91%	9,418	86%	9,888	90%	9,348	85%
Vermont	15,990	145%	16,069	146%	14,255	130%	14,326	130%
Virginia	11,284	103%	10,929	99%	11,724	107%	11,355	103%
Washington	9,168	83%	9,152	83%	8,771	80%	8,757	80%
West Virginia	9,576	87%	10,732	98%	10,735	98%	12,032	109%
Wisconsin	10,836	99%	10,716	97%	10,514	96%	10,397	95%
Wyoming	15,548	141%	16,873	153%	16,089	146%	17,460	159%
U.S.	**$10,998**	**100%**	**$10,998**	**100%**	**$10,998**	**100%**	**$10,998**	**100%**

Source: SSDB

Technical Paper C

Diverse Perspectives on State Higher Education Finance Data

Understanding state support for higher education is complicated by the various perspectives of organizations that measure monetary support. Aside from SHEF, two annual studies are national in scope and report different numbers based on unique definitions and data elements—Illinois State University's *Grapevine* survey and the National Association of State Budget Officers (NASBO) State Expenditure Report. Further complicating the issue, states observe different practices in collecting and reporting data. For example, as reported by NASBO, in FY 2008, twelve states exclude all or some of tuition and fees in state expenditures for higher education and nineteen states exclude all or part of student loan programs. Reconciling these differences (both at the data collection and state levels) may be impossible; understanding them, however, is essential for getting a clear picture of state trends in financing higher education.

The following summarizes data collected by SHEEO, NASBO, and *Grapevine*.

Grapevine – "State Effort"

Grapevine reports on total "state effort" for higher education, defined as funds from all state sources for universities, colleges, community colleges, and state higher education agencies. The *Grapevine* data collection effort has merged with the SHEF data collection effort to form the new State Support for Higher Education Database (SSDB) data collection. The SSDB data collection requires that states follow the following guidelines in reporting:

1. Report only appropriations, not actual expenditures.
2. Report only sums appropriated for annual operating expenses.
3. For state tax appropriations in complex universities, separate the sums appropriated for (or allocated to) the main campus, branch campuses, and medical centers (even if on the main campus). Medical center data should include the operations of colleges of medicine, dentistry, pharmacy, and nursing; and teaching hospitals, either lumped as one sum or set out separately, as preferred.

"State effort" for *Grapevine* includes:

- Sums appropriated for state aid to local public community colleges, state-supported community colleges, and vocational-technical two-year colleges or institutes predominantly for high school graduates and adult students.
- Sums appropriated for statewide coordinating or governing boards (for expenses and/or allocation to other institutions).
- Sums appropriated for state scholarships or other student financial aid.
- Sums destined for higher education but appropriated to another state agency.
- Appropriations directed to independent institutions of higher education.
- Funding under state auspices for appropriated non-tax state support (such as monies from lotteries set aside for institutional support or for student assistance).

- Funding under state auspices for non-appropriated state support (such as monies from receipt of lease income and oil/mineral extraction fees on land set aside for public institution benefit).
- Interest or earnings received from state funded endowments set aside for public sector institutions.
- Portions of multi-year appropriations from previous years.
- Any other sources of state funding for higher education operations not listed above.

Excluded items include appropriations for capital outlays and debt service, and appropriations of sums derived from federal sources, student fees, and auxiliary enterprises.

National Association of State Budget Officers (NASBO) – "State Funds"

NASBO defines state support of higher education as expenditures reflecting support of state university systems, community colleges, and vocational education. "State Funds" are defined as general funds plus other state funds. Fund revenue sources include:

- Sales Tax
- Gaming Tax
- Corporate Income Tax
- Personal Income Tax
- Other taxes and fees (depending on the state, these may include cigarette and tobacco taxes, alcoholic beverage taxes, insurance premiums, severance taxes, licenses and fees for permits, inheritance taxes, and charges for state-provided services)
- Tuition and Fees and student loan revenue (in most states)

States are also requested to include capital spending (for some states this can be substantial, and it tends to vary widely from year to year). Exclusions include federal research grants and university endowments.

SHEEO – "Total State and Local Support"

As a result of the combined SSDB effort, the SHEEO definition of Total State Support is the same as the *Grapevine* definition of State Effort. However, SHEEO adds in local tax appropriations for higher education to calculate State and Local Support.

The SHEF report was originally built on Dr. Kent Halstead's *State Profiles: Financing Public Higher Education*, better known as the "Halstead Study." Starting in the 1970s, Research Associates of Washington, headed by Halstead, produced a model of the principal factors governing state support of public higher education. Through the presentation of raw state data, indexed data, weighted state comparisons, and national overviews, Halstead sought to provide states with the capability to assess their support of public higher education. He analyzed state FTE, appropriations, and net tuition data, along with data gathered from the U.S. Census Bureau, the Department of Treasury, and the National Center for Education Statistics, and created tables displaying state support, tax capacity, tax effort, and family share of funding. His results were published in two volumes—the annual *State Profiles: Financing Public Higher Education Rankings*, and the companion trend data, *State Profiles: Financing Public Higher Education Trend Data*. Both were last published in 1998.

In 2001, SHEEO resumed this endeavor.

Like the "Halstead studies," the SHEEO study:

- Analyzes state support for higher education, setting aside support in categories that vary widely among states (research, medical education, and agricultural extension services) so as to focus the analysis on appropriations for instruction and public service in more comparable areas;
- Collects annual FTE enrollment data to calculate more comparable estimates of state support per student;
- Examines state support for higher education in the context of a state's capacity to raise revenue from taxation;
- Examines the relative contribution of students to the cost of public higher education; and
- Examines interstate differences in the cost of living and in the enrollment mix among different types of institutions.

Additionally, SHEEO's annual survey provides information on:

- State support for the education of students attending independent colleges and universities (direct state grants to institutions, or financial aid to students).
- State support of higher education operations through non-tax revenue, including lottery proceeds, royalties from natural resources, and state-supported endowments.
- Trends in state support for research, medical education, and agricultural extension services.
- State-supported student financial assistance.

APPENDIX A – GLOSSARY OF TERMS

Cost Adjustments

Consumer Price Index (CPI). A measure of the average change over time in the price of a market basket of consumer goods and services. Sources: Bureau of Labor Statistics, U.S. Department of Labor.

Employment Cost Index (ECI). A measure of the change in labor costs, outside the influence of employment shifts, among occupations and industries. The ECI for private industry white-collar occupations (excluding sales) accounts for 75 percent of the State Higher Education Executive Officers (SHEEO) Higher Education Cost Adjustment (HECA). HECA uses the compensation series that includes changes in wages and salaries plus employer costs for employee benefits. Sources: Bureau of Labor Statistics, U.S. Department of Labor.

Gross Domestic Product (GDP). The total market value of all final goods and services produced in the country in a given year—the sum of total consumer spending, investment spending, government spending, and exports, minus imports. Source: Bureau of Economic Analysis, Office of Economic Policy, U.S. Department of Commerce.

Gross Domestic Product Implicit Price Deflator (GDP IPD). Current dollar GDP divided by constant dollar GDP. This ratio is used to account for inflationary effects by reflecting both the change in the price of the bundle of goods comprising the GDP and the change to the bundle itself. The GDP IPD accounts for 25 percent of the SHEEO HECA. Sources: Bureau of Economic Analysis, Office of Economic Policy, U.S. Department of Commerce.

Higher Education Cost Adjustment (HECA). Measures price inflation experienced by colleges and universities. The HECA uses two external indices maintained by the federal government—the ECI (accounts for 75 percent of the index) and the GDP IPD (accounts for the remainder). Source: SSDB.

Higher Education Price Index (HEPI). Developed by Kent Halstead, the HEPI measures the inflationary effect on college and university operations. It measures the average relative level in the price of a fixed market basket of goods and services purchased by colleges and universities through current fund educational and general expenses (excluding those for sponsored research, department sales and services, and auxiliary enterprises). Source: Commonfund (www.commonfund.org; rollover “Investor Services” and choose “Research”).

Price Inflation. The percentage increase in the price of a market basket of goods and services over a specific time period.

Enrollment

Full-Time-Equivalent Enrollment (FTE). A measure of enrollment equal to one student enrolled full-time for one academic year, based on all credit hours (including summer sessions). The SHEF data capture FTE enrollment in public institutions of higher education in those credit or contact hours associated with courses that apply to a degree or certificate, excluding non-credit continuing education, adult education, and extension courses.

If courses meet the "formal award potential" criterion, they may include vocational-technical, remedial, and other program enrollment at two-year community colleges and state-approved area vocational-technical centers. Medical school enrollment is reported but set aside from the net FTE used in "funding per FTE" calculations because states vary widely in the extent of medical school funding.

The FTE calculation differs with the type and level of instruction:

- Contact hour courses: One annual FTE is the sum of total contact hours divided by 900.
- Undergraduate credit hour courses: One annual FTE is the sum of total credits divided by 30 (for semester-based calendar systems) or 45 (for quarter systems).
- Graduate and first-professional credit hour courses: One annual FTE is the sum of total credits divided by 24 (for semester systems) or 36 (for quarter systems). Source: SSDB.

Revenue

Appropriations. Money set aside by formal legislative action for a specific use.

Educational Appropriations.[1] Net State Support plus Local Tax Appropriations minus Research, Agricultural, and Medical (RAM) appropriations. Source: SSDB.

Gross State Support. The sum of State Tax Appropriations plus:

- Funding under state auspices for appropriated non-tax state support (e.g., lotteries, casinos, and tobacco settlement funds) set aside for higher education;
- Funding under state auspices for non-appropriated state support (e.g., monies from receipt of lease income, cattle grazing rights, and oil/mineral extraction fees on land) set aside for higher education;
- Sums destined for higher education but appropriated to some other state agency (e.g., administered funds or funds intended for faculty/staff fringe benefits that are appropriated to the state treasurer);
- Interest or earnings received from state-funded endowments pledged to public sector institutions; and
- Portions of multi-year appropriations from previous years. Source: SSDB.

Local Tax Appropriations. Annual appropriations from local government taxes for public higher education institution operating expenses. Source: SSDB.

Net State Support. State support for public higher education annual operating expenses. The difference resulting from Gross State Support less:

- Appropriations returned to the state;
- State-appropriated funds derived from federal sources;
- Portions of multi-year appropriations to be distributed over subsequent years;
- Tuition charges remitted to the state to offset state appropriations;
- Tuition and fees used for capital debt service and capital improvement (other than that paid by students for auxiliary enterprise debt service);
- State funding for students in non-credit continuing or adult education courses and non-credit extension courses;
- Sums appropriated to independent institutions for capital outlay or operating expenses;
- Allocation of appropriations for financial aid grants to students attending in-state independent institutions; and

[1] For FY 2009, educational appropriations includes funds allocated to states by the federal government through the American Recovery and Reinvestment Act of 2009 (ARRA), specifically those funds from the Education Stabilization Fund and Other Government Services Fund that were to be used to fill shortfalls in state support for general operating expenses at public colleges and universities. In FY 2009, this totaled to $2.4 billion.

- Allocation of appropriations for financial aid grants to students attending out-of-state institutions. Source: SSDB.

Personal Income. The income received by all persons from participation in production, from government and business transfer payments, and from government interest. Personal income is the sum of net earnings by place of residence, rental income, personal dividend income, personal interest income, and transfer payments. Net earnings is earnings by place of work (wage and salary disbursements, and proprietors' income) less personal contributions for social insurance, including an adjustment to convert earnings by place of work to earnings by place of residence. Personal income is measured before the deduction of personal income taxes and is reported in current dollars. Sources: Bureau of Economic Analysis, Office of Economic Policy, U.S. Department of Treasury.

Research, Agricultural, and Medical Appropriations (RAM). Special purpose appropriations targeted by legislative budget line-item identification or institutional designation for the direct operation and administrative support of research centers and institutes, agricultural experiment stations, cooperative extension services, teaching hospitals, health care public services, and four types of medical schools—medical, osteopathic, dental, and veterinary. Source: SSDB.

State Tax Appropriations. Appropriations from state government taxes for public and private higher education institution and agency annual operating expenses, excluding capital outlay (for new construction or debt retirement) and revenue from auxiliary enterprises. These sums are largely the same as those reported as part of the annual *Grapevine* survey of the Center for the Study of Higher Education Policy at Illinois State University. Source: *Grapevine*, as reported to SHEEO.

Student Share. The share of Total Educational Revenue from students or their families. Net Tuition Revenue as a percentage of Total Educational Revenue. Source: SSDB.

Total Educational Revenue. The sum of Educational Appropriations and Net Tuition Revenue. Source: SSDB.

State Tax Revenue, Capacity, Effort, and Higher Education Allocation

Actual Tax Revenue (ATR). General revenue derived from taxation by state and local governments. Source: U.S. Census Bureau.

Effective Tax Rate (ETR). Actual Tax Revenue per capita divided by Total Taxable Resources per capita, expressed as a percentage. In 2000, the national average effective tax rate was 7.8 percent, or $3,086 divided by $39,579. An indexed value is derived by dividing the state's effective tax rate by the national average effective tax rate. Sources: Population and Actual Tax Revenue from the U.S. Census Bureau; Total Taxable Resources from the Bureau of Economic Analysis, Office of Economic Policy, U.S. Department of Treasury.

State Higher Education Allocation. Measures total state support and local appropriations to higher education as a percentage of state plus local tax revenue. Source: SHEEO calculation from SHEF and U.S. Census data.

Total Taxable Resources Index (TTR). Total Taxable Resources is the sum of Gross State Product (in-state production) minus components presumed not taxable by the state plus various components of income derived from out-of-state sources. An indexed value for each state is derived by dividing the state's TTR per capita by the national average TTR per capita. Source: Bureau of Economic Analysis, the Office of Economic Policy, and the U.S. Department of Treasury (with the exception of net realized capital gains (from the Internal Revenue Service).

Tuition and Fee Revenue

Gross Tuition and Fees. Gross assessments by public postsecondary institutions for tuition and mandatory education fees. Source: SSDB.

Net Tuition Revenue. The sum of Gross Tuition and Mandatory Fee Assessments minus state-funded student financial aid, institutional discounts and waivers, and medical school student tuition revenue. Enrollment, state appropriations, and medical school tuition revenue are set aside in many SHEF analyses to improve interstate evaluation. Source: SSDB.

APPENDIX B – DATA COLLECTION FORM

State Support for Higher Education Database Collection, 2010 Collection Year

	Data Element Number	Description	Please review and revise Data Element #1 and enter data in remaining non-shaded cells Please fill in data for the Special Section, Section 1, and Section 2 by September 25, 2009				Please enter numbers in all non-shaded cells Please fill in data for the Special Section, Section 1, and Section 2 by September 25, 2009				
			2009				2010				Items Included
			2-year sector	4-year sector	Other	Total	2-year sector	4-year sector	Other	Total	
Special Section: American Reinvestment and Recovery Act of 2009 (ARRA) Funds **Please do NOT include these sums in you Section 1, 2, 3, or 4 data**		**Education Stabilization Funds** used to restore the level of state support for public higher education									
		Government Services Funds used for public higher education excluding modernization, rennovation, or repair.									
		Government Service Funds used for modernization, rennovation, or repair of higher education institutions (public and private).									
Section 1: **State Tax Support for Higher Education**	1	**Appropriations from state government taxes to institutions for operations and other higher education activities.** See instructions for what should and should not be included in this figure.									
Section 2: **Additional State Support for Higher Education** *Note: None of these funds should be included in your Section 1 figure. If they are, please delete them from that number and include them in the appropriate row in this section*	2	**Funding under state auspices for appropriated non-tax state support set aside by the state for higher education.** These may include, but are not limited to, monies from lotteries (including lottery scholarships), tobacco settlement, or casinos, or other gaming. These funds should not be included in Data Element #1.									
	3	**Funding under state auspices for non-appropriated state support.** These may include, but are not limited to, monies from receipt of lease income, cattle-grazing rights fees, and oil/mineral extraction fees on land set aside by the state for higher education. These funds should not be included in Data Element #1.									
	4	**Non-tax sums destined for higher education but appropriated to some other state agency.** These may include any non-tax sums that are appropriated for higher education, but to some other state agency. Please note that these sums should be derived from non-tax sources and are not the same as those reported in Data Element #1.									
	5	**Interest or earning received from state funded endowments set aside and pledged to public sector institutions.** These funds should not be included in Data Element #1.									
	6	**Portions of multi-year appropriations from previous years.** These funds should not be included in Data Element #1.									
	7	**Any other state funds not included above.** Please explain in the comments box). These funds should not be included in Data Element #1.									
State Support for All Higher Education (Sum of State Tax Support for Higher Education and Additional State Support for Higher Education (Data Elements 1-7))											
Section 3: **Adjustments to State Support for Higher Education** *Note: Each of the following data elements should be included in your State Support for Higher Education figure. Please make sure they are included in Data Elements 1-7. If none of Data Elements 1-6 is an appropriate definition, please include in Data Element 7 with an explanation.*	8	**Appropriations you expect will have to be returned to the state.** Please make sure these funds are included somewhere in Data Elements 1-6.									
	9	**Portions of multi-year appropriations in the current year which are to be spread over other years.** Please make sure these funds are included somewhere in Data Elements 1-6.									
	10	**State funding for students in non-credit continuing or adult education courses and non-credit extension courses which are not part of a regular program leading to a degree or certificate.** Please make sure these funds are included somewhere in Data Elements 1-6.									
	11	**Sums to independent institutions for operating expenses.** Please make sure these funds are included somewhere in Data Elements 1-6.									
	12	**Allocation of appropriations for student financial aid grants awarded to students attending state independent institutions.** Include dollars intended solely for students attending independent institutions and the independent sector's portion of state aid programs. Estimate if needed. Please make sure these funds are included somewhere in Data Elements 1-6.									
	13	**Allocation of appropriations for student financial aid grants awarded to students attending out-of-state institutions** (estimate if needed). Please make sure these funds are included somewhere in Data Elements 1-6.									
State Support for Public Higher Education (State Support for All Higher Education minus Data Elements 8-13)											

Section 4: **Additional Funding Sources (For Information Purposes)** *Note: These funds should not be included in Sections 1, 2, or 3.*	14	State appropriated funds derived from federal sources. **Please do NOT include funds derived from ARRA.**						
	15	Tuition charges collected by the institutions and remitted to the state as an offset to the state appropriations.						
	16	Sums to independent institutions for capital outlay (new construction and debt service/retirement).						
Section 5: **Local Appropriations for Public Higher Education**	17	**Local Appropriations:** From local government taxes to institutions for operating expenses.						
Section 6: **Research, Agricultural, and Medical Appropriations**	18	**Appropriated sums for research centers, laboratories, and institutes, and appropriated sums separately budgeted by institutions for organized research.** Generally, these are ongoing programs. Include all health and science research.						
	19	**Appropriated sums for agricultural experiment stations and cooperative extension services.**						
	20	**Appropriated sums for teaching or affiliated hospital operations and public service patient care.** Include all medical, dental, veterinary, optometry, pharmacy, menta heath, nursing, and other health science institutes, clinics, laboratories, dispensaries, etc. primarily serving the public.						
	21	**Appropriated sums for the direct operation and administrative support of the four major types of medical schools (medicine, dentistry, veterinary medicine, and osteopathic medicine) and centers corresponding to the medical enrollments.**						
Research-Ag-Med Total (public)								
Section 7: **Public Institution Tuition Revenue**	22	**Gross Tuition plus Mandatory "Education and General" Fees** * (public institutions).						
	23	**Tuition and Fees waived or discounted by public institutions.** If you enter "0," please provide additional information in the comments box explaining why it is "0" for your state. (Will be subtracted.)						
	24	**State appropriated student aid for tuition and mandatory fees for public institutions.** (Will be subtracted.)						
	25	**Tuition and Mandatory Fees paid by public medical students.** (Will be subtracted.)						
	26	**Public institution tuition and fees used for capital debt service/retirement and capital improvement other than that paid by user students for auxiliary enterprise debt service.** Will NOT be subtracted here.						
Public Tuition Revenue Net of Discounts and Waivers, Student Aid, and Medical Tuition								
Section 8: **Annual FTE Enrollment at Public Institutions**	27	**FTE calculated from course work creditable toward an associate, bachelor, or higher degree (including all health science and medical school enrollments) plus from course work in a vocational or technical program that is normally terminal and results in a certificate or some other formal recognition.**						
	28	**Enrollment in schools of medicine, dentistry, veterinary medicine, and osteopathic medicine.** This will be subtracted.						
Public FTE Net of Medical Enrollment								

APPENDIX C – STATE DATA PROVIDERS

Alabama

Susan Cagle
Director, Institutional Finance and Facilities
Alabama Commission on Higher Education
P. O. Box 3020000
Montgomery, AL 36130
(334) 242-2105
susan.cagle@ache.alabama.gov

Alaska

Joe Trubacz
Director, Institutional Finance & Facilities
University of Alaska
P.O. Box 75500
Fairbanks, AK 99775
(907) 450-8022
joe.trubacz@alaska.edu

Arizona

Gale Tebeau
Assistant Executive Director for Business and Finance
Arizona Board of Regents
2020 North Central Ave., Suite 230
Phoenix, AZ 85004
(602) 229-2522
gale.tebeau@azregents.edu

Arkansas

Ashley Pettingill
Institutional Finance Manager
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201
(501) 371-2025
ashleyp@adhe.edu

California

Kevin Woolfork
Budget Policy Coordinator
California Postsecondary Education Commission
770 L Street, Suite 1160
Sacramento, CA 95814-3396
(916) 445-1000
kwoolfork@cpec.ca.gov

Colorado

Andrew Carlson
Budget and Financial Aid Director
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
(303) 866-2723
andrew.carlson@cche.state.co.us

Connecticut

Nancy Brady
Director, Finance & Administration
Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105-2326
(860) 947-1848
nbrady@ctdhe.org

Delaware

Alan Phillips
Data Analyst
Delaware Higher Education Commission
820 N. French Street
Wilmington, DE 19801
(302) 577-5240
aphillips@doe.k12.de.us

Florida

Kristie Harris
Senior Budget Analyst
Florida Board of Governors of the State University System of Florida
325 W. Gaines Street
Tallahassee, FL 32399-0400
(850) 245-9757
kristie.harris@flbog.org

Gina Ballard
Business and Financial Services Coordinator
Florida Department of Education
Florida College System Budget Office
325 W. Gaines Street
Tallahassee, FL 32399-0400
(850) 245-9386
gina.ballard@fldoe.org

Shruti Graf
Program Specialist
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
(850) 245-7820
shruti.graf@fldoe.org

Georgia

Kenneth Kincaid
Chief Financial Officer
Technical College System of Georgia
1800 Century Place, Suite 550
Atlanta, GA 30345-4304
(404) 679-1706
kkincaid@tcsg.edu

Robin Wade
Budget Policy Analyst
Budget Office
Board of Regents of the University System of Georgia
270 Washington Street
Atlanta, GA 30334
(404) 656-2234
Robin.wade@usg.edu

Hawaii

Dennis H. Nishino
Program and Budget Manager
University of Hawaii Budget Office
Administrative Services Building 1, Room 101
Honolulu, HI 92822
(808) 956-8513
nishino@Hawaii.edu

Idaho

Matt Freeman
Chief Fiscal Officer
Office of the State Board of Education
650 W. State Street
Boise, ID 83720
(208) 332-1570
matt.freeman@osbe.idaho.gov

Illinois

Michael Baumgartner
Executive Deputy Director
Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 62701
(217) 557-7382
baumgartner@ibhe.org

Indiana

Bernard M. Hannon
Associate Commissioner for Facilities
and Financial Affairs
Indiana Commission for Higher Education
101 W. Ohio St., Suite 550
Indianapolis, IN 46204
(317) 464-4400
bernieh@che.state.in.gov

Iowa

Patrice Sayre
Chief Business Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale, IA 50322
(515) 281-6421
psayre@iastate.edu

Kansas

Diane Duffy
Vice President for Finance and Administration
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, KS 66612
(785) 296-3421
dduffy@ksbor.org

Kentucky

John Hayek
Vice President, Finance
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
(502) 573-1555 ext. 280
john.hayek@ky.gov

Louisiana

Donald J. Vandal
Deputy Commissioner for Finance and Administration
Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677
(225) 342-4253
donnie.vandal@la.gov

Maine

Rebecca Wyke
Vice Chancellor for Finance and Administration
University of Maine System
16 Central St.
Bangor, ME 04401
(207) 973-3350
wyke@maine.edu

Maryland

Geoffrey Newman
Director of Finance Policy
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401
(410) 260-4554
gnewman@mhec.state.md.us

Massachusetts

Sarah Mealey
Director of Publications and New Media
Massachusetts Department of Higher Education
One Ashburton Place
Boston, MA 02108
(617) 994-6926
smealey@bhe.mass.edu

Michigan

Glen Preston
Budget Analyst
Office of the State Budget
Romney Building, 111 South Capitol, 6th Floor
Lansing, MI 48909
(517) 335-1539
prestong@michigan.gov

Minnesota

Jack Rayburn
Research and Program Services
Minnesota Office of Higher Education
1350 Energy Park Drive, Suite 350
St. Paul, MN 55108
(651) 259-3967
jack.rayburn@state.mn.us

Mississippi

Linda McFall
Assistant Commissioner of Finance & Administration
MS Institutions of Higher Learning
3825 Ridgewood Road
Jackson, MS 39211
(601) 432-6147
lmcfall@mississippi.edu

Missouri

Paul Wagner
Deputy Commissioner
Missouri Department of Higher Education
3515 Amazonas Drive
Jefferson City, MO 65109
(573) 751-2361
paul.wagner@dhe.mo.gov

Montana

Frieda Houser
Director of Budgeting and Accounting
Montana University System
46 North Last Chance Gulch
Helena, MT 59620-3201
(406) 444-0320
fhouser@montana.edu

Nebraska

Carna Pfeil
Associate Director
Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005
(402) 471-0029
carna.pfeil@ccpe.ne.gov

Nevada

Mike Reed
Vice Chancellor for Finance
Nevada System of Higher Education
2601 Enterprise Road
Reno, NV 89512
(702) 889-8426
mike_reed@nshe.nevada.edu

New Hampshire

Melanie DeZenzo
Budget Director
University System of New Hampshire
Dunlap Center
25 Concord Road
Durham, NH 03824-3545
(603) 862-0968
melanie.dezenzo@usnh.edu

Kathryn Dodge
Executive Director
NH Postsecondary Education Commission
3 Barrell Court, Suite 300
Concord, NH 03301-8543
(603) 271-2555
kdodge@pec.state.nh.us

New Jersey

Betsy Garlatti
Director, Finance and Research
NJ Commission on Higher Education
20 West State St., PO Box 542
Trenton, NJ 08625-0542
(609) 292-3235
betsy.garlatti@che.state.nj.us

New Mexico

Martin “Tino” Pestalozzi
Director of Budget and Finance
New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505
(505) 476-6538
tino.pestalozzi@state.nm.us

New York

Cathy Abata
Acting Deputy Budget Director
City University of New York System
State University of New York, State University Plaza
Albany, NY 12246
catherine.abata@mail.cuny.edu

Wendy C. Gillman
SUNY System Administration
State University of New York System
State University of New York, State University Plaza
Albany, NY 12246
(518) 443-5165
wendy.gilman@suny.edu

North Carolina

Ginger Burks
Associate Vice President for Finance
University of North Carolina-General Administration
910 Raleigh Road
Chapel Hill, NC 27515-2688
(919) 962-4604
ginger@northcarolina.edu

Kimberly L. Van Metre
Systems Accounting & Special Projects Manager
North Carolina Community College System
5013 Mail Service Center
Raleigh, NC 27699-5013
(919) 807-7071
vanmetrek@nccommunitycolleges.edu

North Dakota

Laura Glatt
Vice Chancellor for Administrative Affairs
North Dakota University System
600 E Boulevard, Dept 215
Bismarck, ND 58505-0230
(701) 328-4116
laura.glatt@ndus.nodak.edu

Ohio

Kathleen Hensel
Director, Finance
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215
(614) 466-6675
khensel@regents.state.oh.us

Oklahoma

Amanda Paliotta
Vice Chancellor for Budget and Finance
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73107
(405) 225-9126
apaliotta@osrhe.edu

Oregon

Jay Kenton
Vice Chancellor for Finance & Administration
Oregon University System
P. O. Box 488
Corvallis, OR 97339-0488
(541) 737-3646
jay_kenton@ous.edu

Paul Schroeder
Institutional Researcher
Department of Community Colleges and Workforce Development
255 Capitol St NE
Salem, OR 97310
(503) 378-8648
paul.schroeder@state.or.us

Susan Degen
Opportunity Grant Administrator
Oregon Student Asssistance Commission
1500 Valley River Drive, Suite 100
Eugene, OR 97401
(541) 687-7451
susan.r.degan@state.or.us

Pennsylvania

Barbara Nelson
Acting Director, Bureau of Budget & Fiscal Management
Pennsylvania Department of Education
333 Market Street, 4th Floor
Harrisburg, PA 17126-0333
(717) 787-7808
bnelson@state.pa.us

Rhode Island

Robin Beaupre
Acting Chief Financial Officer & Budget Administrator
Rhode Island Board of Governors for Higher Education
The Hazard Building
74 West Road
Cranston, RI 02920
(401) 455-9326
rbeaupre@ribghe.org

South Carolina

Gary S. Glenn
Director for Finance, Facilities & MIS
South Carolina Commission on Higher Education
1333 Main St., Suite 200
Columbia, SC 29201
(803) 737-2155
gglenn@che.sc.gov

South Dakota

Monte R. Kramer
Vice President for Administrative Services
South Dakota Board of Regents
306 E. Capitol, Suite 200
Pierre, SD 57501-2545
(605) 773-3455
montek@sdbor.edu

Tennessee

Jim Vaden
Chief Fiscal Officer
Tennessee Higher Education Commission
404 James Robertson Pkwy; Suite 1900
Nashville, TN 37243-0830
(615) 741-7575
jim.vaden@state.tn.us

Texas

Susan Brown
Assistant Commissioner, Planning and Accountability
Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711
(512) 427-6132
susan.brown@thecb.state.tx.us

Utah

Paul Morris
Assistant Commissioner for Budget & Planning
Utah System of Higher Education
60 S. 400 W.
The Board of Regents Building, The Gateway
Salt Lake City, UT 84101
(801) 366.8423
pmorris@utahsbr.edu

Vermont

Gabrielle Sealy
Research Analyst
Vermont Student Assistance Corporation
P.O. Box 2000, 10 East Allen Street
Winooski, VT 05404
(802) 654-3770 x 396
sealy@vsac.org

Thomas A. Robbins
VP Finance, CFO
Vermont State Colleges
PO Box 359
Waterbury, VT 05676
(802) 241-2531
robbinst@vsc.edu

Richard Cate
Interim Vice President for Finance and Administration
University of Vermont
Waterman Building
Burlington, VT 05405
(802) 656-0219
richard.cate@uvm.edu

Virginia

Dan Hix
Finance Policy Director
State Council of Higher Education for Virginia
101 North 14th Street, 9th Floor
Richmond, VA 23219
(804) 225-3188
danhix@schev.edu

Washington

Richard Heggie
Policy Associate
Washington State Higher Education Coordinating Board
917 Lakeridge Way / PO Box 43430
Olympia, WA 98504-3430
(360) 753-7891
RickH@hecb.wa.gov

West Virginia

Patty Miller
Budget Officer
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard
Charleston, WV 25301
(304) 558-0281
miller@hepc.wvnet.edu

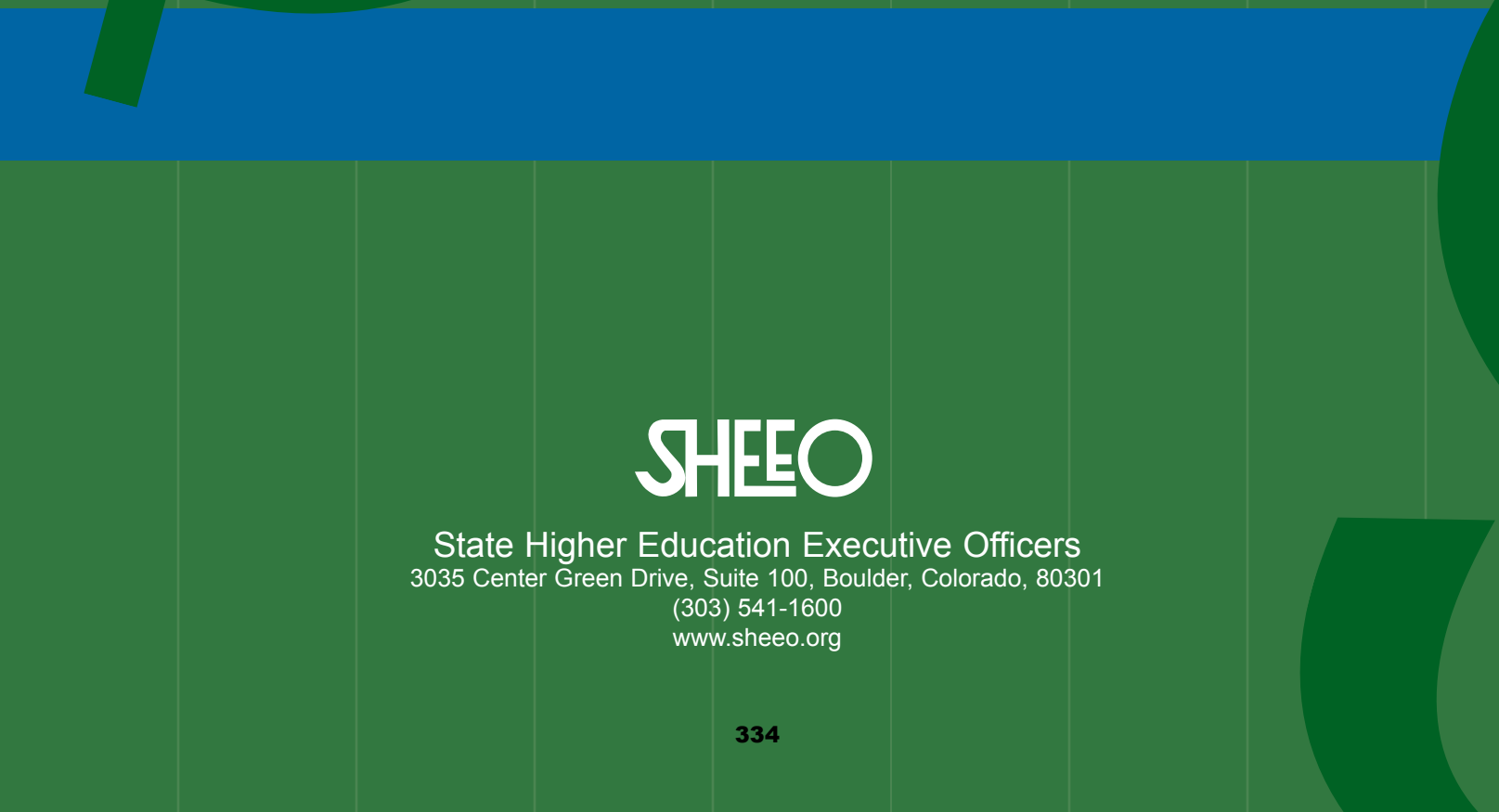
Wisconsin

Deborah Durcan
Vice President for Finance
University of Wisconsin System Administration
1220 Linden Drive; 1752 Van Hise Hall
Madison, WI 53706
(608) 262-1311
ddurcan@uwsa.edu

Wyoming

Suzann M. Koller
Associate Director, Office of Institutional Analysis
University of Wyoming
1000 E. University Ave.
Laramie, WY 82071
(307) 766-2896
ssavor@uwyo.edu

Matt Petry
Director of Budget and Finance
Wyoming Community College Commission
2020 Carey Avenue, 8th Floor
Cheyenne, WY 82002
(307) 777-5859
mpetry@commission.wcc.edu



SHEEO

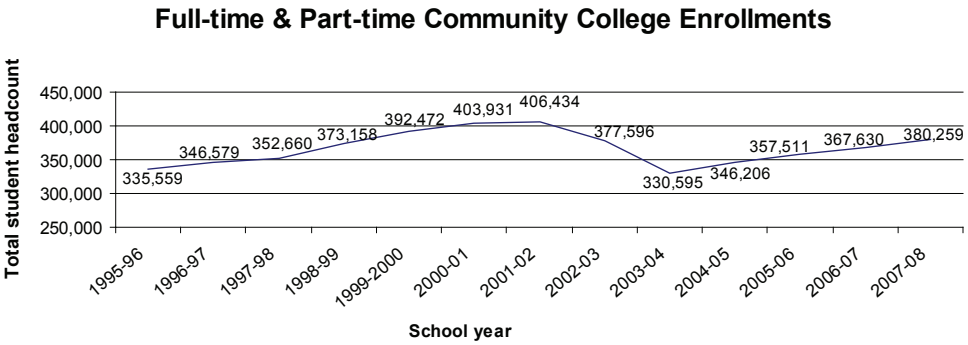
State Higher Education Executive Officers
3035 Center Green Drive, Suite 100, Boulder, Colorado, 80301
(303) 541-1600
www.sheeo.org

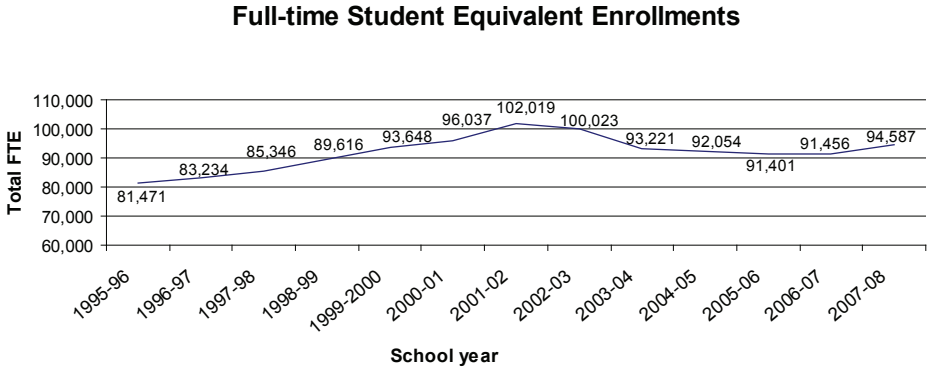
Oregon Community Colleges Budget Picture

2009 - 2011

The following information is presented by the Oregon Department of Community Colleges and Workforce Development to help local college board members and their constituents understand what has been happening to community college funding and what they may expect during the coming biennium.

What's been happening with enrollments?



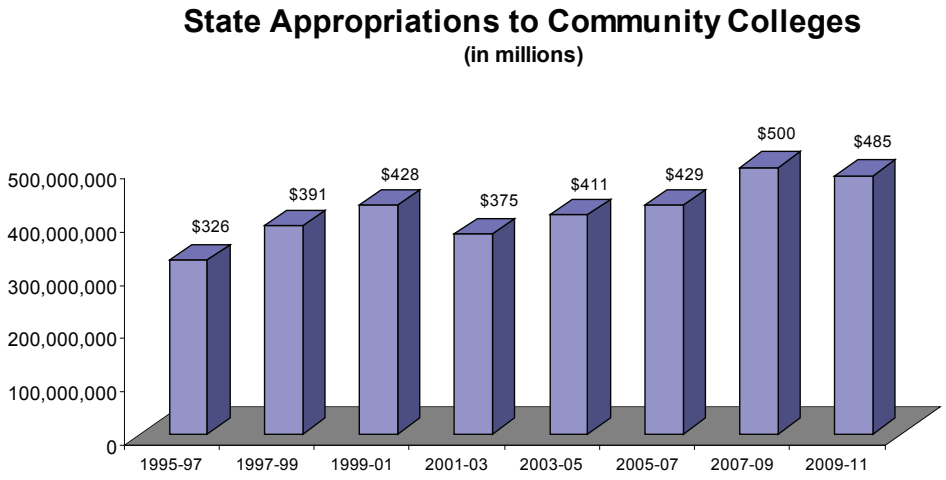


- Community college enrollments, both in terms of headcount and full-time equivalent students, have increased over the last four years, reflecting, at least in part, increased state funding.
- In 2007-08, Oregon community colleges served 380,259 students.
- This current increase is good news. During the 2001-04 time frame budget cuts had significant impacts on enrollments. This decrease in enrollment was attributed to a number of factors including decreased course availability and tuition increases of 12-25% per year.
- The Oregon Opportunity Grant (OOG), the need based financial aid plan for the state increase, also had a positive impact on enrollment. The doubling of the OOG has enabled more students, both full- and part-time, to access financial aid.

Community colleges are the key access point for Oregonian's seeking a post-secondary education. They provide **opportunity** for students to advance their education levels and acquire new skills regardless of their starting point.

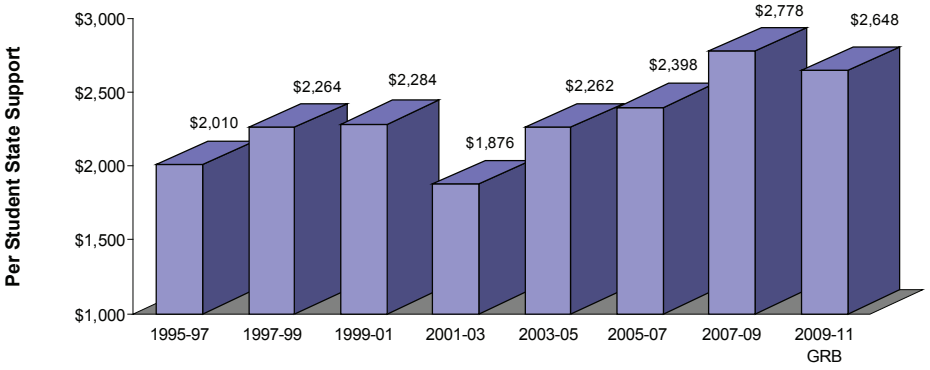
Community colleges are the **leading choice** for high school graduates seeking a post-secondary education. The Oregon University System's recently released study, "Where Have Oregon's Graduates Gone?", reports nearly half of all Oregon high school students who enrolled at an in-state post-secondary institution chose a community college.

What's been happening with funding?

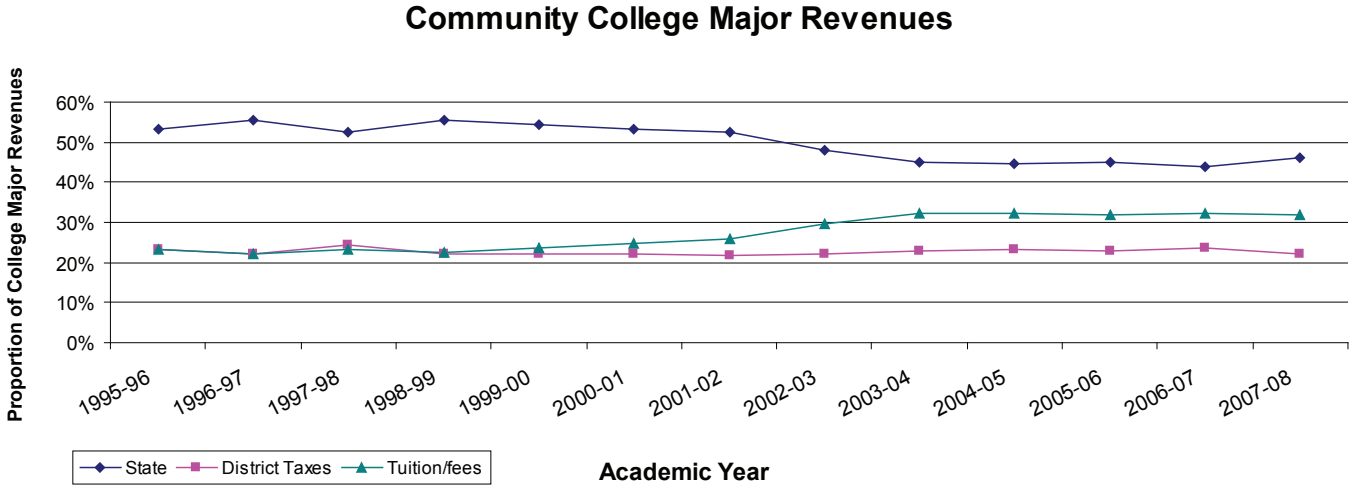


State appropriations to Oregon's community colleges grew in the 1990s as the number of students seeking post-secondary education and workforce training increased. However, funding for increased enrollment masked the fact the State's funding per full-time equivalent student was not keeping up.

Following a substantial decline in 2001-03, the State's investment per student has only recently achieved the levels seen in the late 1990s.



The Governor's Recommended Budget (GRB) includes $485 million to serve approximately 183,155 community college students during 2009-11. State support would be $2,648 per student.

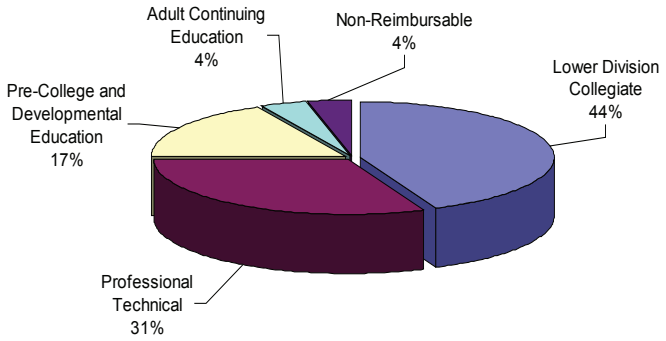


So, what does this mean for Oregon community college students?

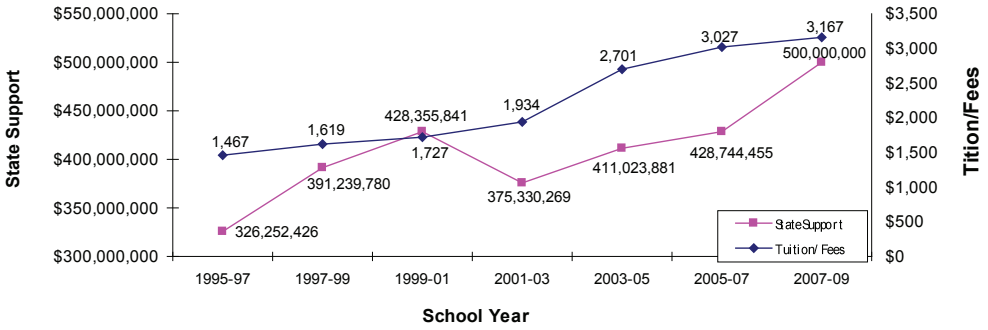
The $500 million allocated to community colleges for the 2007-09 biennium has provided essential operating revenue to rebuild and expand program offerings. This is welcome news - colleges have added 66 programs since September 2007. The impact of the budget reductions over the previous two biennia was addressed in two ways: program reductions and tuition increases.

Over the last five years, average community college tuition rose 61%. Oregon community college tuition ranks third highest of the 15 western states.

Oregon Community Colleges Enrollment by Program Area: 2007-08

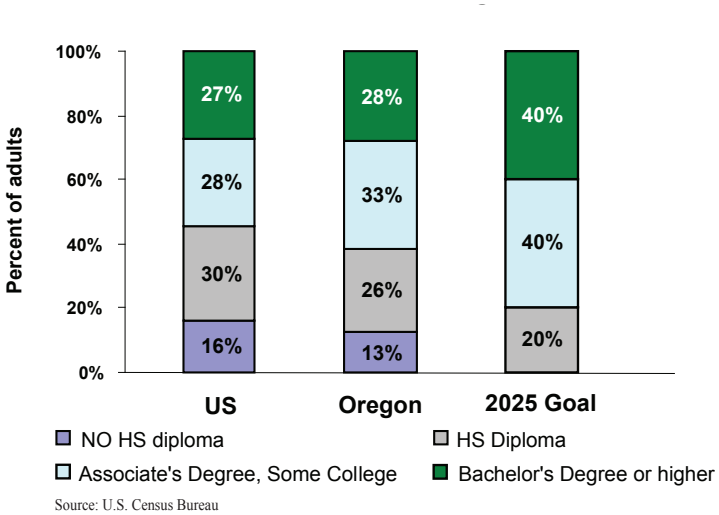


State Support and Tuition/Fees



What does this mean for educational attainment in Oregon?

Educational Attainment of Adults Age 25+
2005 Estimates Compared to Oregon's 2025 Goal



Source: U.S. Census Bureau

Oregon has new goals for educational attainment by 2025: 20% of residents with a high school diploma, 40% with a post-secondary credential or associate's degree, and 40% with a bachelor's degree or higher.

However,

- Oregonians 25 to 34 years old are less likely to have earned a degree than Oregon adults 45 to 54 years old in 2005.
- Chance of an Oregon high school grad *going to college* by age 19 is less today than ten years ago (2004 compared to 1994).[1]
- Average statewide community college tuition rose 99% in 10 years.

[1] *Postsecondary Education OPPORTUNITY*, July 2006 Issue; calculates chance for college as high school graduation rate times college continuation rate by age 19. From "Oregon Opportunity Grant: Shared Responsibility Model" presentation, January 29, 2007.

What's going on with capital construction?

The Community College Capital Construction policy package includes $15.9 million for projects at Treasure Valley Community College, Blue Mountain Community College and Umpqua Community College.

A dollar-for-dollar match is required. Dollar-for-dollar match requirement means that each community college must raise half of the money locally through fundraising or local bonding.

Each community college has submitted a prioritized list of its capital needs. The parameters were that no more than three projects could be submitted by any one college and the list could not include projects that were statutorily prohibited (including dormitories and athletic facilities for spectator sports) and must fit with the current administrative rule.

In collaboration with the community college presidents, CCWD has also applied guiding principles in determining the ranking of projects with the budget. These principles are:

- Structural integrity and safety issues
- Connections and partnerships with the Oregon University System and P-12

Oregon Statute requires that the state "should maintain a policy of substantial state participation in community college building costs." ORS 341.009 (14)

This general policy guideline has resulted in the submission of requests for state general fund investments in community college capital projects for every budget cycle in the last decade except 2001 when all efforts centered on securing funds for student-based funding.

The 2005-06 biennium was the first time in twenty-five years Oregon's community colleges have received Article XI-G bonds from the state.

The State Board of Education has adopted rule that sets the following criteria for ranking capital construction projects:

- Clearly serve an instructional purpose
- Clearly meet an important demonstrated service need of the college
- Clearly meet a facilities need that cannot be adequately addressed through alternative, interim, or existing facilities
- Clearly serve to complete a comprehensive community college facility
- Clearly meet an important and articulated objective of the college
- Clearly reflect evidence of local planning and needs assessment

In 2005, the Legislature approved $38.5 million for Clatsop, Columbia Gorge, Oregon Coast, Rogue, Tillamook Bay, Southwestern Oregon, Klamath Community Colleges. In 2007, the Legislature appropriated $40 million in Article XI-G bonds to provide matching funds for capital construction at eight community colleges, including Central Oregon, Chemeketa, Clackamas, Lane, Linn-Benton, Mt. Hood Oregon Coast and Portland Community Colleges. In 2008, the Legislature approved an additional $4.0 million for Clatsop Community College.

For additional information please contact:
Camille Preus, Commissioner
Oregon Department of Community Colleges and Workforce Development
503-378-8648 x357 or camille.preus@state.or.us.

APPENDIX 18

Jessica Alvarado
Jill Sigfried
Faculty Counselors
Health Professions (HP) Advising Team
Counseling and Advising

Michael Levick
Training Coordinator
Academic Technology Center (ATC)
Dean Middleton
Distance Learning

Executive Summary:

The HP Advising Team is using Moodle to provide career/academic advising support for students in Transfer and Career/Technical Health Professions Programs. In March of 2009 we created with technology support from Michael Levick an online advising tool for each major that is accessible to prospective, new and ongoing students preparing for transfer or entry into limited enrollment programs. The use of Moodle has allowed us to provide advising materials, links to career information and professional organizations and question and answer forums. Students have ongoing access to important information and we have improved our ability to efficiently serve our advising population.

Description of the project:

The Health Professions student population has been difficult to adequately provide academic advising services for as the demand for services has increased significantly over the last few years. They typically represent 25% of all counseling/advising contacts. And, they represent a population with significant need for guidance as they prepare for entry into competitive limited entry programs. After varied approaches to serving students from individual to group advising, utilizing email and print material it became evident that not all students were being served and many self-advised in ways that prevented them access into programs. The primary issue became access to advising information and for staff the repetition of information in inefficient ways. This need was particularly evident for the prospective nursing student population.

In March of 2009 work began with Michael Levick to utilize Moodle technology to increase access to advising information and to keep students up to date regarding important changes in program or application requirements. The following key elements and links were in the initial product: 1) Term by term plans; 2) Advising Guides; 3) Digitally recorded (produced by Dean Middleton) Program Advising Student Sessions for new and transfer students; 4) Nursing Transfer Advising information; 5) Health Professions Application Information; 6) Oregon Career Information System Information for Nursing Professionals; and 7) Statewide professional organizations. As the product evolved the following links were added: 1) Sign up option for in-person advising; 2) Lane resources; 3) List of all nursing schools in Oregon & US; 4) Nursing Scholarship resources; 5) Question and Answer Forum for Application questions; 6) Latest News Forum to provide announcement and important updates; and 7) Guest user access for

prospective Lane students. This Fall 2009 Moodle Academic Advising Resources were built with this template for all of the Health Professions majors.

Effectiveness: Since students initiate enrollment in the Moodle advising resources we now have a way to target the populations that receives vital information on an ongoing basis. We do not have to depend on the student showing up to get updates. We are more consistent in the information delivered since all members of the advising team use the same materials and planners to guide students. Information provided in this resource is updated in real-time as opposed to information provided in the Lane Catalog or in Lane web materials that are updated yearly. We currently have around 700 students enrolled in the various advising resources with the majority (around 300) in Nursing. In preparation for the Nursing Application period the Q&A forum had 800 posts being reviewed by nearly 250 students. Guest user data is not available.

Efficiency: Students from any location at any time now have access to real-time programmatic information in multiple health professions programs by simply enrolling. The Q&A forums have prevented students from "popping in to ask a quick question" for drop-in advising and significantly reduced workload all the way from reception, to reduced emails/phone calls and in-person advising.

Affordability: This resource is free to students at no-charge. The advising and career information would be provided to students anyway so they are produced at no additional cost. Having materials available electronically reduces print costs. The primary investment is time utilized to create the tools and to keep them updated. Accessibility to vital updated and accurate information is the key to recruitment/retention and the prevention of course selection errors.

Replicability: The template for creating an academic advising resource is easily replicable for other career/technical programs. The challenges will include access to resources provided by the ATC and Audio/Visual technology. Instructional challenges in teaching colleagues how to develop this type of resource would require an investment of time.

Creativity: The end product is an integration of resources already available to faculty and staff. We have taken a tool that is typically reserved for the purpose of instruction and are utilizing it in a new and different way. This tool allows us to be more efficient and effective in our response to student inquiries. It also provides us a resource to point students to so we don't have to duplicate what we say to students one at a time in person or through e-mail.

Thank you for reviewing this nomination and supporting the good work that all of us do at Lane Community College.

Attached: Instructions for Accessing the Moodle Resources – Please review Nursing as it is the most comprehensive.

Jessica Alvarado, MS, RN

Faculty Counselor

APPENDIX 19

Lane Community College
Request for Proposal
R&D Innovation Leadership Team
FY 2012

1. Describe the project idea (maximum of ½ page):

The Counseling Department Technology Team is planning to use *Moodle* to provide career/academic advising support for students in two- year degree/transfer and career/technical programs. In March of 2009 we created with technology support from Michael Levick an online advising tool for each Health Professions major to make advising information available to prospective, new and ongoing students preparing for transfer or entry into limited enrollment programs. The use of *Moodle* allowed Health Professions students to have online access to advising materials, links to career information and professional organizations and question and answer forums. These students have had ongoing access to important information and we have improved our ability to efficiently serve them. The Counseling Department has created a Technology Team (Alvarado, Hampton and Meenaghan) who are planning to expand the use of this technology to all advising areas in the Counseling Department. Our primary goal is to have academic advising/career and program planning information accessible to all students on and off campus.

2. What problems or issues will the project address?

The Counseling Department (likewise the whole campus) has experienced an increased demand for services that we have been unable to meet in face to face environments. We also have a growing need to make available remote services to our online student population or for those individuals who experience scheduling conflicts. In addition to these goals we are working toward meeting our Title 3 challenge to provide intrusive (required) academic advising services to all students who enter Lane.

3. What R&D development goals (see six goals in email message) will the project address?

a. We believe the online environment provided within Moodle allows for multiple engagement opportunities. We are able to provide written materials including but not limited to access to instructional departments, program advising and planning guides, career and technical information, professional organizations and announcements. We are able to keep students up to date on important changes related to timelines, requirements and/or events. We can use question and answer forums, live chat and video embedded links. We also use links to pertinent websites.

We are able to use this technology to assist students in selecting appropriate classes for their skill level and their academic and career goals.

b. The online environment maximizes the use of technology including interactive video and audio aides like *Screencast-o-matic*, *Elluminate*, embedded links to YouTube videos we have created and the use of posting Read Writeable PDF forms for academic term by term planning and unofficial degree evaluations.. Moodle is user friendly and accessible for guest users and current Lane students.

c. Lane's student population extends beyond the campus environment to anyone completing distance learning courses and/or to prospective students all over the world. The use of Moodle will allow us to serve all students anywhere and anytime.

d. The use of Moodle has been adopted in the Health Professions department for student cohorts accepted into each of the Health Professions programs. As Counseling expands our ability to serve students and others potential users learn how we are doing this - we anticipate an increased interest by other instructional departments wanting to see how Moodle can be useful to them as well.

e. This resource is free to students at no-charge. The advising and career information would be provided to students anyway so they are produced at no additional cost. Having materials available electronically reduces print costs. The primary investment is time utilized to create the tools and to keep them updated. Accessibility to vital updated and accurate information is the key to recruitment/retention and the prevention of course selection errors.

f. Our current model of seeing every student individually for academic advising is not cost effective. Advisors and Counselors find ourselves repeating information over and over again. The Moodle Academic Advising Resources would allow students to easily access information that supplements and supports ongoing appropriate course selection and planning. This would potentially allow more time to be devoted to more critical academic advising and counseling needs of students.

4. Which Strategic Direction(s) will the project support?
http://www.lanecc.edu/research/planning/visionmissioncore0408.html

The following strategic directions seem to be the best fit for what we are planning to accomplish.

Optimal Student Preparation, Progression and Completion.

Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments.

Online Learning and Educational Resources.

Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning, (student services) and educational resources.

Provide the required tools, infrastructure and professional development to use emerging technologies for expanding online learning, (student services) and educational resources.

Explore the effectiveness of online learning, (student services) and educational resources.

5. Who will be the key players who will play a role in coordinating the project, and why have they been recommended?

The following individuals have been selected to develop the technology proposed. We have been named the Title 3 Technology Team: Jessica Alvarado, Anthony Hampton and Gerry Meenaghan.

6. What resources will you need? (e.g., reassignment time, curriculum development, materials and supplies, travel, time sheet worker, other) (FYI: If your proposal is accepted, a detailed budget will be required.)

Curriculum Development/Release time:

Summer 11 – 13 hours per week for each of us.

Fall 11 – Spring 12 – 10 hours (in lieu of student contact hours) for Gerry and Anthony and (3 credit hour teaching release for Jessica per week for each of us plus 3 hours per week prep for Teacher to Teacher technology support for full –time Advisors and Counselor

Technology Support:

Planning to work with Ian Coronado, Michael Levick and possibly Kevin Steeves.

Fall Department In-service: (one day training) and computer lab.

Begin training of all full-time Advisors and Counselors who plan to use the Moodle Academic Advising Resources for their advising areas.

Ongoing support for development and implementation for Moodle Academic Advising Resources (2-3 hours per week):

Provide support for individuals developing an initiating use of Moodle for their students.

Software/Hardware:

Software includes – licenses for use – Screencast-o-matic, Adobe Acrobat Pro, MAC Speech or Dragon Dictation, Elluminate or, Jay Cut and Quick Time 7 Pro. Please see attached wishlist.

Hardware includes – For the development team MAC Computers and accessories, Wireless mouse and keyboards, rotating monitor stands, headphone/mic sets, Windows 7, iPad2 to allow for mobile work.

Submit your proposal electronically to Roxanne Young at youngr@lanecc.edu ***by the deadline, Monday, May 16, 5:00 pm.***

APPENDIX 20

Moodle Migration

From Infrastructure Services

Phase 1: establish the infrastructure

Date	Who	Task
05/30	David, Rob	Decide upon MySQL or PostgreSQL for backend database (research conversion scripts and ferret out incompatibilities; set up dev instances of Moodle with both and do compatibility checks; write JMeter scripts to test performance against both databases)
06/15	David	Configure web servers to work with php acceleration
06/15	David	Evaluate need to customize the Moodle application for special session-handling
06/15	David, Rob	Evaluate effort needed to update modified modules for Moodle 1.9.4
06/15	David	Set up replicated database architecture: synchronous, multi-master write if possible; if not, establish transparent and automatic procedures for promoting read-only replicas to read/write masters so the application does not suffer from outages when a database master fails
07/01	David, Rob	Establish procedures to easily provision new physical web and database servers with automatic kickstart O/S install scripts. Set up new web and database servers to provide dev, test, and production instances of Moodle as will be used in production in Fall 2010
07/15	David, Rob	Optimize apache and php configurations. Verify again that everything works properly with php accelerators.
08/01	David, Rob	Test export of database from Remote Learner and import to Lane's servers. Verify that all URL/hostname conversion scripts work and that course data and associated filesystem objects are properly synchronized.

Phase 2: begin testing of cutover from Remote Learner to LCC

Date	Who	Task
08/01	David, Rob	Begin daily synchronization tests to test the process of synchronizing the database and filesystem, and finalize metrics for testing consistency between Remote Learner's Moodle instance and ours. Test procedures to assure that all URL entries stored in the database are properly converted. Develop a plan for handling URLs that point to courses no longer stored in the active Moodle database (i.e., archived terms).

Phase 3: cut over from Remote Learner to LCC servers

Date	Who	Task
08/15	David, Rob	1. At midnight, 08/15: turn off access to Moodle on Remote Learner's servers. Dump the final database, and run filesystem sync scripts for the last time. 2. Change DNS entry so the Moodle server hostname points to Lane's host instead of Remote Learner's 3. Run any final tests (consistency checks?) 4. Restore production access to Moodle on Lane's servers

APPENDIX 21

Lane Community College Library's Newsletter for Lane Faculty

INKLINGS

Fall 2010 Vol. 1, Issue No.1 www.lanecc.edu/library

CONTACT THE EDITOR:
Don Macnaughtan
macnaughtand@lanecc.edu

LCC liaison librarians & subject specialists are your best resource! Find yours at: www.lanecc.edu/library/services/liaison.htm

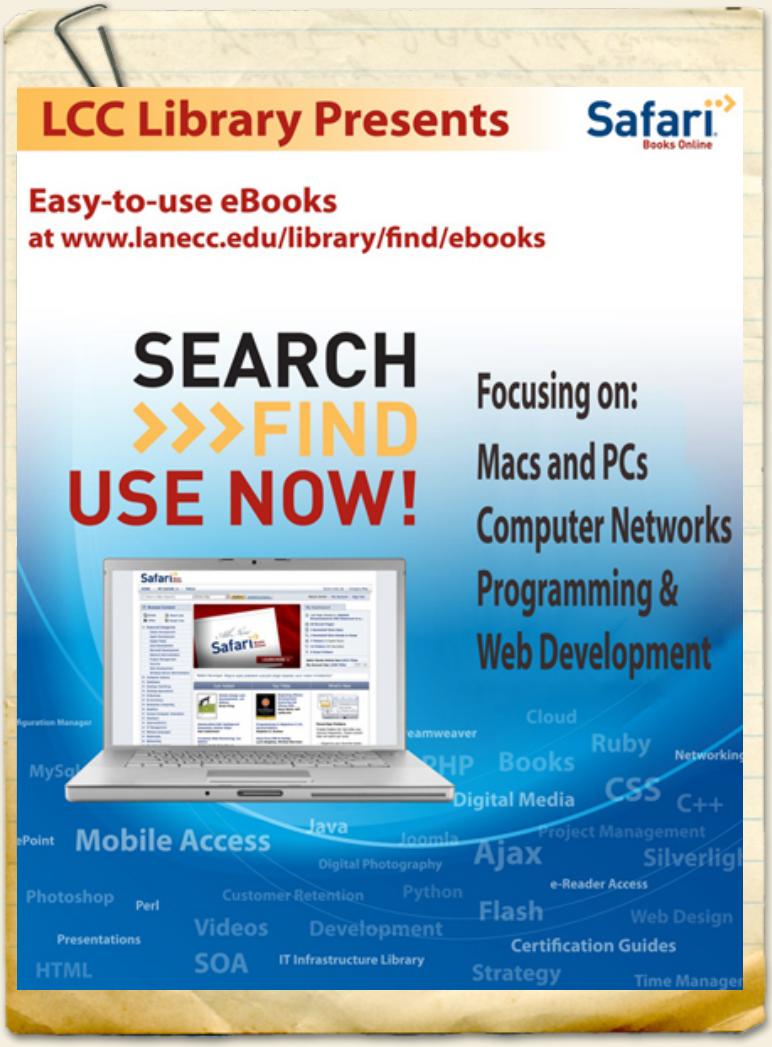
Exciting New Services Are Arriving This Fall at LCC Library

eBooks Are Here!

Imagine an additional floor added to the library, stocked with recent books. In an ultra-sustainable move we did just that, and without blowing out library walls. How? With invisible books. With our recent addition of 23,000 eBooks, we increased our holdings by 30%, and Lane faculty, students, and staff can get to this virtual library from any computer with an Internet connection.

We are increasing our electronic holdings to better support online learning and students who don't use the main campus during library open hours. Not only are online materials highly accessible, but they contain tools that allow you to bookmark, download MP3s, highlight, generate a citation, look up definitions, and create a personal bookshelf. You can select encyclopedia articles, book chapters, or book titles and provide links to them in Moodle. You can even catch up on your professional reading.

To access our eBook collections, please visit: www.lanecc.edu/library/find/ebooks/
Marika Pineda, Library Director



What is Inklings?

- Inklings is an outreach effort for Lane's faculty from LCC Library.
- We will publish once per academic term: Fall, Winter, and Spring.
- A paper copy will be delivered to on-campus faculty mail boxes; there will also be a link to the electronic version in the Weekly and on the library web site.
- For feedback or questions, please contact Inklings Editor, Don Macnaughtan: macnaughtand@lanecc.edu

Scheduling a library instruction session

As the Fall 2010 term begins, LCC librarians look forward to working with LCC faculty and their classes providing instruction in library resources. The transferable skill building and concept understanding that librarians offer in these sessions provide both a deeper comprehension and comfort level for students. At the end of a session, they will have increased skills in locating, evaluating, and using information. This preparation and reinforcement will hold students in good stead as they deal with the vast amount of available information during their academic careers, and in their futures as productive employees and citizens. Please complete the online form to schedule one or more sessions for your classes. Go to:
www.lanecc.edu/library/instruction/instructionrequest.htm
David Doctor, Librarian

Meet Our New Librarian Jen Klaudinyi

We are pleased to introduce Jen Klaudinyi, our new faculty librarian. Jen is excited to provide reference and instruction services to the LCC community. She thinks life, work, scholarship and citizenship are more positive and meaningful when students are empowered to access, evaluate, and effectively use information. While she certainly loves a good book, she was surprised to discover how much she also enjoys web design and creatively using technology to facilitate learning.

Jen holds an MSLS from the University of North Carolina, Chapel Hill and a BA from the University of Oregon. Previously, Jen was a librarian at Western Oregon University where she was coordinating CLIP, the Cooperative Library Instruction Project. CLIP is a cooperative, grant-funded project creating sharable information literacy tutorials. You can find CLIP tutorials, as well as other helpful tools, in the Instructors' Library Toolkit, which is linked from the LCC library homepage.

In her free time (ha!), Jen likes to build beautiful bicycles, ride them and tour on them. She is trying to train her dog Lyle to ride in the bike trailer so he can come along on trips. She also enjoys camping, snowboarding and exploring the beauty of the region. Say "Hi" if you see her behind the reference desk.

Book Review

My Word! Plagiarism and College Culture
by Susan Debra Blum
PN167 .B48 2009

Many or most students plagiarize material from the Internet. Some know it is wrong and some do not. This anthropological investigation of plagiarism within a college context closely examines campus culture. Blum explores why students plagiarize and why it is so difficult and time consuming to prevent and remedy it.
Jen Ferro, Librarian

Lane Community College Library's Newsletter for Lane Faculty

INKLINGS

Winter 2011 Vol. 1, Issue No.2 www.lanecc.edu/library

CONTACT THE EDITOR:
Don Macnaughtan
macnaughtand@lanecc.edu

What is Inklings?

Inklings is an outreach effort for Lane's faculty from LCC Library. We publish once per academic term: Fall, Winter, and Spring. A paper copy is delivered to faculty mail boxes. There is also a link to the electronic version in the Weekly and on the library web site. For feedback or questions, please contact *Inklings* Editor, *Don Macnaughtan*

LCC liaison librarians & subject specialists are your best resource! Find yours at: www.lanecc.edu/library/services/liaison.htm

Online Reference Books

Tired of students relying on Google and Wikipedia for their reference needs? The LCC Library has large and searchable collections of online reference books, covering hundreds of titles. They are accessible through the Online Encyclopedias and Dictionaries link on the LCC Library website or via our online catalog. These titles originally appeared on paper as reference books, but now are online, browsable and fully searchable. Here is just a small selection of the authoritative and recent titles you can access online via the Library website:

Credo Reference

- *Mosby's Dictionary of Medicine, Nursing, & Health Professions*, 2009
- *The Social Science Jargon-Buster*, 2007
- *Martial Arts of the World*, 2001
- *Continuum Encyclopedia of American Literature*, 2004
- *Encyclopedia of African History*, 2005

Oxford Reference Premium Collection

- *The Grove Encyclopedia of Decorative Arts*, 2006
- *Companion to Global Change*, 2008
- *Companion to World Mythology*, 2005
- *Oxford Encyclopedia of Food and Drink in America*, 2004
- *Oxford International Encyclopedia of Peace*, 2010

Jen Ferro, Librarian

OED Oxford English Dictionary
The definitive record of the English language

Did you know that the English language has borrowed 170 words from Australian Aboriginal languages? How many can you think of? Did you get past kangaroo or boomerang?

To see a list of the others, consult the *Oxford English Dictionary*! LCC Library subscribes to it online. You probably know that the *OED* includes the meaning, history, and pronunciation of more than 600,000 words. But you might not have known that the online edition is much more powerful than the 20-volume print edition, allowing you to browse the dictionary by subject area, the date the word was added, its language of origin, and more. The *OED Online* is a powerful tool, whether you incorporate it into lessons, consult it for research, or simply use it to assuage your curiosity. To access the *OED Online*, visit Online Encyclopedias and Dictionaries at LCC Library's website.
Jen Ferro, Librarian

Sustainability: How Do Teachers Fit In...?

FACULTY CAN DO MUCH TO HELP STUDENTS WHILE CONSERVING COLLEGE RESOURCES

Help us conserve resources and make good use of student fees

During Fall Term, the library saw an average of 8,900 patrons per week. It is one of the few places on campus where all students can come to use a computer and print out their readings and assignments. According to Mike Smith, coordinator of the computer labs on campus, students print more than 50,000 pages per week in the library, and IT spends an estimated $900 in student technology fees per week on paper and toner in the library. Mike reports that demand for printing resources on campus continues to increase. We are striving to make library systems and services sustainable, but we need your help. Here are some simple things that you can do in the classroom to maximize campus resources and direct more student tech fees toward technology instead of paper.

Double-sided is okay!

Tell your students that printing their assignments double-sided is acceptable and encouraged (they often assume otherwise). In the library, all printers print double-sided by default. Single sided printing uses more resources, requires system-disrupting setting changes, and spends more of your students' tech fees on paper.

Do your students really need that document in print?

Consider allowing students to view reading assignments online. Encourage them to take and bring notes and reflections to class. If print copies are necessary, encourage students to print only the necessary parts of reading materials.

Design slides/images sustainably

Design slides and documents with white backgrounds and dark text. If slide printing is necessary, encourage students to print multiple slides per page to conserve paper and toner.

Place readings on reserve

Conserve resources and save students money and hassle by putting reading materials on reserve in the library so that all students can access the material for free. Look for reserves link on the library's homepage under "Instructor Support."

Coming soon

The library and IT are developing guidelines for formatting and uploading files into Moodle or posting on websites to help conserve resources and reduce student headaches. Look for them soon.

Jen Klaudinyi
Librarian

Lane Community College Library's Newsletter for Lane Faculty

INKLINGS

Spring 2011 Vol. 1, Issue No.3 www.lanecc.edu/library

CONTACT THE EDITOR:
Don Macnaughtan
macnaughtand@lanecc.edu

VHS to DVD: Back to the Future?

In the last couple of months, I've begun the process of clearing out the Library's vast collection of old VHS tapes, and replacing with DVDs. It's been an interesting process!

When I began I had several assumptions--namely, if it was published on VHS, then of course it was available on DVD. Well, you know what they say about assumptions… I was astounded to see how many valuable and interesting VHS series never made the transition to DVD. Remember *The Story of English*, that excellent Emmy-winning PBS series? Now languishing as worn-out tapes in libraries and closets. When the tapes are gone, and that will be soon, what happens to the series? Already a number of old tapes of similar series command fantastic prices on Amazon and Ebay. So--I've rapidly back-pedaled on taking out old tapes unless they are feature movies (always replaceable), or if they have truly outlived their usefulness. But the death knell of the videotape is inevitable: they will break and blur, and the players are already a relic as quaint as the LP turntable.

So what lessons can we draw from this? One is that technological innovation doesn't always lead to greater choice, variety and access. VHS is dead and gone, but with it a vast archive of video history. And the irony? Th e DVD is already rapidly fading as the technology of choice, and will itself be a footnote in 5 years. What else will disappear from our memory, and our teaching inventory, in the process? Stay tuned for ... streaming media?

Don Macnaughtan, Librarian

LCC liaison librarians & subject specialists are your best resource! Find yours at: www.lanecc.edu/library/services/liaison.htm

Using Electronic Resources

Let's face it, the textbook industry is broken. Textbooks are expensive, new editions don't add value, and everyone hates the publishers. As an alternative to using textbooks, have you considered using our online resources? Depending on your subject area and goals, it might be possible to offer your students a bibliography of online resources rather than a textbook. If you're teaching in a hybrid or online environment you have a wonderful opportunity to guide students to selected readings simply by providing a link to resources that are free to Lane students. In the Moodle environment you can add links to book chapters, journal articles, reference works, and other online resources. What's more, for most of our online content you don't need to seek copyright permissions for educational use. Our vendors have already done the hard work of negotiating with publishers.

These are not open education resources (OER) available on the open Web; they cost the Library a lot of money. However, these resources are open to students, faculty, and staff. Our online resources come from a variety of vendors on different platforms, each of which has its own features and quirks. Gale Virtual Reference Library offers customizable widgets for different subject areas, and bookmarking capability for creating links to reference articles. Ebrary provides access to entire books, and you can create your own virtual bookshelf to revisit or share with others. If you are interested in digging into the details or getting help with sources and linking, contact the Library. We will be glad to help.

Marika Pineda, Library Director

What is Inklings?

- Inklings is an outreach effort for Lane's faculty from LCC Library.
- We publish once per academic term: Fall, Winter, and Spring.
- A paper copy will be delivered to on-campus faculty mail boxes; there will also be a link to the electronic version in the Weekly and on the Library web site.
- For feedback or questions, please contact Inklings Editor, Don Macnaughtan: macnaughtand@lanecc.edu

Information Literacy Toolkit Find handouts, tutorials and more to embed information literacy into classes.

Why Bring Your Class to the Library?

Information literacy is vital to attaining a full education. Here are 10 reasons to bring your class into the Library for an instruction session in library and information resources.

1. The Library pays a small fortune for research databases. Requesting a Library instruction session will introduce students to these valuable tools.
2. Library research tools can be scary the first time. Librarians can teach students there is nothing to fear.
3. Skilled research is a crucial part of many careers.
4. Librarians are teachers too. We share a common goal with the student and their instructor -- better papers and projects.
5. Going to a 4-year school? Research skills are essential.
6. Students will discover that not only does the Library still have books, but we can demonstrate how to find them in print or online.
7. A tag team of librarian and instructor can deter students from the temptation of plagiarism.
8. Students will learn access to the library is not limited to the hours the library is open.
9. Knowing how to evaluate information gathered from research results in thinking critically. This is a real-world survival tool.
10. Wikipedia: The good and the ugly. Fifty minutes with a librarian and a class will learn about reliable sources of information.

Sign your class up online:
lanecc.edu/library/instruction/instructionrequest.htm

David Doctor, Librarian

The Library's Information Literacy Toolkit

Is there something missing from student research projects in your classes? Do your students seem to go through the motions of research and information use without understanding the process or its purpose? The Library is here to help! Check out our new and improved Information Literacy Toolkit for tutorials, handouts, assignment ideas and other materials and information to help you scaffold and develop students' information literacy skills in your classes. Consider assigning the "Evaluating Websites" tutorial followed by a Library instruction session including a web evaluation assignment if you would like to see more relevant web sources in research projects. If students have a hard time finding relevant scholarly articles, consider assigning the "What is a Library Database?" tutorial paired with the "Scholarly Articles: What to Expect" handout. There are many other materials to help students develop information skills.

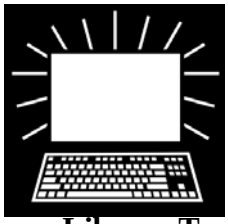
In addition to the materials available in our previous toolkit, our new one has:

- 16 new learning objects, including "Find Articles in Academic Search Premier" tutorial, "Copyright and Plagiarism" handout, "Deciphering your Assignment" tutorial and more.
- Quizzes with printable/emailable certificates linked to several of our tutorials.
- Assignment ideas that target specific information skills to help break out of the research paper box.
- An information literacy rubric to help conceptualize information literacy goals and assess student performance.

Visit the Information Literacy Toolkit:
lanecc.edu/library/instruction/toolkit

Jen Klaudinyi, Librarian

APPENDIX 22



LCC Library Online Resources

Library Toolkit

Our Library toolkit contains handouts you can duplicate or just link to, Library tutorials, links to research guides, and Library widgets that you can insert into Moodle pages. We are available to help you enhance your students' online learning environment. Let us know what you need! See: http://www.lanecc.edu/library/instruction/handouts.htm

Streaming Media

The Library is creating a rich selection of online media resources that you can incorporate into your curriculum. Select video that students can view on their own time or during class, and post links or embed video in Moodle. In particular, **Films on Demand** and **Ambrose Video** might offer content in your subject areas. For a full description of our offerings, see: http://www.lanecc.edu/library/find/videostreaming.htm

Journals, Magazines, and Newspapers in Databases

If it has been awhile since you checked out the Library's databases, you might be surprised at our current offerings. We currently subscribe to more than 30,000 journals, magazines, and newspapers through our online databases. They are accessible both on and off campus.
For a list of our databases, go to: http://www.lanecc.edu/library/find/article.htm
To search for a certain title, or to see a list of titles in your discipline, use our Magazine/Journal Locator: http://library.lanecc.edu/screens/mjlocator.html

Online Reference Materials

We are rapidly expanding our collection of online encyclopedias and dictionaries. You can send students directly to reference works by posting links to books and articles. In addition to individual titles like the *Oxford English Dictionary,* we provide access to *Credo Reference*, *Oxford Reference Online*, and *Gale Virtual Reference Library*, rich resources that contain hundreds of whole reference titles. For the full list of our reference titles, see: http://www.lanecc.edu/library/find/reference.php

eBooks

The Library now has thousands of recent books accessible online. You and your students can access these titles both on and off campus. We are committed to increasing the number of eBooks in our collection. To access our eBook collections, please visit: http://www.lanecc.edu/library/find/ebooks/index.htm

Online Listings of New Books and Videos. And widgets.

Would you like to see what new books and videos have recently been added to the Library's collection? Check out our New Books and Audiovisuals website and widgets: http://www.lanecc.edu/library/lists/newbooks.htm

Research Guides

Lane librarians have created a number of research guides intended to help students find resources in various subject areas. Would you like one for the academic discipline you teach? Do you have resources to suggest for an existing guide? We would like to hear from you. Take a look at our current offerings: http://lanecc.libguides.com

Library Instruction

Are you interested in enriching your students' experience with academic research or recreational reading in your field? Would you like assistance with getting students beyond Google and Wikipedia? Let LCC librarians provide an information literacy instruction session for your class. We are also available to collaborate on assignments designed to help students learn how to better navigate in today's information universe. To sign up for instruction, use our online form: http://www.lanecc.edu/library/instruction/instructionrequest.htm

Faculty Refresher Sessions

If you would like to meet with a librarian for a personal tour of online Library resources, just call the Library Director, Marika Pineda, at 463-5824, or send email to pinedam@lanecc.edu.

mp/jf 09/10

APPENDIX 23

Timeline (2006 – 2011)

2006

Spring 2006 Instructional Technology Center is staffed by .5 FTE coordinator. Coordinator position eliminated in May due to budget cuts. IT training is moved to ITC facility and staffed by 1 FTE coordinator (Levick).

Spring - Moodle selected by faculty as the single LMS supported by Lane. Previously WebCT, Moodle, and home-grown platforms were used.

Moodle was hosted in-house at Lane with .25 FTE (systems administrator) providing technical support; 3 FTE (Faculty Webmasters) providing faculty professional development; 1 FTE providing ATC coordination/training.

Summer – WebCT to Moodle migration of courses

Fall – All courses in Moodle

2007

January – F2F Quality Matters training session funded by CCWD grant – 30 attendees
April – 5 faculty from Dental Hygiene program participate in QM online training
June – Distance Learning Coordinator retires
July – Kyle Hammon is selected as interim Distance Learning Director
July - Remote-Learner contracted to host Moodle (Level III-$6995)
Fall - Dental Hygiene program goes online (DOLETA grant?)

2008

May – F2F Quality Matters training session funded by CCWD/OCCDL – 36 attendees
July - Remote-Learner contracted to host Moodle (Level IV-$19995)
July – Associate VP for Information Technology retires (Pruch)
August – DL Director (Hammon) leaves Lane. Mark Williams new interim DL Director
Fall – Online Course 2-day Bootcamp taught by John Arle (SIFF grant?) followed by SS: Online Learning 1,2,3 (CIS199OL)
December – Help Desk moves to DL Office space. DL admin coordinator moves to building 3 and absorbs duties as assistant to CIO

2009

February (?) – Todd Lutz selected as interim CIO
June – F2F & online Quality Matters training sessions funded by CCWD/OCCDL – 20 attendees
September – DL Director (Williams) leaves Lane.
Fall - Physical Therapy and Respiratory Therapy programs go online

2010

Rubric for effective online pedagogy defined; interactivity, multimedia, social networking. Development of a faculty web portal to house/promote effective-practices begins.

Division Dean of Academic Technology hired to provide leadership and development of technology & pedagogy with a distinct focus on online teaching & learning.

Moodle migration plan developed; bring Moodle back 'in-house' from the remotely hosted vendor to enable greater system flexibility, scalability, integration, and reliability.

ATC facility is relocated /upgraded from building 19 to building 2 as a part of campus bond projects.

2011

Research and development on streaming-media solutions for online teaching & learning begins.

Faculty Technology Specialist (OER Specialty) joins Academic Technology to lead the OER Faculty Fellowship initiative.

Faculty Technology Specialist (Blog Speciality) joins Academic Technology to lead the EduBlogging / Digital Storytelling initiative.

Learning Environment Administrator hired to provide dedicated FTE in supporting and extending the online teaching & learning environment.

Administrative Assistant reassigned from the Office of the CIO to provide dedicated support to Academic Technology (Course/Workshop Scheduling; Host Provider Coordination; Budget; Test Proctoring; Project Management).

Academic Technology Coordinator reclassified to broaden responsibility and scope of the ATC to include technical support for students (not just faculty).

Online Teaching & Learning (OLTL) Infrastructure

The technical infrastructure for online teaching and learning (OLTL) at Lane is composed of an array of technologies and systems, centered primarily on the Moodle LMS.

Moodle is currently hosted with a third party vendor, Remote Learner, who specializes in Moodle hosting and integration services. Moodle runs in a LAMP environment (Linux/Apache/mySQL/php) on a dual server architecture; one application server and one database server.

Moodle currently houses over 30,000 courses within its database. With this amount of active and archived data it is not possible for the server to run any type of formal reports to give accurate server traffic. However, server logs indicate over 750 hits (user logins) per hour on an average day. Assuming 9 hours of persistent faculty/student activity, it is estimated that the Moodle server receives approximately 7000 hits (logins) per day. Moodle is active and available to faculty and students 24 hours/day, 7 days/week with scheduled maintenance windows (service outages) for upgrades, maintenance, and term course building.

The long-term plan is to bring the Moodle platform 'in-house' so that it is hosted and maintained within Lane's own data center, thus allowing for greater system flexibility, scalability, integration, and reliability. The in-house infrastructure has been developed on a VM platform (David Reagan). This will allow for scalability and redundancy not possible in a vendor-hosted environment, i.e. this provides scalable capacity for growth and enhancement. This move has been slightly delayed, but has tentatively been rescheduled for 2011-2012 (Appendix: Moodle Migration Plan)

Although Moodle serves as the core of the online learning environment, additional technologies are supported and promoted through the work of the ATC. (Appendix: Systems Descriptions)

SoftChalk – A simple yet powerful software, designed with the features you need, to create exciting, interactive content for your online/hybrid course.

WordPress – A Web software you can use to create a beautiful website or blog. Blogs can then develop into Personal Learning Environments and a collection of ones work.

Elluminate – *brief definition*

Media Server (file server) – A repository of faculty work that includes large files such as video, PDF's, PowerPoints, and images.

Google Docs – A free, Web-based word processor, spreadsheet, presentation, and form application offered by Google. It allows users to create and edit documents online while collaborating in real-time with other users.

Screencasting - A form of computer video that allows viewers to see recordings of your computer screen, complete with audio narration.

Solution development is currently underway for tools to provide *streaming media services*, *lecture capture systems integration*, and *digital asset management.*

In addition to this collection of online tools, the ATC provides a suite of multimedia workstations and productivity software for faculty. (Appendix: ATC Inventory)

Academic Technology Center (ATC)

The Academic Technology Center (ATC) is a facility, a service, and a team; all with a distinct focus on supporting online teaching and learning at Lane.

Coordination of day to day operations is a shared responsibility among the ATC Coordinator (lead), and the Learning Environment Administrator whose offices are adjacent to the facility. The ATC is staffed with student workers through the college's Learn and Earn Technology Student (LETS) program, with a range of 6 to 9 ATC students employed at any one time. ATC students are selected based on their own professional development interests in the IT field, individual technical abilities, and customer service skills. ATC students undergo training on an array of academic technologies in use at the college, with a distinct emphasis on Lane's learning management system (LMS), Moodle. ATC students (a) troubleshoot technical problems with/for faculty ; (b) provide ad-hoc training and support on a drop-in basis; (c) support and maintain the ATC computer lab and equipment; (d) check-out equipment to faculty (cameras, classroom clickers, etc.); (e) produce documentation and training materials; (f) provide technical support for workshops or events and; (e) assist with creative services for presentations or lessons.

The ATC Coordinator provides leadership on the day-to-day operations of the facility including student project assignments, work schedules, workshop planning, troubleshooting LMS issues, instructional design, and knowledge base development. This position empowers and educates the ATC students to succeed in their varied assignments, and serves as a teacher/supervisor for them in most respects. This position serves as an academic technology generalist / subject matter expert, and is lead coordinator for ATC activities and services. (Appendix: ATC Coordinator Job Description)

The Learning Management Administrator works in partnership with the ATC Coordinator on day-to-day ATC operations, but most distinctly serves as a subject matter expert (lead) on the college LMS, Moodle. The position serves as a functional specialist on the development, support, and maintenance of the college's online learning systems, and secondarily serves as a systems trainer and consultant to faculty. In comparison to the ATC Coordinator position which is a generalist with breadth of technology expertise - the Learning Environment Administrator is a specialist with depth of technology expertise specific to the online learning environment. (Appendix: LEA Job Description)

Faculty Technology Specialists (Faculty Techs) utilize the ATC as a base camp of operations, and serve as liaisons between the IT department and the academy at large. The ATC hosts four Faculty Techs from a variety of disciplines - each bringing a blend of technology proficiency and pedagogical expertise to the center. Faculty Techs provide leadership for teacher-to-teacher (T2T) curriculum development and instruction - focused on digital literacy and effective

practices with online pedagogy. Faculty Techs also provide consultation services to fellow faculty and/or departments on topics such as instructional design, online program development, effective instructional technologies, best practices, and general exploration of new ideas.

The ATC/Faculty Tech Team is an agile group seeking to keep pace with the evolution of technology and meet the needs of the campus. The roadmap for evolution is strategically ambiguous so the team may remain agile and adaptable; however, a broad roadmap is outlined in the form of the Academic Technology Action Plan (Appendix: ATech Action Plan). The Learning Environment Administrator was the most recent evolutionary step for this team – specifically designed as a specialist devoted a learning infrastructure that is robust, agile, and sustainable. Subsequently, the following enhancements are underway; Moodle system upgrade, Elluminate/Moodle integration, AJAX user interface, WordPress (Lane Blogs), etc. Next-steps for this team are focused on leveraging the ATC as a hub for online student support, broader development of digital literacy curriculum, and an expansion of service as a new-media production center (web application development, multimedia production).

Faculty Professional Development

Training and professional development opportunities are offered to faculty in a variety of formats and venues, with an emphasis on T2T Courses. Opportunities range in depth and breadth and are designed to accommodate faculty at different levels of logistical need and learning style.

(a) Ad-hoc training (ATC)	[as needed]
(b) Workshops	[1-3 hours focused topic]
(c) Campus Conferences	[1 day broad topic]
(d) Bootcamps	[3-4 day focused topic]
(e) Courses	[8 week broad topic]
(f) Projects / Seminars	[8 week focused topic]

Ad-hoc Training & Support

The ATC is open from 8:AM to 5:00PM M-F as an ad-hoc training and support facility, a training lab, and base camp for faculty seeking technical assistance, guidance, or innovation. The ATC is staffed with Learn and Earn Technology Students (LETS) to assist faculty on a walk-in basis.

Workshops

Faculty Technology Specialists and ATC staff collaborate in leading hands-on workshops throughout the year. Workshops are typically 1 to 3 hours in length, focus on a specific tool or

concept, and allow faculty to attend training without the time commitment required of full T2T course. Workshop topics vary widely based on faculty needs, interests, and emerging technologies.

(tracking down data on workshop participation – Continuing Education)

(Appendix: Faculty Enrollment Data)

- Moodle Overview
- Moodle Gradebook
- SoftChalk
- Google Docs
- Elluminate
- EduBlogging (WordPress)
- Screen Capture
- New Term – Moodle Course Prep

(Appendix: Course/Workshops Descriptions)

Campus Conferences (Appendix: iLane Conference Agendas)

iLane is a derivative of the Online Learning and Educational Resources strategic direction, and is designed as a challenge to all attendees to think, teach, and serve outside-the-box. *Think Different*.

Additional information regarding the iLane conferences can be found by visiting the iLane blog.

iLane 1.0 (October 29, 2010)

The October 29th activities centered on Web 2.0 technologies including some keynote edutainment from our guest, Barry Dahl. Additionally, the day included 5-Minutes of Fame presentations from colleagues innovating with technology their courses and work; as well as a panel of Lane students answering questions about their online course experiences. Topics of the day included iPads in Education, eduBlogging, social networking, online student progression & completion, and strategic planning for evolving into a Web 2.0 institution.

iLane 2.0 (March 11, 2011)

We had approximately 150 participants and tracked more than 200 hits on our live video stream (archived below)! Brian Lamb also took us live on ds106 radio in the afternoon where faculty and technologists from institutions across the country tuned-in to Lane Community College and our discussion on digital storytelling, copyright, and OER. Doing a quick Twitter search produced a number of colleagues around the country 'tweeting' about iLane during the

broadcast. Our reach on this day quite simply demonstrates the potential of technology to build community, educate, and create connections. This was new-media in action. I continue to encourage you to consider how to use these kinds of tools and techniques to innovate in your corner of the Lane community. Push the envelope.

T2T Bootcamps

- T2T: Moodle Introduction
- T2T: Audio/Video for Online Instruction
- T2T: New Term Preparation – Course Updates/Add-Ons

T2T Courses

Teacher-2-Teacher (T2T) is a for-credit course sequence designed specifically for faculty professional development in the areas of digital literacy and online teaching and learning. In addition to formal T2T curriculum, the course series is designed to nurture a cross-disciplinary community of practice among Lane faculty, i.e. a peer support network of faculty exchanging ideas and effective practices in the realm of online teaching and learning.

Since Fall 2009 Faculty Tech Specialists have hosted 443 enrollments (192 respective faculty) in T2T courses within the ATC. (Appendix: Faculty Enrollment Data)

- T2T: Introduction to Online Teaching & Learning
- T2T: Developing an Online or Hybrid Course
- T2T: Web 2.0 for Online Instruction
- T2T: Audio/Video for Online Instruction
- T2T: Audio/Video *Projects* for Online Instruction

T2T Projects / Seminars

- T2T: Introduction to Online Teaching & Learning (College Now / Lane ESD)
- T2T: Open Educational Resources (OER) Faculty Fellowship
- T2T: Teaching Squares, Improving Your Online Course
- T2T: Online Mentoring

Appendices/References (?)

iLane Blog / Videos (link)

Course/Workshop Descriptions (attached)

Online Course Growth (5 year window)

Academic Technology Action Plan (attached)

Moodle Migration Plan (attached)

Online Learning and Educational Resources Implementation Goals (January Update) (attached)

iLane 1 Agenda (attached)

iLane 2 Agenda (attached)

ATC Coordinator Job Description (attached)

Learning Environment Administrator Job Description (attached)

ATC Check-Out Equipment

ATC Facility – Equipment/Computers

Academic Technology Center Coordinator

Purpose: The purpose of this position is to (a) coordinate support and training services for faculty and students in their use of college systems; (b) coordinate IT knowledge management activities and systems; (c) coordinate knowledge building activities for classified staff; (d) coordinate day-to-day operations of the Academic Technology Center as a hub for all of the above.

JOB DUTIES	SUMMARY
40%	**ACADEMIC TECHNOLOGY SUPPORT SERVICES** Manage the day-to-day operations of the Academic Technology Center (ATC) and Student Help Desk in providing ad-hoc training and technical support to faculty and students; Recruit and train student workers and staff to provide responsive and accurate support; Coordinate use of Request tracking systems to ensure timely and reliable support services; Assist users in developing or using technical tools;
25%	**KNOWLEDGE SYTEMS** Maintain knowledge-base systems for multiple audiences (employees, students, IT) and scenarios (public and private/secure). Assist and train users in use of, contribution to, and maintenance of knowledge systems and documentation. Coordinate development, organization, and maintenance of documentation and reference materials intended for use by end-users and help-desk staff, including articles, checklists, tip sheets, tutorials, screen casts, videos, and other web-deliverable materials. Collaborate with custodial department and IT staff to ensure documentation is current, accurate, and includes respective meta-data. Monitor and improve IT document libraries.
25%	**KNOWLEDGE BUILDING** Coordinate the activities of subject matter experts, colleague consultants, staff, and vendors in technology training and support efforts. Coordinate a talent pool of subject matter experts and colleague consultants to assist with technology training activities; establish a knowledge-network of employees who may contribute technical expertise. Coordinate the creation and delivery of collateral training materials for employees to accompany training sessions, including instructor guides, lab manuals, checklists, assessments, and certification forms.
10%	**OTHER** Participate in meetings, trainings, and campus committees. Contribute to research and development activities. Other duties as assigned.

Learning Environment Administrator

Purpose: This position will program, integrate, administer, and advance the College's online teaching and learning environment, centered on the Moodle LMS. As a frontline liaison for IT, the incumbent will work collaboratively with faculty and staff in the planning and development of systems and services in support of web-enhanced instruction throughout the College. Additionally, this individual will be a key contributor in developing and executing initiatives related to *web 2.0/cloud-based tools*, *new-media*, *social-media,* and *open education resources (OER).*

JOB DUTIES	SUMMARY
40%	**LEARNING ENVIRONMENT ADMINISTRATION** Responsible for the configuration, integration, coordination, and administration of *instructional-content-management systems* and associated technologies that comprise the college-wide online teaching and learning environment, e.g. learning management system (LMS), media delivery systems, digital asset management, and associated third-party applications/add-ons.
30%	**CONSULTATION & TRAINING** Responsible for the provision of consultation-services and training centered on effective use of *instructional-content-management systems*, media integration, and instructional design for online delivery. Work closely with faculty in migrating curriculum and brainstorming solutions for online instruction and innovation. Collaborate with faculty and staff on the development, promotion, and delivery of training opportunities and materials in a variety of formats.
20%	**RESEARCH & DEVELOPMENT** Responsible for the evaluation, development, testing, and recommendation of technical tools or solutions to be integrated with the College's online teaching and learning environment. This includes participation in a formal evaluation and testing process for new technologies proposed by faculty and staff, or recommended directly by the incumbent. Innovation and experimentation will be highly encouraged, and balanced with pragmatic sustainability. Formats may include: *digital audio and video*; *multimedia presentations*; *web 2.0/cloud-based tools*; *new-media*, *social-media,* and *open education resource (OER)* projects.
10%	**OTHER** Meetings, trainings, campus committees, leave and other duties

APPENDIX 24

ACTION PLAN

Department/Division: Academic Technology
Strategic Direction: Online Learning and Educational Resources

Goals:

Defined at the institutional level.

1. Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

2. Provide the required tools, infrastructure and professional development resources to use emerging technologies for expanding online learning and educational resources

3. Explore the effectiveness of online learning and educational resources by continuously examining and evaluating the effectiveness of the online program

Objectives:

Defined at the department level. The department-objectives should align with the Strategic Direction Goals listed above.

1. Provide a comprehensive content management eco-system that is robust, reliable, and sustainable. (Goals: 1, 2)

2. Expand online-student-support with an emphasis on preparation, progression, and completion in the online space. (Goals: 2, 3)

3. Expand online-faculty-support with an emphasis on professional development, effective use of technology, and instructional excellence in the online space. (Goals: 1, 2)

4. Expand departmental-support with an emphasis on streamlining processes, resource provision, and sustainability. (Goals: 2, 3)

5. Support and promote exploration of new technologies and partnerships with an emphasis on innovation, student impact, and sustainability. (Goals: 2, 3)

ACTION PLAN

Department/Division: Academic Technology
Strategic Direction: Online Learning and Educational Resources

Action Items:

Defined at the department level, these are the specific actions the department will take to accomplish the Objectives listed above. Action Items should be specific and evidence based, i.e. outcomes must be measurable and clear.

Objective (1)
Provide a comprehensive content management eco-system that is robust, reliable, and sustainable (Goals: 1, 2).

1.1. Maximize and sustain the central learning management system (LMS) (Moodle)
1.2. Sustain licensing and support for supplemental systems such as SoftChalk and Elluminate
1.3. Formalize mechanisms and criteria for end-users to request system modifications or enhancements
1.4. Rebuild and renew the college gateway (web site) utilizing an enterprise content management system (CMS)
1.5. Implement internal wiki and blog solutions for extended department, team, and individual web publishing

Objective (2)
Expand online-student-support with an emphasis on preparation, progression, and completion in the online space. (Goals: 2, 3)

1.6. Develop online preparedness tools to include self-assessments, demo course, and video orientations.
1.7. Develop a frequently-asked-question (faq) knowledgebase for the online space.
1.8. Explore peer-to-peer student support to include tech-tutors, online learning communities, and online student ambassadors.

Objective (3)
Expand online-faculty-support with an emphasis on professional development, effective use of technology, and instructional excellence in the online space. (Goals: 1, 2)

1.9. Expand and refine the Teacher-to-Teacher (T2T) curriculum
1.10. Renew and sustain the mission and services of the Academic Technology Center (ATC)
1.11. Partner with the Library in development and promotion of Information Literacy curriculum
1.12. Explore strategies to improve service and support to part-time faculty
1.13. Develop and promote a Community of Practice (CoP) for faculty teaching in the online space

Objective (4)
Expand departmental-support with an emphasis on streamlining processes, resource provision, and sustainability. (Goals: 2, 3)

ACTION PLAN

Department/Division: Academic Technology
Strategic Direction: Online Learning and Educational Resources

1.14. Explore strategies to improve service and support to academic deans as they manage courses, faculty, and students in the online space.
1.15. Renew and sustain the Learn and Earn Technology Students (LETS) program
1.16. Perform feasibility study of a centralized Campus Testing Center
1.17. Balance staffing levels with size and scope of the online teaching and learning program to sustain quality assurance

Objective (5)
Support and promote exploration of new technologies and partnerships with an emphasis on innovation, student impact, and sustainability. (Goals: 2, 3)

1.18. Partner with High School Connections at the crossroads of Lane ESD online and Lane CC online
1.19. Develop and implement an Open Educational Resources (OER) infrastructure for Lane CC faculty
1.20. Explore consortia partnerships such as the New Media Consortium, WCET, The Sloan Consortium, and ELI
1.21. Explore media content delivery and management solutions (online video)

Online Learning and Educational Resources Implementation Goals

Assessment of accomplishments as of January 7, 2011

Responsible Administrator: Todd Lutz

Updated October 5, 2010

Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

Provide the required tools, infrastructure and professional development resources to use emerging technologies for expanding online learning and educational resources

Explore the effectiveness of online learning and educational resources by continuously examining and evaluating the effectiveness of the online programs

Goal #1:

Build capacity of the faculty and staff to provide quality instruction and services online through ongoing professional development opportunities. Facilitate development of a Community of Practice (COP) for online teaching and learning that is centered on information literacy, best-practices, peer-support, and faculty mentorship.

Faculty Technology Specialists / Teacher to Teacher (T2T) Courses

CLASSES

- T2T: Intro to Teaching Online and Hybrid Courses (hybrid)
- T2T: Audio/Video for Instruction (hybrid)
- T2T: Audio/Video for Instruction - Projects (hybrid)
- T2T: Improving Your Online/Hybrid Course (hybrid)
- T2T: Summer Bootcamp
- T2T: OL Mentoring Project

WORKSHOPS: Google Docs, Elluminate, Softchalk, Screen Casting, WordPress

iLane Conference

Designed as a challenge to all participants to think, teach, and serve students outside-the-box – with a distinct focus on online learning and educational resources. Designed to spearhead strategic thinking and alignment with the institutional core value of Online Learning and Educational Resources. iLane 1.0 occurred on Oct. 29th with 139 participants. iLane 2.0 is scheduled for March 11th.

Academic Technology Center (ATC)

The ATC offers drop-in technical support and service for Lane's online learning environment. Faculty needing support for Moodle, Elluminate, SoftChalk, Smartrooms, Media Server, etc. can drop-in the ATC (LCC02/1) during regular business hours. Student interns, technology specialists, and technology tools are available. Additionally, the ATC offers hands-on workshops on a regular basis.

Partnerships & Focused Program Development

- Partnered with High School Connections and Lane ESD in provisioning T2T training for College Now faculty working within Lane ESD.
- Partnered with SIF Grant in provisioning T2T training for career technical programs.
- Partnered with the ASLCC in developing an OER/T2T initiative for interested faculty (goal #2).
- Partnered with Energy Management online - STEM Conference / League of Innovation presentation.

Goal #2:

Develop strategies to enhance faculty's ability to engage with Open Educational Resource (OER) initiatives and participate in national efforts to determine the effectiveness of OER in higher education environments.

- OER Research Team - completed initial research on OER and developed a plan for Lane. (Fall 2010)
- Applied for and received a grant from the Research and Development Leadership Team for 2010-2011
- Established a Faculty Technology Specialist (V. Arnaud) with an OER focus/specialty (Fall 2010)
- Partnered with the ASLCC in establishing an OER Advisory Group (Fall 2010)
- Established an OER Faculty Fellowship/Initiative (Winter 2011)
- Submitted an OER grant proposal (one of five) for the Next Generation Learning Challenge Initiative.

Goal #3:

Establish and publish standards for Academic Technology services and infrastructure to support online learning through focused research and college-wide adoption processes. New technology standards will be adopted on an annual basis.

- Elluminate licensing acquired in partnership with OCCDLA (Fall 2010) Elluminate training and implementation (Winter 2011).
- Exploring key technologies to incorporate and extend the online learning environment.
- Completed build of robust hardware infrastructure for bringing Moodle 'in-house' with a Dev-Test-Prod environment. (Fall 2010).
- Incubating Dev-Test-Prod procedure for extending online learning systems (Moodle, WordPress, Streaming Media, etc.).
- Partnered with IT Infrastructure in the expansion of network services and capacity in anticipation of increasing bandwidth demands.
- Partnered with the Library in extending student technology access, to include additional workstations, laptops for checkout, and additional power and network drops throughout.
- Developing IT support services for mobile devices.

Goal #4:

Continually scan the environment for evolving and emerging technologies that will support instructional excellence. As newer technologies become feasible, on-going efforts to adopt more effective instructional systems will be leveraged to allow for greater effectiveness and expansion of course offerings and availability to students.

- Incubating new technologies and services including blogging, lecture capture classrooms (Bldg. 2), streaming media systems, cloud computing resources, and mobile devices.
- Technologies currently under evaluation include: WordPress, MediaWiki, MediaSite, Panopto, BitsOnTheRun, Amazon S3, and EduBlogs.

Goal #5:

Identify the essential support elements that students require to be successful in current and future learning environments. Provide students with appropriate support, services, training, and resources to ensure online learning that is successful and meaningful.

- Student Affairs - ongoing development of virtual support services
- Student Help Desk (SHeD) merged with the Academic Technology Center (ATC) in Fall 2010 to streamline services. Online and telephone services are managed through the ATC, and walk-up services are available in the Library.
- Tech Tutors were established in the Library/Open Lab. Lab assistance receive formal training/certification through Tutoring with a distinct focus on using Lane technologies. Possible expansions here.
- Revising the Distance Learning web site to have a more student service focus, to include a 'Preparedness' component that allows students to tour online courses, view peer testimony videos, and take self-tests to gauge themselves as online learners.

Goal #6:

Ensure that all grant initiatives are implemented with the requisite amount of technology support to ensure success and long term sustainability.

- The vice president has been explicitly messaging this to all deans and directors. The grants team has this as part of their checklist when developing grants.

Moodle Migration

From Infrastructure Services

Phase 1: establish the infrastructure

Date	Who	Task
05/30	David, Rob	Decide upon MySQL or PostgreSQL for backend database (research conversion scripts and ferret out incompatibilities; set up dev instances of Moodle with both and do compatibility checks; write JMeter scripts to test performance against both databases)
06/15	David	Configure web servers to work with php acceleration
06/15	David	Evaluate need to customize the Moodle application for special session-handling
06/15	David, Rob	Evaluate effort needed to update modified modules for Moodle 1.9.4
06/15	David	Set up replicated database architecture: synchronous, multi-master write if possible; if not, establish transparent and automatic procedures for promoting read-only replicas to read/write masters so the application does not suffer from outages when a database master fails
07/01	David, Rob	Establish procedures to easily provision new physical web and database servers with automatic kickstart O/S install scripts. Set up new web and database servers to provide dev, test, and production instances of Moodle as will be used in production in Fall 2010
07/15	David, Rob	Optimize apache and php configurations. Verify again that everything works properly with php accelerators.
08/01	David, Rob	Test export of database from Remote Learner and import to Lane's servers. Verify that all URL/hostname conversion scripts work and that course data and associated filesystem objects are properly synchronized.

Phase 2: begin testing of cutover from Remote Learner to LCC

Date	Who	Task
08/01	David, Rob	Begin daily synchronization tests to test the process of synchronizing the database and filesystem, and finalize metrics for testing consistency between Remote Learner's Moodle instance and ours. Test procedures to assure that all URL entries stored in the database are properly converted. Develop a plan for handling URLs that point to courses no longer stored in the active Moodle database (i.e., archived terms).

Phase 3: cut over from Remote Learner to LCC servers

Date	Who	Task
08/15	David, Rob	1. At midnight, 08/15: turn off access to Moodle on Remote Learner's servers. Dump the final database, and run filesystem sync scripts for the last time. 2. Change DNS entry so the Moodle server hostname points to Lane's host instead of Remote Learner's 3. Run any final tests (consistency checks?) 4. Restore production access to Moodle on Lane's servers

iLane

Online Learning and Educational Resources Web 2.0 Conference
Oct 29, 2010 | Center for Meeting & Learning | 8:30am-3:30pm

REGISTRATION:

Anyone in your department (team or not) will need to register using the following form. Please forward this link to anyone in your department (team or not) whom you'd like to attend the October 29th conference.
https://spreadsheets.google.com/viewform?formkey=dHRCUC1ndDh4dlN4WGI3Zzlmb05iQXc6MQ

WEB 2.0 FILM FESTIVAL:

Additionally, we will be having some fun with a Web 2.0 Viral Video Film Festival. We are asking participants to nominate their favorite Web 2.0 Viral Video for a chance to win a Flip Video Camera, or any other number of highly "valuable" prizes. =) Winners will be shown during the conference lunch (12-1), and nominators must be present to win.

Please share the following link for folks to make Viral Video nominations.
https://spreadsheets.google.com/viewform?hl=en&formkey=dEdXWm9Pb0dPUGl2MzJkZDdhekFYeXc6MQ#gid=0

KEYNOTE SPEAKER:

Barry Dahl is a widely known 'edublogger', keynote speaker, and expert on instructional technology, web 2.0 tools, and online education. He has an extensive background in the higher-education and technology fields, and currently serves as the Vice President of Technology & e-Campus at Lake Superior College in Duluth, MN. His is an authority on such topics as social networking, web 2.0, online learning, podcasting, online course design, and on and on. He will be tailoring a presentation to suit our needs and audience here at Lane - please plan to attend! Please feel free to share the URL to his blog at **http://www.barrydahl.com** for a sneak preview.

iLane

Online Learning and Educational Resources Web 2.0 Conference
Oct 29, 2010 | Center for Meeting & Learning | 8:30am-3:30pm

SCHEDULE

8:30am -9:00am
Coffee & Breakfast Breads

9:00am -9:30am
Welcome:
Brad (Agenda Review / Welcome)
Sonya (Web 2.0 Mindset)

9:30am - 10:30am
Keynote*: Barry Dahl:* ***Are We Amusing Ourselves to Death?***
This interactive presentation explores the proliferation of technology into higher education, and explores how it may be adding or subtracting from the teaching and learning experience. The good and the bad ~ Barry provides an honest and optimistic look at the crossroads of higher education and web 2.0.

10:30am – 10:45am
bathroom break

10:45am - 11:25am
5 Minutes of Fame Presentations

Christina Howard	*Media-Rich Content & Curriculum*
Don Brown (Lane ESD)	*K-12 going online with Online-Options*
John Watson	*Building Community with Facebook*
Stan Swank	*Online Biology Labs*
Ian Coronado	*Instructional Video Showcase*

11:25am – 11:30am
stretch break

11:30am - 12:00pm
Presenter Panel ~ Open Discussion
Barry Dahl, John Watson, Don Brown, Christina Howard, Ian Coronado, Stan Swank

12:00pm - 1:00pm
Lunch / Viral Video Film Festival & Awards

iLane

Online Learning and Educational Resources Web 2.0 Conference
Oct 29, 2010 | Center for Meeting & Learning | 8:30am-3:30pm

1:00pm - 2:00pm

Breakout Sessions

Web 2.0 Show & Tell - *(Barry Dahl)*
OER/Creative Commons - *(V.Arnaud, M.Pineda)*
eduBlogging (hands-on) – *(S.Jensen)*
iPads & iPhones in Education (hands-on)- *(R.Lennox, L.Ackers, T.Cowdin)*
Building Community and Serving Students Online - *(J.Hamblin, J.Falzerano)*
Web CMS ~ Content Management Systems- (L.Brenden, M.Levick)

2:10pm - 2:45pm

Student Panel ~ Open Discussion

Lane Students tell us what they think about learning-online and answer questions from the audience.

2:45pm – 3:00pm

Data Snapshot ~ Where are we with Lane's online program?

Sonya, Ben Hill ~ data analysis update

3:00pm – 3:30pm

Flip Camera Give-Away

Activity/Presentation ~ Strategic Planning ~ Templates, Tips & Next Steps

Sonya's Commitment & Next Steps (Sonya)
Planning Templates, Tips & Next Steps (Brad)

iLane 2.0
Digital Literacy
http://blogs.lanecc.edu/ilane
Lane Community College - Academic Technology
March 11, 2011 - Center for Meeting & Learning - 8:30am-3:30pm

8:00-8:30am
Coffee and Tea (Registered attendees please check in during this time)

8:30-8:45am
Welcome: Sonya and Brad

8:45-10:15am
Keynote: Brian Lamb
Open education, cheap thrills, participatory culture, and working social media
Do the implications of digital media turn our educational institutions inside out? Can educators learn to stop worrying and love the remix? What does "data literacy" look like? Are Web 2.0 companies a teacher's best friend, or a bunch of creeps converting our work, our relationships and our private data into marketshare? Can we teach our students, our colleagues and ourselves to be technology strategists?

10:15-10:30 am
Stretch and Break - Craig Taylor and Dawn DeWolf

10:30-11:15 am
5 Minutes of Fame Presentations
Josh Manders - Staff - Online classes and Moodle (video)
Mathew Ray - Student - Design Technology
Sandy Jensen - Faculty - eduBlogging
Matt Goggans - Student - 21st Century Learning
Ian Coronado - Faculty - Teaching in the Cloud
Al Ullman - Student - Online Learning
Velda Arnaud - Faculty - OER Faculty Fellowship
Theresa Hill - Student - 3D Animation
Jim Baily - Faculty - Second Life

11:15 - 11:45
Presenter Panel ~ Open Discussion
Brian Lamb, 5 minutes of fame presenters

11:45-12:45pm
Lunch
Prize - iPod touch
(participation in defining "Digital Literacy" at registration required)

12:45-1:00pm
"**ARG"** - Brad Hinson

1:00-2:00pm
Digital StoryTelling - Brian Lamb

2:00 -2:15pm
Digital StoryTelling Q&A - Brad Hinson and Brian Lamb

iLane 2.0
Digital Literacy
http://blogs.lanecc.edu/ilane
Lane Community College - Academic Technology
March 11, 2011 - Center for Meeting & Learning - 8:30am-3:30pm

2:15-2:30pm
stretch and break - Craig Taylor and Dawn DeWolf

2:30-3:15pm
Think Tank Activity: - Sonya and Brad

3:15-3:25pm
Closure - Sonya and Brad

3:25-3:30pm
iLane Conference Evaluation

3:30pm
Prize give away - iPod Touch
(participation in Think Tank Activity required)

Academic Technology Center Coordinator

Purpose: The purpose of this position is to (a) coordinate support and training services for faculty and students in their use of college systems; (b) coordinate IT knowledge management activities and systems; (c) coordinate knowledge building activities for classified staff; (d) coordinate day-to-day operations of the Academic Technology Center as a hub for all of the above.

JOB DUTIES	SUMMARY
40%	**ACADEMIC TECHNOLOGY SUPPORT SERVICES** Manage the day-to-day operations of the Academic Technology Center (ATC) and Student Help Desk in providing ad-hoc training and technical support to faculty and students; Recruit and train student workers and staff to provide responsive and accurate support; Coordinate use of Request tracking systems to ensure timely and reliable support services; Assist users in developing or using technical tools;
25%	**KNOWLEDGE SYTEMS** Maintain knowledge-base systems for multiple audiences (employees, students, IT) and scenarios (public and private/secure). Assist and train users in use of, contribution to, and maintenance of knowledge systems and documentation. Coordinate development, organization, and maintenance of documentation and reference materials intended for use by end-users and help-desk staff, including articles, checklists, tip sheets, tutorials, screen casts, videos, and other web-deliverable materials. Collaborate with custodial department and IT staff to ensure documentation is current, accurate, and includes respective meta-data. Monitor and improve IT document libraries.
25%	**KNOWLEDGE BUILDING** Coordinate the activities of subject matter experts, colleague consultants, staff, and vendors in technology training and support efforts. Coordinate a talent pool of subject matter experts and colleague consultants to assist with technology training activities; establish a knowledge-network of employees who may contribute technical expertise. Coordinate the creation and delivery of collateral training materials for employees to accompany training sessions, including instructor guides, lab manuals, checklists, assessments, and certification forms.
10%	**OTHER** Participate in meetings, trainings, and campus committees. Contribute to research and development activities. Other duties as assigned.

Learning Environment Administrator

Purpose: This position will program, integrate, administer, and advance the College's online teaching and learning environment, centered on the Moodle LMS. As a frontline liaison for IT, the incumbent will work collaboratively with faculty and staff in the planning and development of systems and services in support of web-enhanced instruction throughout the College. Additionally, this individual will be a key contributor in developing and executing initiatives related to *web 2.0/cloud-based tools*, *new-media*, *social-media,* and *open education resources (OER).*

JOB DUTIES	SUMMARY
40%	**LEARNING ENVIRONMENT ADMINISTRATION** Responsible for the configuration, integration, coordination, and administration of *instructional-content-management systems* and associated technologies that comprise the college-wide online teaching and learning environment, e.g. learning management system (LMS), media delivery systems, digital asset management, and associated third-party applications/add-ons.
30%	**CONSULTATION & TRAINING** Responsible for the provision of consultation-services and training centered on effective use of *instructional-content-management systems*, media integration, and instructional design for online delivery. Work closely with faculty in migrating curriculum and brainstorming solutions for online instruction and innovation. Collaborate with faculty and staff on the development, promotion, and delivery of training opportunities and materials in a variety of formats.
20%	**RESEARCH & DEVELOPMENT** Responsible for the evaluation, development, testing, and recommendation of technical tools or solutions to be integrated with the College's online teaching and learning environment. This includes participation in a formal evaluation and testing process for new technologies proposed by faculty and staff, or recommended directly by the incumbent. Innovation and experimentation will be highly encouraged, and balanced with pragmatic sustainability. Formats may include: *digital audio and video*; *multimedia presentations*; *web 2.0/cloud-based tools*; *new-media*, *social-media,* and *open education resource (OER)* projects.
10%	**OTHER** Meetings, trainings, campus committees, leave and other duties

APPENDIX 25

SPRIDEN_ID	SPRIDEN_	SPRIDEN_	SSBSECT_	SSBSECT_	SSBSECT_	SSBSECT_C
L00005048	Arnaud	Velda	200630	XBA	9512	33912
L00352577	Levick	Michael	200630	XCAS	9752	34041
L00352577	Levick	Michael	200640	XCAS	9752	44012
L00005048	Arnaud	Velda	200720	XCAS	9784	22196
L00005048	Arnaud	Velda	200720	XCAS	9784	22197
L00005048	Arnaud	Velda	200720	XCAS	9784	22199
L00005048	Arnaud	Velda	200720	XCAS	9784	22200
L00005048	Arnaud	Velda	200720	XCAS	9784	24954
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25080
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25081
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25082
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25083
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25084
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25085
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25086
L00005802	Keene-Wil	Meredith	200720	XCAS	9783	25087
L00005048	Arnaud	Velda	200730	XCAS	9784	31422
L00005802	Keene-Wil	Meredith	200810	XCAS	9777	11486
L00005802	Keene-Wil	Meredith	200810	XCAS	9777	11487
L00005802	Keene-Wil	Meredith	200810	XCAS	9777	11488
L00352577	Levick	Michael	200810	XBT	9510	11499
L00352577	Levick	Michael	200820	XBT	9510	24003
L00005422	Escobar	Joseph	200820	XCAS	9777	24055
L00352577	Levick	Michael	200830	XCAS	9758	35306
L00352577	Levick	Michael	200830	XCAS	9758	35307
L00352577	Levick	Michael	200830	XCAS	9758	35308
L00352577	Levick	Michael	200840	XCAS	9772	43911
L00005802	Keene-Wil	Meredith	200840	XCAS	9777	43913
L00326233	Sarvis	William	200840	XCAS	9758	43914
L00352577	Levick	Michael	200910	XCAS	9758	11469
L00352577	Levick	Michael	200910	XCG	9766	11487
L00352577	Levick	Michael	200910	XED	9030	11489
L00352577	Levick	Michael	200910	XED	9030	11490
L00352577	Levick	Michael	200910	XCG	9766	11491
L00352577	Levick	Michael	200920	XCAS	9758	23922
L00352577	Levick	Michael	200920	XCAS	9773	23923
L00352577	Levick	Michael	200920	XCAS	9777	23926
L00352577	Levick	Michael	200920	XCAS	9758	23927
L00352577	Levick	Michael	200920	XCAS	9758	23928
L00352577	Levick	Michael	200940	XCAS	9752	43863
L00352577	Levick	Michael	200940	XCAS	9753	43864
L00352577	Levick	Michael	200940	XCAS	9781	43865
L00352577	Levick	Michael	200940	XCAS	9753	43879
L00352577	Levick	Michael	201010	XCAS	9781	11417
L00352577	Levick	Michael	201020	XCAS	9777	24158
L00352577	Levick	Michael	201020	XCAS	9777	24159
L00352577	Levick	Michael	201020	XCAS	9777	24160
L00352577	Levick	Michael	201020	XCAS	9777	24161
L00352577	Levick	Michael	201020	XBT	9703	24162
L00352577	Levick	Michael	201020	XCAS	9777	24165
L00352577	Levick	Michael	201020	XCAS	9777	24166

L00352577	Levick	Michael	201020	XBT	9703	24167
L00352577	Levick	Michael	201030	XCAS	9753	33840
L00352577	Levick	Michael	201030	XCAS	9753	33847
L00352577	Levick	Michael	201030	XCAS	9753	33848
L00005845	Kirkpatrick	Vicky	201030	XCAS	9753	33850
L00352577	Levick	Michael	201030	XCAS	9753	33851
L00352577	Levick	Michael	201030	XBT	9703	33853
L00352577	Levick	Michael	201030	XCAS	9777	33854
L00352577	Levick	Michael	201030	XCAS	9777	33855
L00352577	Levick	Michael	201030	XCAS	9777	33856
L00352577	Levick	Michael	201030	XCAS	9777	33857
L00005845	Kirkpatrick	Vicky	201030	XCAS	9753	33896
L00005845	Kirkpatrick	Vicky	201030	XCAS	9753	33900
L00005845	Kirkpatrick	Vicky	201030	XCAS	9753	33901
L00005845	Kirkpatrick	Vicky	201030	XCAS	9753	33902
L00352577	Levick	Michael	201040	XCAS	9777	44308
L00352577	Levick	Michael	201040	XCAS	9777	44314
L00352577	Levick	Michael	201040	XCAS	9777	44315
L00352577	Levick	Michael	201040	XCAS	9777	44317
L00352577	Levick	Michael	201040	XCAS	9777	44318
L00352577	Levick	Michael	201040	XCAS	9777	44319
L00352577	Levick	Michael	201040	XCAS	9777	44361
L00352577	Levick	Michael	201040	XCAS	9777	44549
L00352577	Levick	Michael	201040	XCAS	9777	44550
L00352577	Levick	Michael	201040	XCAS	9777	44551
L00352577	Levick	Michael	201040	XCAS	9777	44552
L00005802	Keene-Wil	Meredith	201110	XCAS	9758	12562
L00352577	Levick	Michael	201110	XCAS	9777	12868
L00352577	Levick	Michael	201110	XCAS	9777	12869
L00352577	Levick	Michael	201110	XCAS	9777	12913
L00352577	Levick	Michael	201120	XCAS	9777	24485
L00005048	Arnaud	Velda	201130	XBA	9765	34366
L00005048	Arnaud	Velda	201130	XBA	9765	34367
L00005048	Arnaud	Velda	201130	XED	0779	34379
L00352577	Levick	Michael	201130	XCAS	9777	34513
L00352577	Levick	Michael	201130	XCAS	9777	34514
L00352577	Levick	Michael	201130	XCAS	9777	34515
L00005048	Arnaud	Velda	201140	XBA	9765	44596
L00005048	Arnaud	Velda	201140	XBA	9294	44598
L00005048	Arnaud	Velda	201140	XED	0779	44747
L00352577	Levick	Michael	201140	XCAS	9777	44794
L00352577	Levick	Michael	201140	XCAS	9777	44795
L00352577	Levick	Michael	201140	XCAS	9777	44796
L00352577	Levick	Michael	201140	XCAS	9758	44797
L00352577	Levick	Michael	201140	XCAS	9758	44798
L00352577	Levick	Michael	201140	XCAS	9777	44965

SSBSECT_CRSE_TITLE	SSBSECT_ENRL	SSBSECT_CONT_HR	SSBSECT
	19	6	1
ExpressLane Grade Logs	7	2	0
Event Request	4	2	0
Bus Solutions w/Excel Series	16	18	2
Bus Solutions w/Excel, Mod 1	3	6	1
Bus Solutions w/Excel, Mod 2	1	6	1
Bus Solutions w/Excel, Mod 3	0	6	1
Levi: Excel Basic	10	6	1
Technology Workshop 1	43	2	0
Technology Workshop 2	79	2	0
Technology Workshop 3	45	2	0
technology Workshop 4	28	2	0
Technology Workshop 5	24	2	0
Technology Workshop 6	53	2	0
Technology Workshop 7	62	2	0
Technology Workshop 8	22	2	0
Biz Solutions w/Excel, Mod 3	2	6	1
Intro to Moodle	37	2	0
Intermediate Moodle	14	2	0
Advanced Moodle	8	2	0
Empowering Exceptional Perfmnc	17	1	0
Managerial Accountability	19	2	0
What's New in Moodle	49	1	0
Faculty Computer Training	4	2	0
New Hire Computer Training	7	2	0
Banner Reports	12	2	0
LCC: Computer Skills	7	1	0
LCC: Intro to Moodle	6	2	0
Faculty Training:Internet Audi	8	2	0
LCC:New Hire Computer Training	24	5	0
LCC:Balance Through Non-Violen	27	1	0
LCC:Assessing Outcomes	25	1	0
LCC:Career Technical Assessmen	9	2	0
LCC:Accountability in Communic	10	1	0
LCC: New Hire IT Training	12	2	0
LCC: Banner Navigation	3	2	0
LCC: Intro to Moodle	54	2	0
LCC:Advisor IT Training	2	2	0
LCC: Soft Chalk Training	10	2	0
Front Edge Software	8	2	0
New Hire IT	20	2	0
Moodle	0	2	0
IT: Events/AV	16	2	0
IT: Moodle	21	2	0
Moodle Intro	9	2	0
Moodle Intro	3	2	0
Moodle Intro	12	2	0
Moodle Intro	7	2	0
Technology Orientation	2	2	0
25 Live Training	3	2	0
25 Live Training	2	2	0

SMART Classroom Orientation	8	2	0
Moodle Intro	26	2	0
Moodle Grade Book	12	3	0
Moodle Forums	7	2	0
Quality Matters	8	7	1
Moodle Quiz	7	2	0
Faculty New Hire	11	2	0
Moodle Quiz	9	2	0
Moodle Forums	4	2	0
Moodle Forums	3	2	0
Moodle Forums	20	2	0
Quality Matters	9	6	1
Quality Matters	10	6	1
Quality Matters	9	6	1
Quality Matters	8	6	1
New Hire and NB	4	3	0
25 Live Training	9	2	0
Moodle Quiz	2	2	0
Moodle Gradebook	4	2	0
Moodle Intro	2	2	0
25 Live Training	9	2	0
25 Live Training	16	2	0
Moodle	9	2	0
Moodle	6	2	0
Moodle	5	2	0
Moodle	6	2	0
T2T: Moodle Bootcamp	21	20	0
Wiki Wellness	11	1	0
Wiki Fun	15	1	0
Moodle Intro	0	3	0
Moodle Intro	3	3	0
Hybrid Class - LCC, PT 1	13	30	3
Hybrid Class - LCC, PT 2	12	10	1
Moodle for College Now Teacher	12	40	
Moodle	28	13	1
Faculty Intro - LCC	8	3	0
My Lane Intro - LCC	17	3	0
OER Faculty Fellowship - LCC	5	22	2
OER Faculty Fellowship - LCC	0	22	2
Moodle for College Now Teacher	21	40	
Moodle Intro	2	2	0
Moodle Gradebook	3	3	0
Moodle Activities	10	3	0
Tech New Hire	2	2	0
25 Live	31	2	0
Social Networking in Higher Ed	6	1	0

SSRMEET_START_DATE	SSRMEET_END_DATE
01/23/2006 00:00:00	01/27/2006 00:00:00
02/02/2006 00:00:00	02/02/2006 00:00:00
04/07/2006 00:00:00	04/07/2006 00:00:00
10/24/2006 00:00:00	11/28/2006 00:00:00
10/24/2006 00:00:00	10/31/2006 00:00:00
11/07/2006 00:00:00	11/14/2006 00:00:00
11/21/2006 00:00:00	11/28/2006 00:00:00
10/16/2006 00:00:00	10/18/2006 00:00:00
09/29/2006 00:00:00	09/29/2006 00:00:00
09/29/2006 00:00:00	09/29/2006 00:00:00
09/29/2006 00:00:00	09/29/2006 00:00:00
09/29/2006 00:00:00	09/29/2006 00:00:00
10/06/2006 00:00:00	10/06/2006 00:00:00
10/06/2006 00:00:00	10/06/2006 00:00:00
10/06/2006 00:00:00	10/06/2006 00:00:00
10/06/2006 00:00:00	10/06/2006 00:00:00
02/22/2007 00:00:00	03/01/2007 00:00:00
06/27/2007 00:00:00	06/27/2007 00:00:00
06/28/2007 00:00:00	06/28/2007 00:00:00
06/29/2007 00:00:00	06/29/2007 00:00:00
06/29/2007 00:00:00	06/29/2007 00:00:00
09/26/2007 00:00:00	09/26/2007 00:00:00
09/28/2007 00:00:00	09/28/2007 00:00:00
01/07/2008 00:00:00	01/07/2008 00:00:00
01/23/2008 00:00:00	01/23/2008 00:00:00
02/12/2008 00:00:00	02/12/2008 00:00:00
03/31/2008 00:00:00	03/31/2008 00:00:00
04/04/2008 00:00:00	04/04/2008 00:00:00
03/31/2008 00:00:00	03/31/2008 00:00:00
07/15/2008 00:00:00	07/29/2008 00:00:00
06/27/2008 00:00:00	06/28/2008 00:00:00
06/27/2008 00:00:00	06/28/2008 00:00:00
06/27/2008 00:00:00	06/28/2008 00:00:00
06/27/2008 00:00:00	06/28/2008 00:00:00
10/15/2008 00:00:00	10/16/2008 00:00:00
10/17/2008 00:00:00	10/18/2008 00:00:00
10/21/2008 00:00:00	10/22/2008 00:00:00
10/31/2008 00:00:00	11/01/2008 00:00:00
12/05/2008 00:00:00	12/06/2008 00:00:00
04/08/2009 00:00:00	04/09/2009 00:00:00
04/08/2009 00:00:00	04/09/2009 00:00:00
04/03/2009 00:00:00	04/04/2009 00:00:00
04/22/2009 00:00:00	04/23/2009 00:00:00
06/26/2009 00:00:00	06/27/2009 00:00:00
09/29/2009 00:00:00	01/03/2010 00:00:00
09/29/2009 00:00:00	01/03/2010 00:00:00
09/29/2009 00:00:00	01/03/2010 00:00:00
10/08/2009 00:00:00	10/08/2009 00:00:00
09/29/2009 00:00:00	01/03/2010 00:00:00
09/29/2009 00:00:00	01/03/2010 00:00:00
09/29/2009 00:00:00	01/03/2010 00:00:00

09/29/2009 00:00:00	01/03/2010 00:00:00
01/04/2010 00:00:00	01/04/2010 00:00:00
01/04/2010 00:00:00	01/04/2010 00:00:00
01/04/2010 00:00:00	01/05/2010 00:00:00
01/04/2010 00:00:00	01/05/2010 00:00:00
01/04/2010 00:00:00	01/05/2010 00:00:00
01/06/2010 00:00:00	01/07/2010 00:00:00
01/04/2010 00:00:00	03/28/2010 00:00:00
01/04/2010 00:00:00	01/05/2010 00:00:00
01/04/2010 00:00:00	01/05/2010 00:00:00
01/04/2010 00:00:00	01/05/2010 00:00:00
01/04/2010 00:00:00	03/28/2010 00:00:00
01/04/2010 00:00:00	03/28/2010 00:00:00
01/04/2010 00:00:00	03/28/2010 00:00:00
01/04/2010 00:00:00	03/28/2010 00:00:00
03/29/2010 00:00:00	03/29/2010 00:00:00
03/29/2010 00:00:00	03/29/2010 00:00:00
06/20/2010 00:00:00	06/20/2010 00:00:00
04/14/2010 00:00:00	04/14/2010 00:00:00
04/14/2010 00:00:00	04/14/2010 00:00:00
04/13/2010 00:00:00	04/13/2010 00:00:00
06/08/2010 00:00:00	06/08/2010 00:00:00
03/31/2010 00:00:00	03/31/2010 00:00:00
04/14/2010 00:00:00	04/14/2010 00:00:00
04/15/2010 00:00:00	04/15/2010 00:00:00
04/16/2010 00:00:00	04/16/2010 00:00:00
06/21/2010 00:00:00	06/24/2010 00:00:00
06/21/2010 00:00:00	07/21/2010 00:00:00
06/21/2010 00:00:00	07/21/2010 00:00:00
08/25/2010 00:00:00	08/25/2010 00:00:00
09/28/2010 00:00:00	09/28/2010 00:00:00
01/03/2011 00:00:00	03/27/2011 00:00:00
01/03/2011 00:00:00	03/27/2011 00:00:00
01/03/2011 00:00:00	03/18/2011 00:00:00
01/03/2011 00:00:00	01/03/2011 00:00:00
01/03/2011 00:00:00	01/03/2011 00:00:00
01/05/2011 00:00:00	01/05/2011 00:00:00
04/12/2011 00:00:00	04/12/2011 00:00:00
04/13/2011 00:00:00	05/24/2011 00:00:00
03/28/2011 00:00:00	06/11/2011 00:00:00
04/14/2011 00:00:00	04/14/2011 00:00:00
04/01/2011 00:00:00	04/01/2011 00:00:00
04/08/2011 00:00:00	04/08/2011 00:00:00
04/04/2011 00:00:00	04/04/2011 00:00:00
04/07/2011 00:00:00	04/07/2011 00:00:00
04/27/2011 00:00:00	04/27/2011 00:00:00

APPENDIX 26

iLane

Online Learning and Educational Resources Web 2.0 Conference
Oct 29, 2010 | Center for Meeting & Learning | 8:30am-3:30pm

REGISTRATION:

Anyone in your department (team or not) will need to register using the following form. Please forward this link to anyone in your department (team or not) whom you'd like to attend the October 29th conference.
https://spreadsheets.google.com/viewform?formkey=dHRCUC1ndDh4dlN4WGI3Zzlmb05iQXc6MQ

WEB 2.0 FILM FESTIVAL:

Additionally, we will be having some fun with a Web 2.0 Viral Video Film Festival. We are asking participants to nominate their favorite Web 2.0 Viral Video for a chance to win a Flip Video Camera, or any other number of highly "valuable" prizes. =) Winners will be shown during the conference lunch (12-1), and nominators must be present to win.

Please share the following link for folks to make Viral Video nominations.
https://spreadsheets.google.com/viewform?hl=en&formkey=dEdXWm9Pb0dPUGl2MzJkZDdhekFYeXc6MQ#gid=0

KEYNOTE SPEAKER:

Barry Dahl is a widely known 'edublogger', keynote speaker, and expert on instructional technology, web 2.0 tools, and online education. He has an extensive background in the higher-education and technology fields, and currently serves as the Vice President of Technology & e-Campus at Lake Superior College in Duluth, MN. His is an authority on such topics as social networking, web 2.0, online learning, podcasting, online course design, and on and on. He will be tailoring a presentation to suit our needs and audience here at Lane - please plan to attend! Please feel free to share the URL to his blog at **http://www.barrydahl.com** for a sneak preview.

iLane

Online Learning and Educational Resources Web 2.0 Conference
Oct 29, 2010 | Center for Meeting & Learning | 8:30am-3:30pm

SCHEDULE

8:30am -9:00am
Coffee & Breakfast Breads

9:00am -9:30am
Welcome:
Brad (Agenda Review / Welcome)
Sonya (Web 2.0 Mindset)

9:30am - 10:30am
Keynote*: Barry Dahl:* ***Are We Amusing Ourselves to Death?***
This interactive presentation explores the proliferation of technology into higher education, and explores how it may be adding or subtracting from the teaching and learning experience. The good and the bad ~ Barry provides an honest and optimistic look at the crossroads of higher education and web 2.0.

10:30am – 10:45am
bathroom break

10:45am - 11:25am
5 Minutes of Fame Presentations

Christina Howard	*Media-Rich Content & Curriculum*
Don Brown (Lane ESD)	*K-12 going online with Online-Options*
John Watson	*Building Community with Facebook*
Stan Swank	*Online Biology Labs*
Ian Coronado	*Instructional Video Showcase*

11:25am – 11:30am
stretch break

11:30am - 12:00pm
Presenter Panel ~ Open Discussion
Barry Dahl, John Watson, Don Brown, Christina Howard, Ian Coronado, Stan Swank

12:00pm - 1:00pm
Lunch / Viral Video Film Festival & Awards

iLane

Online Learning and Educational Resources Web 2.0 Conference
Oct 29, 2010 | Center for Meeting & Learning | 8:30am-3:30pm

1:00pm - 2:00pm

Breakout Sessions

Web 2.0 Show & Tell - *(Barry Dahl)*
OER/Creative Commons - *(V.Arnaud, M.Pineda)*
eduBlogging (hands-on) – *(S.Jensen)*
iPads & iPhones in Education (hands-on)- *(R.Lennox, L.Ackers, T.Cowdin)*
Building Community and Serving Students Online - *(J.Hamblin, J.Falzerano)*
Web CMS ~ Content Management Systems- (L.Brenden, M.Levick)

2:10pm - 2:45pm

Student Panel ~ Open Discussion

Lane Students tell us what they think about learning-online and answer questions from the audience.

2:45pm – 3:00pm

Data Snapshot ~ Where are we with Lane's online program?

Sonya, Ben Hill ~ data analysis update

3:00pm – 3:30pm

Flip Camera Give-Away

Activity/Presentation ~ Strategic Planning ~ Templates, Tips & Next Steps

Sonya's Commitment & Next Steps (Sonya)
Planning Templates, Tips & Next Steps (Brad)

iLane 2.0
Digital Literacy
http://blogs.lanecc.edu/ilane
Lane Community College - Academic Technology
March 11, 2011 - Center for Meeting & Learning - 8:30am-3:30pm

8:00-8:30am
Coffee and Tea (Registered attendees please check in during this time)

8:30-8:45am
Welcome: Sonya and Brad

8:45-10:15am
Keynote: Brian Lamb
Open education, cheap thrills, participatory culture, and working social media
Do the implications of digital media turn our educational institutions inside out? Can educators learn to stop worrying and love the remix? What does "data literacy" look like? Are Web 2.0 companies a teacher's best friend, or a bunch of creeps converting our work, our relationships and our private data into marketshare? Can we teach our students, our colleagues and ourselves to be technology strategists?

10:15-10:30 am
Stretch and Break - Craig Taylor and Dawn DeWolf

10:30-11:15 am
5 Minutes of Fame Presentations
Josh Manders - Staff - Online classes and Moodle (video)
Mathew Ray - Student - Design Technology
Sandy Jensen - Faculty - eduBlogging
Matt Goggans - Student - 21st Century Learning
Ian Coronado - Faculty - Teaching in the Cloud
Al Ullman - Student - Online Learning
Velda Arnaud - Faculty - OER Faculty Fellowship
Theresa Hill - Student - 3D Animation
Jim Baily - Faculty - Second Life

11:15 - 11:45
Presenter Panel ~ Open Discussion
Brian Lamb, 5 minutes of fame presenters

11:45-12:45pm
Lunch
Prize - iPod touch
(participation in defining "Digital Literacy" at registration required)

12:45-1:00pm
"**ARG"** - Brad Hinson

1:00-2:00pm
Digital StoryTelling - Brian Lamb

2:00 -2:15pm
Digital StoryTelling Q&A - Brad Hinson and Brian Lamb

iLane 2.0
Digital Literacy
http://blogs.lanecc.edu/ilane
Lane Community College - Academic Technology
March 11, 2011 - Center for Meeting & Learning - 8:30am-3:30pm

2:15-2:30pm
stretch and break - Craig Taylor and Dawn DeWolf

2:30-3:15pm
Think Tank Activity: - Sonya and Brad

3:15-3:25pm
Closure - Sonya and Brad

3:25-3:30pm
iLane Conference Evaluation

3:30pm
Prize give away - iPod Touch
(participation in Think Tank Activity required)

APPENDIX 27

COMPARING INSTRUCTIONAL MODALITIES RUBRIC

Please enter pertinent observations and assign a value to each sub-dimension in the rubric. Your total ratings for each dimension will appear on the report synthesizing your assessment.

Criteria:
Developing: provides occasional/discrete/infrequent/irregular opportunities in the identified dimension
Moderate: provides regular/multiple/established/routine opportunities in the identified dimension
Robust: provides established/integrated/intentional/multiple opportunities in the identified dimension

Dimensions	Explanation	Robust	Moderate	Developing		Comments
		4	3	2	1	
Civic engagement and collaborative learning:						
• Provides opportunity to apply knowledge in a global context.	• Promotes application of course content to a variety of local or remote contexts					
• Provides instruction in scholarly values and behaviors	• Encourages breadth of knowledge in the curriculum and assesses student's ability to observe					
• Promotes student interaction	• Provides mechanisms to promote student-student, student-teacher and student-content interactions					
• Facilitates connection/ engagement with community of classroom and beyond	• Promotes local forums or study groups in course content					
Multiple experiences with content:						
• Provides logical sequencing of content	• Course instructional units and assignments follow a logical sequence. Assignments build on one another.					
• Makes connections: —Integrates concepts and skills —Connects new to existing knowledge, experience, and skills	• The instructor and course format help students integrate previous and new concepts and skills as assignments/ assessments progress through the course.					
• Links course activities to learning outcomes	• Each learning activity or assignment promotes one or more specific learning outcomes.					
• Provides variety of learning experiences/activities	• The course uses a variety of assignments and activities to ensure appreciation, application, and retention of course content.					
Use of optimal/appropriate media/technology/tools/resources:						
• Uses tools that promote active learning	***The course accomplishes four or five of these factors:*** • The instructor uses tools (technology and resources) that promote students' individual engagement with course content.					

Dimensions	Explanation	Robust		Moderate	Developing	Comments
		4	3	2	1	
• Uses tools consistent with existing professional standards	• The course avoids outdated or inferior delivery systems for resources and technology.					
• Uses tools appropriate to learning outcomes	• Instructional tools are appropriate, considering existing standards in the field.					
• Uses a variety tools to address content, learning styles, and academic preparation	• The course provides a variety of instructional tools appropriate to content, adapted to diverse learning styles and levels of academic readiness.					
• Selective use of tools	• The instructor avoids using tools for their own sake, without an eye to achieving instructional goals.					
Student support:						
• Provides individual access to instructor	• The course makes clear how students can have one-on-one access to the instructor.					
• Offers timely feedback on work and course progress	• The instructor and course structure make it possible to offer timely and sufficient feedback to students on their course work and progress.					
• Provides information on counseling and academic advising resources	***The course provides two to four of the following factors:*** • Information on counseling and academic advising resources.					
• Provides information on available computer access	• Information on available computer access					
• Provides information on workshop/tutorial support	• Information on appropriate regularly scheduled workshop or tutorial support.					
• Evaluates cost/benefit/ accessibility of selected resources/textbooks, and tools	• Consideration of appropriateness, accessibility, and affordability of required resources					
Student preparedness:						
• Articulates necessary literacies: information/ language/online	• The course makes clear what language, online, and research skills students will need to succeed in the class.					
• Makes clear and encourages essential academic discipline: time management, classroom participation, attendance	• The course makes clear expectations for students' time-management, class environment etiquette and participation, and attendance.					

Dimensions	Explanation	Robust	Moderate	Developing		Comments
		4	3	2	1	
• Defines or diagnoses appropriate level of preparation according to prerequisites	• The course specifies appropriate prerequisites or is adapted to evaluate and meet students' levels of content preparation.					
• Defines or diagnoses appropriate level of preparation according to student background	• The course specifies appropriate prerequisites or is adapted to evaluate and meet students' levels cultural and educational background.					
Learning outcomes:						
Articulates learning outcomes •Addressing critical thinking, communicating effectively, and other core abilities	***The course articulates learning outcomes*** • That are consistent with or reflect the college core abilities.					
• Outcomes are stated clearly and written from the student's perspective.	• That are made evident to the student.					
• Instructions on how to meet outcomes are adequate and clearly stated.	• So as to optimize student success by indicating how the outcomes may be met and satisfied					
• Course objectives describe outcomes that are measurable.	• That are measurable and achievable.					

ONLINE/TRADITIONAL EDUCATION ASSESSMENT WORKSHOP
FEBRUARY 11, 2010

The Assessment Team would like to discuss for purposes of comparison and enrichment a range of class modalities to explore their effectiveness in achieving student learning. We are seeking ways to compare the modalities. Some fundamental questions for discussion follow.

1. **How can we best describe the class(es) being evaluated?**

   OL <> OL/Hybrid <> Moodle-enhanced <> Web-enhanced <> Traditional

2. **What level/types of *interactivity* characterize this class?**

3. **What level/types of *social networking* characterize this class?**

4. **What types of *media* are used in this class and to what extent?**

5. **What is the level of *student preparedness* for this class?**

6. **In terms of *student satisfaction* with this class, how well have course objectives been met?**

7. **In terms of *faculty satisfaction* with this class, how well have course objectives been met?**

   a. If I am teaching strictly OL, have I come to omit some elements important to the education process?

   b. If I am teaching strictly face-to-face, have I come to omit enrichments that students have come to expect?

8. **How well do exiting students perform on a core set of common questions?**

ASSESSMENT ACROSS MODALITIES
MAY 13, 2010

Toward a rubric for assessing quality instruction:
OL > OL/Hybrid > Moodle-Enhanced > Web-Based > Telecourse > F2F

Below are factors we targeted in our winter workshop. Sub-points expand those factors based on best practice rubrics from Quality Matters and CCSSE (Community College Student Success and Engagement Survey). Our question:
What should be our focus in moving toward a rubric describing the fundamentals of quality instruction, across modalities?

Importance of student socialization	**Notes**
• Importance of cohorts/collaboration • Contact with diverse student populations • Development of scholarly values & behaviors • Student interactivity • Connection/engagement with community	
Multiple exposure to content	**Notes**
• Logical sequencing of content • Making connections: integrating concepts & skills • Instructional design: connecting learning activities to learning objectives • Variety of learning experiences/activities	
Optimal/appropriate use of media/technology/tools	**Notes**
• Tools as means of delivering course content • Tools contribute to active learning • Tools consistent with existing course standards	
Student support	**Notes**
• Computer access • Workshop/tutorial support	
Student preparedness	**Notes**
• Literacy: Information/Language/Online • Self-management (Classroom behavior/preparation) • Health/wellness factors (Lifestyle management)	
Learning outcomes	**Notes**
• Identify learning outcomes • Provide ways to measure learning • Clear basis for evaluation	

ASSESSMENT PROFESSIONAL DEVELOPMENT TEAM
ASSORTED RUBRICS

I. CCSSE student-engagement survey

A. *Active and Collaborative Learning*

1. Asked questions in class or contributed to class discussions
2. Made a class presentation
3. Worked with other students on projects during class
4. Worked with classmates outside of class to prepare class assignments
5. Tutored or taught other students (paid or voluntary)
6. Participated in a community-based project as a part of a regular course
7. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

B. *Student Effort*

1. Prepared two or more drafts of a paper or assignment before turning it in
2. Worked on a paper or project that required integrating ideas or information from various sources
3. Come to class without completing readings or assignments
4. Used peer or other tutoring services
5. Used skill labs
6. Used a computer lab
7. How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment
8. How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)

C. Academic Challenge

1. Worked harder than you thought you could to meet an instructor's standards or expectations
2. Analyzing the basic elements of an idea, experience, or theory
3. Synthesizing and organizing ideas, information, or experiences in new ways
4. Making judgments about the value or soundness of information, arguments, or methods
5. Applying theories or concepts to practical problems or in new situations
6. Using information you have read or heard to perform a new skill
7. How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
8. How many papers or reports of any length did you write
9. To what extent have your examinations challenged you to do your best work
10. Encouraging you to spend significant amounts of time studying

D. *Student-Faculty Interaction*

1. Used e-mail to communicate with an instructor
2. Discussed grades or assignments with an instructor
3. Talked about career plans with an instructor or advisor
4. Discussed ideas from your readings or classes with instructors outside of class
5. Received prompt feedback (written or oral) from instructors on your performance
6. Worked with instructors on activities other than coursework

E. *Support for Learners*

1. Providing the support you need to help you succeed at this college

2.Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

3. Helping you cope with your nonacademic responsibilities (work, family, etc.)
4. Providing the support you need to thrive socially
5. Providing the financial support you need to afford your education
6. Used academic advising/planning services
7. Used career counseling services

II. LEAP: Liberal Education and America's Promise (AAC&U)

A. *Knowledge of Human Cultures and the Physical and Natural World*

1. Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
2. *Focused* by engagement with big questions, both contemporary and enduring

B. *Intellectual and Practical Skills, Including*

1. Inquiry and analysis
2. Critical and creative thinking
3. Written and oral communication
4. Quantitative literacy
5. Information literacy
6. Teamwork and problem solving
7. Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

C. *Personal and Social Responsibility, Including*

1. Civic knowledge and engagement—local and global
2. Intercultural knowledge and competence
3. Ethical reasoning and action
4. Foundations and skills for lifelong learning
5. Anchored through active involvement with diverse communities and real-world challenges

D. *Integrative and Applied Learning, Including*

1. Synthesis and advanced accomplishment across general and specialized studies
2. Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

III. Quality Matters

A. *Learning Objectives*

1. Measurable outcomes
2. Consistent with course objectives
3. Written from student perspective
4. Clear instructions on how to meet objectives
5. Address content, mastery, critical thinking, core learning

B. *Assessment*

1. Assessment instruments measure learning objectives
2. Clear grading policy
3. Specific, descriptive criteria for evaluation of student work
4. Sequenced, varied, appropriate to content being assessed
5. Self-checks

C. *Resources & materials*

1. Support learning objectives
2. Sufficient breadth, depth, & currency
3. Clear purpose
4. Instructional materials logically sequenced, integrated

D. Learner engagement

1. Learning activities promote learning objectives
2. Foster instructor-student, content-student, student-student interaction
3. Instructor availability
4. Clear requirements for course interaction
5. Design prompts instructor to be active & engaged with students

E. Technology

1. Tools/media support learning objectives
2. Enhances student interactivity, promote active learning
3. Technologies available
4. Consistent with existing standards
5. Distance access
6. Takes full advantage of available tools & media

F. Learner support

1. Course instructions link to tech support
2. Course instructions link to academic support
3. Course instructions link to tutorials and resources
4. ADA accessibility

ASSESSMENT ACROSS MODALITIES
December 1, 2010

I. Background—15 minutes

A. Assessment Team purpose and charge to compare OL/Hybrid with f2f

B. Reframing the charge

1. Workshop 1:
"The Assessment Team would like to discuss for purposes of comparison and enrichment a range of class modalities to explore their effectiveness in achieving student learning. *We are seeking ways to compare the modalities*."

2. Workshop 2:
"On what factors should we focus in moving toward a rubric describing the fundamentals of quality instruction across modalities?"

3. Goal today:
Develop a rubric to inform and improve instruction across modalities

II. Key questions—15 minutes
A. What will rubric look like? *[See sample rubrics: gen ed, QM]*
B. Who will evaluate whom? *[Possibility of peer review or . . . ?]*
C. What is an appropriate evaluative scale? *[See samples]*

III. Group considerations—30 minutes

IV. Group reports and conclusions—30 minutes

V. Next steps
A. Refine rubric
B. Norm the rubric
C. Pilot the rubric

ASSESSMENT ACROSS MODALITIES

As a result of our two Assessment Team Professional Development workshops 2009/2010, our faculty group came up with the foundations for a rubric for assessing quality instruction across disciplines and modalities. The parameters we intend to take forward into the next academic year, as we develop an assessment rubric to inform and improve our instruction, are

Importance of social engagement and networking	
a. Provide context for diversity and real world challenges b. Provide instruction in scholarly values and behaviors c. Promote student interactivity d. Facilitate connection/engagement with community	
Multiple experiences with content	
a. Provides logical sequencing of content b. Makes connections: integrates concepts and skills c. Links learning activities to learning objectives d. Provides variety of learning experiences/activities	
Use of optimal/appropriate media/technology/ tools/resources	
a. Uses tools that promote active learning b. Uses tools consistent with existing professional standards c. Uses tools linked to learning outcomes d. Uses a variety tools to address • content • learning styles • academic preparation e. Selective use of tools	
Student support	
a. Provides adequate computer access b. Offers workshop/tutorial support c. Provides accessible counseling and academic advising resources d. Provides individual access to instructor e. Offers timely feedback on work and course progress f. Evaluates cost/benefit/accessibility of selected resources/textbooks, and tools	
Student preparedness	
a. Addresses literacy: information/language/academic/technology b. Encourages self-management: classroom behavior/attendance c. Encourages appropriate level of preparation according to • course • student background	
Learning outcomes	
a. Articulates learning objectives • Course objectives describe outcomes that are measurable. • Unit objectives are measurable and consistent with course-level objectives. • Objectives are stated clearly and written from the student's perspective. • Instructions on how to meet objectives are adequate and clearly stated. • Objectives address content mastery b. Course addresses critical thinking, communicating effectively, and other core abilities [*Need to review rubrics*] c. Learning activities are aligned with outcomes.	

AGENDA
Assessment: Comparing Instructional Modalities
February 28, 2011

1. **Review project to date—15 min**

2. **Review and finalize rubric—45 min**

3. **Develop request for proposals—30 min**
   a. **Elements**
   b. **Link to FPD?**
   c. **Dates for rollout & completion**
   d. **Synthesis**

ASSESSMENT: Comparing Instructional Modalities

1. Purpose:

This project, initiated by the Lane Community College Assessment Team, is to develop and pilot an assessment rubric. *The rubric's purpose is to compare within a curriculum the same course offered in different modalities* in order to glean best instructional practices from each and to optimize quality of instruction.

Sample uses:

- as a guideline in course development
- as a checklist for an instructor to ensure that students are receiving important course elements across a variety of instructional modalities
- as an indicator in program assessment and curriculum planning to determine numbers of sections to offer in one or another modality

Typical instructional modalities:

Online <>Online/Hybrid <> CMS-enhanced <> Web-enhanced <> Traditional

2. Application:

It is preferable that this rubric be used in conjunction with other modes of assessment, such as *core abilities assessment by rubric* and other *student learning outcome* and *program* assessment tools.

3. Evaluators:

Developers of this rubric suggest that users determine its specific purpose as they begin their assessment: how do they intend to *use* this instrument? The course instructor or instructional group will develop the assessment plan for comparing the selected modalities. Depending on their intent, they would designate the assessment evaluators. Some options include

- Instructor self-assessment
- Instructor self-assessment + Student course assessment
- Instructor self-assessment + Peer assessment
- Instructional group mutual assessment (for an entire course, for example)

4. Piloting the Assessing Modalities project:

a. How should this project be labeled to promote participation?
b. Elements of the Request for Proposals (specify appropriate evaluators?)
c. Number of hours per project
d. Report template
e. Synthesis of results

AGENDA
Assessment: Comparing Instructional Modalities
April 4, 2011

1. **Review project to date—5 min**

2. **Questions—20 min**

3. **Proposed projects—30 min**

4. **Suggestions/trouble-shooting**

5. **Follow-up**

ASSESSMENT REPORT for *COMPARATIVE MODALITIES ASSESSMENT*

DIVISION_____ **PROGRAM**_____ **COURSE** _____

INSTRUCTOR _____ **EVALUATOR** _____ **MODALITY** _____

STATEMENT OF RESEARCH PURPOSE_____

I. Please submit your rubric with comments and tallies along with this report. To get an overview of your project, please enter below the total scores for each dimension on your rubric.

Dimension	Robust	Moderate	Developing	
	16-24	12-16	6-12	0-6
Civic engagement and collaborative learning				
Multiple experiences with content				
Use of optimal/appropriate media/technology/ tools/resources				
Student support				
Student preparedness				
Learning outcomes				

II. Remembering that all results are useful in optimizing instruction, please explain below your ***analysis*** or interpretation of the results above.

Commentary

III. In what way can you make use of what you discovered? Please explain below the ***implications*** of your assessment for your course (or program) and how you might ***apply*** your findings.

Application: Course/program success and/or modifications

COMPARING INSTRUCTIONAL MODALITIES PROJECTS
SPRING 2011

Purpose—What we're looking for:
Last year many of you participated in the College discussion and analysis of online instruction at Lane, where Ben Hill compared college statistics surrounding online, online/hybrid, and traditional classes. The college Assessment Team would like to extend Ben's quantitative analysis to look at how modalities of instruction differ and converge qualitatively, what is most effective in each, and how we can improve instructional quality across the college by calling to mind our most important educational goals.

Lane's Assessment Team has developed a rubric for comparing different modalities of instruction. *The rubric's purpose is to compare within a curriculum the same course offered in different modalities* in order to glean best instructional practices from each and to optimize quality of instruction.

We are asking faculty who are interested in examining instructional practices in this way to propose a project in which they would use our rubric to compare two or more sections of the same course but offered in two or more different modalities. For our purposes, possible modalities include:

Online <> Online/Hybrid <> Moodle-enhanced <> Web-enhanced <> Traditional

Project—How to get started:
Review the Comparing Instructional Modalities Rubric and reflect on what classes you would like to evaluate. You may compare two of your own courses taught in different modalities or partner with a colleague or throughout a program to evaluate and compare each course. Faculty are asked to use the rubric to perform their evaluations.

Eligibility—Who should apply:
All college full-time and part-time faculty with the appropriate course requirements (different modalities of the same course) are encouraged to apply for funding. The Assessment Team will select successful applications and announce awards before Spring break.

Curriculum-development funding support:
The Assessment Team will divide its 100 hours of curriculum development funding ($29.51/hour) between a minimum of five projects (20 hours each), unless fewer project applications are submitted.

There will be a *required* orientation and final reporting session (1 ½ hours each) with colleague-participants and Assessment Team members. Project participants will be able to meet for discussions throughout Spring term to trouble-shoot and brainstorm their work. The three hours of *required* meeting time are considered part of your hours request.

How to apply:
Review the attached *Comparing Instructional Modalities* rubric and the report form attached. Once you have envisioned your project, submit a **brief one-page description** and submit it in hard copy to your dean and electronically to Barbara Breaden, A-Team Chair. The Assessment Team will review the proposals and announce awards by the end of the term so that you can plan your project in more detail over break.

Timeline:

Tuesday, March 15, *noon*	Proposals due to your dean and to Barbara Breaden
Friday, March 18	Awards announced
Monday, April 4, 3-4:30 pm	Orientation meeting for all participants
Wednesday, June 8, 2-3:30 pm	Final project debriefing for participants

APPLICATIONS: COMPARING MODALITIES PROJECT
Spring, 2011

1. Ben Hill and Stephen Selph/Math

Proposed

Working collaboratively, we will use the Comparing Instructional Modalities Rubric to assess and compare Steve's traditional (face-to-face) College Algebra course and Ben's hybrid College Algebra course.

We will learn about each other's courses by reviewing course documents, web materials and assessments, and by interviewing each other. We will work collaboratively and by consensus to complete the Rubric and the Assessment Report for both courses. We will identify areas of common or divergent strength or weakness, and possibly identify actions for improvement.

In addition to participating in Assessment Team orientation and debriefing meetings, we will report our results at a mathematics division meeting.

The Course

Math 111 College Algebra is the highest enrollment college transfer level math course offered at Lane, and the entry point to course sequences Math 231/2/3, Math 241/2/3 and Math 112/251/2/3/4/5/6 that are required for various degrees.

In light of Clifford Adelman's finding that early completion of college level mathematics is a key predictor of successful transfer and degree completion for community college students, it is apparent that Math 111 is important to completion and success college-wide.

Hybrid sections of Math 111 are being piloted for the first time this term, and will be offered in Spring 2011 and in Winter and Spring 2012.

The Participants

Stephen Selph is lead instructor for Math 111, a former interim mathematics chair, and a frequent participant in assessment work at division and college levels.

Ben Hill is a former lead instructor for Math 111, and has recently worked on research about Lane's online and hybrid course offerings. He participated in development of the Comparing Instructional Modalities Rubric.

2. Adrienne Mitchell/ALS

I would like to compare my online and hybrid Math 10 sections. Math 10 is a basic math course on whole numbers, fractions, and decimals and is the first credit course in the math sequence at Lane and the only developmental math course students take in Academic Learning Skills before moving on to Math 20 and beyond in the Math department. A very large percentage of students place into developmental math courses at Lane (and nationwide); in fact, ALS offers approximately sixty-five sections of Math 10 per year. (The Math Department offers similar numbers of Math 20 and Math 60 sections.) There is a nationwide interest in providing developmental math instruction in alternate formats/ modalities in order to facilitate student progression and completion.

Prior to this academic year, Math 10 has been offered as a traditional face-to-face course only. This Spring, I will teach two hybrid sections (each with two hours face-to-face and one hour online each week) and one online section of Math 10 as I did this Winter as well. I have made observations about instructional strategies

that work and do not seem to work to promote student learning, engagement, success, etc; however, I have not had time to systematically assess, analyze, or compare the two course formats. This assessment project provides an opportunity to do just that.

While I believe that the traditional face-to-face format, hybrid format, and online format are all successful, I am particularly interested in improving the hybrid format, and I believe that completing this assessment project will help me identify "developing" dimensions. Ultimately, after completing the assessment, my goal is to generate ideas to improve the hybrid format.

3. Brooke Taylor/Science

Comparing Modalities Project on Online/Hybrid/Traditional Instruction for Preparatory and General Chemistry using OWL

Until just this year, the General Chemistry sequence (CH 221-223) has been taught using traditional instructional methods with some Moodle support in some sections of the course. Students attend four hours of lecture a week and one three hour lab each week. Preparatory Chemistry (CH 150) has also been taught traditionally again with some Moodle support with students attending three hours of lecture each week with no lab. This year, some sections of the General Chemistry sequence have undergone a change in instructional methods by moving from a traditional Moodle-enhanced course to a Web-enhanced course with the introduction of Online Web Learning (OWL). OWL is an online homework system that contains an eBook along with tutorials, simulations and visualizations. The plan for the General Chemistry sequence is to adopt OWL in all sections next year. With that in mind, CH 150 will use OWL this spring. This proposal would use the rubric to assess and compare CH 221, CH 222 and CH 150 using OWL to the more traditional instructional methods used for those classes either last academic year or earlier this year specifically focusing on the tutorials, visualizations and simulations used in the classroom. The CH 221 and CH 222 sections from fall and winter of this year would be compared to those same sections taught with traditional methods last year. CH 150 will be assessed as it is being moved to a web-enhanced class spring term 2011 and compared to the traditional course taught fall 2010. While using the rubric to assess the courses using OWL, the rubric will also be used to assess the use of Moodle in each course as well to see what improvements should be made.

4. Sandy Jensen and Amy Beasely/LLC

Comparing Technical Writing (Wr227) in Two Modalities

Sandy Jensen proposes to test flight the new comparative modalities rubric Spring Term 2011 by comparing WR 227 taught in two modalities, online and face-to-face in a computer classroom environment.

Course Design
I intend first to use the rubric to guide my course design.

Instructor Self-Assessment
I will then use it for instructor self-assessment as the class's progress to troubleshoot any problems that arise.

Student Assessment
At the end of the courses, I will have a Moodle tool for the students to assess the class based on the rubric.

Peer Assessment
I have asked my WR 227 colleague Amy Beasley if, at the beginning of the classes, she will sit down with me and work through the rubric in terms of class design. I estimate this will take us a couple of hours to do a thorough job and to engage in conversation.

At the end of the class, I asked if Amy would evaluate both classes using the rubric without me present. As this may take longer, I am requesting three hours of compensation for her, for a total of five hours.

I look forward to presenting my findings to the A-Team at the end of Finals Week, Spring Term 2011. Thank you for this opportunity to test flight our new rubric.

REPORT: COMPARATIVE MODALITIES PROJECT
ASSESSMENT TEAM
JUNE 7, 2011

In the Fall of 2010, Vice-President of Academic and Student Affairs, Sonya Christian, asked the Lane Community College Assessment Team to address a comment on the most recent accreditation visit—that the college should attempt to assess relative effectiveness of online, online/hybrid, and traditional classes. The team convened a group of twenty faculty in February, 2010 to explore ways of comparing instructional modalities.

Over the following eighteen months, more than thirty faculty across the college joined in this conversation. Eventually the group's question morphed from 1) how to compare modalities to 2) what factors can be used in developing "a rubric describing the fundamentals of quality instruction across modalities," to 3) how can we devise "a rubric to inform and improve instruction across modalities?"

During this developmental period, math faculty member Ben Hill analyzed college statistics (retention, success, etc.) surrounding online, online/hybrid, and traditional classes. The college Assessment Team sought to extend Ben's quantitative analysis to look at how modalities of instruction differ and converge *qualitatively*, what is most effective in each, and how we can improve instructional quality across the college by calling to mind our most important educational goals.

Eventually a rubric emerged, drawing best practices from the CCSSE survey, Quality Matters, and the AAC&U's LEAP core learning outcomes. As a trial run, the Assessment Team initiated a project, inviting faculty across the college to test the rubric. The rubric's stated purpose: *to compare within a curriculum the same course offered in different modalities* in order to glean best instructional practices from each and to optimize quality of instruction.

This Spring term, 2011, is the college's first attempt to apply the rubric. The team awarded curriculum development funding to eight faculty applicants to compare for instructional effectiveness different modalities of like courses: in developmental math, college math, science, and writing. Each of the four selected projects engaged peer assessment through the modalities rubric and requested a synthesis of their findings. At least one of the faculty pairs used student assessment as well. In the summer of 2011, the individual syntheses will be joined into a meta-synthesis of all four projects, providing a snapshot of instructional practices and effectiveness in these particular courses at this point in time.

The Assessment Team intends to continue offering project support for ongoing comparative assessments across modalities, promoting the conversation on best practices and quality instruction: instruction characterized by collaboration, diverse approaches to content, optimal resources, student preparedness, and achievement of core learning outcomes.

Appendices

1. First workshop questions, February 11, 2010
2. Second workshop structure, May 13, 2010
3. Assorted rubrics resource, May 2010
4. Third workshop structure, December 1, 2010
5. Rubric foundations resources, December, 2010
6. Fourth workshop agenda, February 28, 2011
7. Final development, February, 2011
8. Fifth workshop agenda, April 4, 2011

9. Comparing Instructional Modalities Rubric
10. Comparing Modalities Assessment Synthesis Report form
11. Request for Project Proposals, April, 2011
12. Successful project applications, April, 2011
13. Assessment: Comparing Modalities Moodle website
    http://classes.lanecc.edu/course/view.php?id=24275

APPENDIX 28

Fall 2005 Online Course Survey Comments

Question #23. What did you like most about this course?

- can do it on your own time

- diagnosed with breast cancer mid term- staying home allowed me to complete my class without interruption. (the one nice thing in a bad storm)

- independance and being able to use my time how I want to.

- The teachers were very helpful when we had problems.

- The work was easy to understand eventhough it was an on line course.

- That is was easy to understand.

- I had two Online courses this term, CIS101, and CIS178. They were both great classes that allowed me to learn a lot about computers and do it from home with my baby on my lap.

- The flexibility and being able to do my school work when I have time between work and family.

- the safe house

- I liked the individualized pace and no requirements on logging on per week

- I thought that I would not learn as much since this course is online. Although I found it to be a little bit easier as far as required assignments go, my learning was not inhibited. I think the teacher did a good job in choosing and presenting the material to promote learning, thinking, and responsibility for your grade.

- As long as I took the exams when they were available, I could go at my own pace.

- learning about the human body

but this is a difficult class, not because its on
line but the subject matter

- About the different kinds of nursing positions available.

- Friendly stress-free learing environment.

- Teacher was great. Layed back, no pressure, allowed my writing to be creative and fun.

- The discussion boards were very useful.

- I liked the format of the class. The peer interaction far exceeded any other course I have taken.

- Interaction with students across the internet. I felt as though i could express more through writing to fellow student, than discussions that are inside class settings.

- It helped me with scheduling and avoiding a difficult proffessor. When a proffessor such as Bruce Voyce is the only one to teach a certain class and if he is biased against certain students then it is impossible to pass one of his courses even if you answer all of the question right on a test he can mark you down.

This gave me the
chance to actually succeede.

- It's online!

- Freedom to learn as my time permitted

- I'm not sure which course this applies to, I had 3 online this term.

Ethics- I
enjoyed the online discussions with instructor insight/mediation very
much.

Internet- I liked the web site design section.

Communication- I liked the text.

- Learning a lot by discussion

Question #24. If you could make one change in the way the class was organized or delivered, what would it be?

- more communication and answering questions

- to new to this to advise. more teaching about moodle or the online class choice- before getting started. I thought that would be what would happen at the orientation.

- none

- Have all tests taken online without a proctor, because 2 of my classes I had to get proctored because I was visiting out of eugene for a while. Makes it hard when you

are doing online classes and you have to do tests in person.

- More interaction with other students.

- I took a Writing class....I think it would be helpful to have a grammar or writing tip of the day posted in the forum.

- na

- Some of the test questions where inaccurate. My computer had a difficult time uploading the format of one of the assignments and as of right now I am unable to take my last test becouse the class site has already moved on to the next term and I am required to enter a key that I do not remember from the first log on. According to the sylabus we are "in class" and the test is available until 11:55p tommarrow night so hopfully I can take it then. This is my fourth online class through lane but my first time working with Moodle. I have never experienced so many problems taking an online course. I have found this experience very frusterating.

- no change

- have the quiz time increased and maybe more time than a week to prepare for each chapter & quiz. Probably wouldnt bee so tough if it was my only class a term but I was working and carring 13 credits also, was hard to have enough time to study for course material

- Less reading

- Offer more than one subject topic. We kind of beat environmentalism and pesticides into the ground.

- More feedback on how my essays needed edited. By the time the teacher would get to it, the final would be required.

- A discussion board for students to talk amongst themselves that does not affect grades.

- I would make sure the students understood what was expected of them so it wouldn't be a suprise when things weren't up to par.

- I would consider less postings on the bolliten board every week, exprecially during the weekends.:)

- No group projects. It is unfair to base someone's grade on a group project when it is an online class. If it were something like Team Building skills or another 'team' course it would be understandable but 6 people is too much.

- Ridiculous workload for a 1 credit course!!!!!!!!!!

- Assignments graded sooner than the end of the term

- Once again, I'll list for all 3 classes:

Ethics- Definitions/history/relativity between theories in a text would have been very useful.

Internet- No change

Communication- Too many to list. The WebCT site was very difficult to navigate, links were confusingly labeled, lots of typos

Question #25. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- many questions gave only one choice to answer/ for instance- I choose online distance courses because I think alot of time is wasted in a classroom setting. Plus driving. Parking. The stress level of 'just logging on' is so much nicer than the rest--plus work never gives a decent schedule to work with. Thanks I'll stick with distance if at all possible!!!!!!

- I am very thankful that LCC has online courses. I am planning on taking many more in the terms to come. It has given me the opportunity to return to school after 20 years and start to complete a degree.

- I would've taken the class in a classroom, it was only offered once. Going to class from 3-420 mwf wasn't appealing.

- I tried hard but it was still somewhat difficult for me. It didnt matter how much I studies I feel I should have done better on the quiz's but.....

Then again I needed this class for transfer credits so it was hard for me to stay focused on the material. I want to get on with my major!!

- I've had a very hard time getting into the online classes that I need. I am not currently living in Eugene due to military orders. Most seats in distance learning classes are getting taken by students who live very close to the college, and could attend an on-campus class. I am more than two thousand miles away, and am trying to finish my AAOT degree that I started at LCC. Perhaps more online courses could be added in the future, or more emphasis could be put on leaving the availability of these classes for people who are truly "Distance" students.

- Question #3 should be a "check all that apply" question.

- I wish that the instructor would vary the reading material more. Given only two

examples of argumentative writing, on the same topic, left a lot to be desired.

- I didn't feel my teacher did anything this term and she doesn't deserve my money.

- With 3 classes and 3 different deliveries (WebCT,Moodle,and instructor site) I liked WebCT the least, although I think that had a lot to do with the instructor, Mara Levin. The information was just poorly set up and difficult to navigate. Moodle was okay, the personal site for Intro to the Internet with Mr Konar was best, except that it wasn't linkable with my other classes for a universal calendar of assignments/tests.

Winter 2006 Online Course Comments

Question #23. What did you like most about this course?

- The instructor Sandy Jensen was awesome!

- All of my telecourse or online courses provided me with the flexibility that I needed to attend classes as well as attend my on-campus courses.

- the community like feel

- the teacher

- I enjoy the option to take online courses. I wish that Lane would offer more online courses...particularly in the area of computer degree courses. I have all the hardware and software available to me and would easily be able to take most courses online if they were available. I may have to see if another school offers the online computer courses.

- I enjoyed the freedom to do homework and participate on my own time frame. I could do the work after my children went to bed.

- I actually took two courses. One was a telecourse, the other online. I liked the coursed because I was able to work at my own pace, and was still able to work. I also took two other classes. I felt the instructors were very caring and responded quickly to our quickly. I also liked the backup videos from the telecourse, as I think it reinforced the materials.

- What I liked most about the course was that it was online and I could access it at anytime day or night. Sometimes I like to work late at night on my classes and this proved very convenient and helpful. i really am trying to avoid campus exposure as much as possible because of a respiratory problem and would like to see more online classes available for use.

- Ability to take class at home, leaving more time for my job

- I learned a lot about zip files, and formatting.

- That I could take the classes that I needed to take without having to go to the college. I work full-time M - F and the classes that I took on-line for Winter 2006 were only offered during the day or on-line.

- Using my education to apply to my personal life---communication.

- The fact that I can still be a stay at home mom and be a student at the same time.

- I am assuming this is for my WR122 class so all the questions I have answered pertained to it and Moodle. The only thing I liked was I was able to complete my work at odd hours of the night.

- Which course is this survey referring to? I took several. Anyway, what I like most about distance learning courses in general that I am able to complete them - I have a busy schedule and two young kids and would be unable to attend traditional on-campus courses, so it's distance learning or nothing for me. I've grown to not enjoy plain old telecourses, because I don't learn very well in a vaccuum -- I miss the human interaction. Live interactive classes are neat because I can communicate with the class and instructor from home (I used live class email a few times to participate in class discussion). Online classes are fantastic, because I get to communicate with the class when I can (time barrier gone), where I can - they are made especially convenient with quizzing/testing done online through web CT. Lane needs MORE ONLINE CLASSES! I'm embarassed and a bit envious when I look at Chemeketa's huge selection.. Lane is a great school, but it's behind the times when it comes to Distance Learning. C'mon Lane, I know we've been through some hard times but we can do better!

- I liked the ease of doing my homework/lessons at home. The texts were very informative and answered all of my questions.

- I like this course. It is so helpful!

Question #24. If you could make one change in the way the class was organized or delivered, what would it be?

- Moodle bugged me. It seems to overcomplicate things. There are too many places to click and I felt really overwhelmed at first. It took me awhile to get used to Moodle and even then I felt as if I had to be extra careful and click on every little link otherwise I would miss something. I really wouldn't care to take a Moodle class again.

- maybe to meet the other people

- I don't likr the HTML editor on webct, it doesn't let you paste word file correctly and doubles your work

- I prefer online courses to telecourses. I would like telecourses to include grading in other areas besides testing as I tend to have more difficulty with tests and usually depend on homework assignments to balace out the grades.

- I would be more available to the students. Perhaps, an open class at night were students can come and ask for assistance once a week? I think that would really be helpful.

- I would like to have had more feed back and a general knowledge of where I stood as far as grades were concerned. I never knew how I was doing because my teacher never posted any grades for the assignments we turned in and that feeling of being in the dark is a little scary.

- Removal of group projects via the internet - they are not worth the effort
- The syllibus was very challenging for someone who has never taken an online course.and Instrucitions by Instructor were given at such a fast paced because of her knowledge I did not understand the beginning of the course

- To make sure that the teacher is on top of e-mails and such.

- Moodle has way too many sections to go into to find your assignments. They should be all listed in date order in one spot.

- My only suggestion is to dramatically increase what is available for credit students in online and live interactive formats. The instructors we have doing the current courses are great, we need more variety in subject matter now!

- N/A

Question #25. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- Thank you!

- Thank you for offering all the online/telecourses that are available. They are a great help for us adults that would like to go to school but have conflicts in schedules that keep them from taking on campus courses.

- The only reason I took the online class was because the main campus classes were already full. I had no choice. I don't like not having the class setting and teacher/student involvement. I have to be shown step by step to better understand the material. To just read the information doesn't always show me how things interact with each other and why.

- I would like to see more online courses made available to students. An online math 60 or 70 would be nice to see. Possibly some psycholgy and more speech would be nice.

- Some of the other students were excessively negative and perhaps if there was more rules or something concerning that, then the teacher could have some backup.

- Moodle is not user friendly. WebCT is much easier to use to see your grade up to date and not have to guess. Also all assignments are in one spot for you to print out.

- How am I supposed to do that? Crazy computers! :D

Spring 2006 Online Course Survey Comments

Question #23. What did you like most about this course?

- I liked the freedom of choice.

- I liked the fact that I didn't have to show up on campus at a set time during the week.

- Easy access

- the convenience

- self-paced, take-home exam

- That I could learn the information during a time frame that was convenient for me. I work full time, and find it difficult to find enough classroom classes that are both; in the evening, and a subject in which I am interested.

- the instructor was great and very very helpful even though i had a some difficulties with my computers

- There was a lot of material.

- Being able to pace myself was helpfull in completing the course quickly.

- Allowed me the opportunity to take a class I needed but couldn't fit into at campus because it was offered at the same time as 2 of my other classes

- The class was very informational I really enjoyed it and learned alot the instructor was always there to help with any questions...It was a great class and I highly recomend it I will look forward to taking more online classes from the distance learning program.....Thanks Beth!

- I was able to work at my own pace.

Question #24. If you could make one change in the way the class was organized or delivered, what would it be?

- Easyer interaction with instructor and students

- Ditch Moodle for a decent software like Blackboard.

- Tests (all) online

- none

- I would like to see the teacher more involved in the class. Instead of just providing a website with information, it would have been nice to have a message board, or some other means of interaction between the teacher and the entire class.

- actual tests.

- - use a friendlier instructor (one that has a little more compassion for junior college students that are trying to balance school, work, and family pressures. ie: getting a zero for a late assignment that was complete and correct should be eligible for some points.)

- cut the 2 book requirement in half

- Some sort of live chat office hours would be helpful

- No need for an orientation. The packet information handed out in the orientation could be made avaliable online or in PDF format.

- The instructor was not helpful at all. I went to see him 3 times and he just stared at his computer without really looking at me. He was not very helpful, he made me feel like I was annoying him

- The class was wonderful and I wouldnt change anything about it.

- More instructor-student interaction on the discussion board. By the content and replies to students' queries, the instructor was basically absent--leaving the blind to lead the blind.

Question #25. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- Moodle is such a pain that it really isn't worth taking classes with it. I do not plan on taking another distance class until Moodle is replaced.

- This was the only class I struggled in because I never felt the instructor was there to help me succeed. I was very frustrated at her lack of compassion at a school that did all it could to encourage my success.

Paul Ely

- Lower the tuition for online and telecourses where the instructor does not participate in the class. Especially the telecourses. Rather than charging more, given that we are basically teaching ourselves--reduce the tuition fees.

2007-2008 Online Survey Results – Comments

Fall 2007 Online

Question #24. What did you like most about this course?

- I wouldn't make any changes.

- I liked the learning materials.

- Convenience of working on the assignments on my own time, from home.

- That I could have my son on my lap and be taking a biology test!

- I learned how to menipulate pictures and make a web page

- It is easy and requires little time and effort

- Help me to understand how rates of interest are calculate, specially if you are going to buy a house.

- I liked the convenience of working on projects at odd hours. I also liked there being short term goals (i.e. 3 things due by every Sunday) but doing it at my own pace.

- It was online !!!!!!!!!

- I have a crazy schedule and I can't always make it to campus, but having on-line classes make it where I can go to school full-time.

- Student interaction.

- Over all it was a very easy course, I got to do my work when I wanted as long as it was turned in by the date and time set by teacher. It was very nice to be able to take care of this class in my free time.

- Not having to sit through class to pass it.

- I just took it for health credits, but I came out of it with a lot of knowledge that will lead me to a healthier life.

- I enjoyed the videos hosted by Maya Angelou. And the subject matter was very interesting.

- being able to work it around my schedule

- everything!

- I love online courses and wish that Lane would offer even more of them and my teacher, Chris Culver, was wonderful and went above and beyond to help all the students understand and complete the course material.

- flexible

- that i could do it on my own time and that it gave me more computer skills andlearning

- HE 275: The pace and set up of this on line course was very laid back and met my work/family schedule well. The syllabus and material covered was easy to keep up on.

WR 121: Felt this course was difficult to keep up on overall. The stress placed on students to log in and have to post something in order to get a grade was almost too much for me. In working, and having a family and taking course at LCC as well, I barely had enough time to meet this course's requirements. I ended up getting a C in
course, which is okay with me, but my style might require this type course to be present. Felt that instructor was not as helpful to me, as I was not as regular a person logging in and spending alot of time in discussions.

- the helpfulness of the teacher and how much he cares about the subject. And made the class really easy because of the resources he provides.

- I live in Albany which is about 50 miles from Eugene and I work full time. This option of distance learning has been PERFECT for me since commuting is impossible. I hope you expand your services in this area of alternative learning options. Your school is so much more advanced than what is available where I live. It has made it possible for me to go to college.

- Worked with my schedule!

Question #25. If you could make one change in the way the class was organized or delivered, what would it be?

- Have all exams on-line - not in the testing center- I have a high testing anxiety and cannot take tests well- taking them in a testing center brings that on and in so down goes my grade-

- The instructor would have more interaction with the students, answer their questions promptly before assignment deadlines occured.

- More instructor interaction and instruction.

- That you could view your current grade standing...I think there were a few moodle errors :(

- none

- Change the teacher

- It might sound petty, but we had a message board that everyone had to use each week, and people never used the spell check option. It was amazing how many people misspell words! I was hoping the instructor would tell people to use this tool.

- I would change the teacher availability. We as students check moodle and email frequently to do work, check for changes and to communicate with teachers, It is very frustrating when you message your teacher and it takes them two days to respond, I have even had messages go 1,2,3,or 4 weeks with out a responce

- The test questions were hard. The questions had some grammar and punctuation errors.

- WR121 Should have been instructor led. SP100 was perfect!

- Fix Moodle's grading system so it works properly or scrap it. It causes students (and probably teachers)more grief than it's worth.

- I do appreciate classroom interaction, so it would be nice if it was also available on campus.

- none

- none

- None

- not sure

- this class was just fine for me

- Not have so many required postings/discussions. Need for understanding that people take online course to meet their needs/agenda, not the other way around.

- nothing

- It was perfect and the teachers have been a big help. Would like to see more classes added to distance learning program.

- I hardly used my book....maybe a little more emphasis on readings out of the book?

Question #26. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- If a class is on-line- it should be on line- and you should not have to come to campus to take an exam- that is why we take them on line- we are not given a bus pass for on-line courses- and expected to take exams here-makes no sense-

- I really enjoyed taking this class on-line.

- You need to promote your distance learning program further outside of your immediate area. I live in the Albany area and people here dont know what you have to offer. Our local college does not meet the needs of working individuals and the demand for it here is huge. You have a wonderful program.

Winter 2008 Online

Question #24. What did you like most about this course?

- It allowed me to do my class at my own time. I really enjoyed this type of class to bad there werent more options to taking all your classes online..

- none

- I have taken a lot of online courses and I love them due to my schedule with work and my kids.

- it didnt interfere with work

- I was able to focus better at home as I have to work full time and have children and the courses met my needs for my degree in the future

- I liked the fact that we had specific due dates for assignments and those stayed the same as stated in the syllabus. I also liked the fact that I was able to work, for the most part, at my own pace and also do my work as well as exams from a computer that was available when I had breaks in between classes.

- the information that we were taught

- I have a chronic health condition and being able to take online classes has been helping me to continue my education even when I am not feeling well enough to attend an on campus class. The instructors all seem to be very organized and thoughtful in their instruction and assistance methods and I have been really enjoying my online class experience

- I liked the convenience of being able to take the course at home.

- It was very convinient, I could do the work in the middle of the night if i needed to. It made it so much easier to spend time with my family and do my other class work around it.

- I liked being able to complete classwork when I wanted to do it.

- it was easy

- I really liked the setup and ease of this class

- it was a fun course to take, i would take another class from this instructor again.

- I thoroughly enjoyed the learning experience as a whole. The online format allows me the flexibility to take more courses per term than I would otherwise be able to. This is because of work or schedule conflicts. I am going for the Nursing program and need to have this flexibility if I am to succeed. Also, I live about 45 miles from the main campus. If I had to drive to the college 4 or 5 days a week I couldn't afford the fuel and the tuition (just trying to give some perspective here). Thank you for your consideration. I hope you continue to offer the same high quality online courses in the future and maybe even add more!

- The Sociology course involved graded interaction on the forums. This kept us all in touch with each other and let us see other students' ideas.

- They were all great learning expereinces

- It allowed me to take the course at my own pace, deadlines were perfectly timed to allow me to finish homework, have a job and a social life, while being actively enrolled in school. Perfect.

- it was easy to understand and follow.

- honestly this was the worst class i have ever taken in my college career. The test were taken on campus which was very interfering with my busy schedule. The study guide questions and the tests didnt match up very well. Exam questions are very misleading

- the instructor always answered my questions in a timely fashion. He was very helpful in getting things done right and walking me through the steps needed to do this. Taking this course from home has given me better understanding of what I can do with a computer and the right programs.

- Nothing! I was forced to take this online course! I will never take another! This was as bad as taking English 121 with Dr. Ma, your teacher who can't even speak English! Or the Teacher for your Computer Programming department - Gerry Ross! He is not a teacher and his information was constantly wrong and his grading was not even loaded into the system - he guessed at what each student should have by their final exam's. I had to argue with him when he gave me a "B" and I had to show him from his own stat's that I had an "A" with the highest scores in the class. Then I watched him enter the data into the computer while I sat there only to find out I was right! I am an "A" student and those three classes were LCC's worst which I would give an "F". My money paid for them and I got nothing out of them but a sour taste for your managment! I should have caught on when students walked out as soon as Dr Ma walked into the class room. We couldn't drop Ross's class or the on line class because they are required with no options! Your so called ON-LINE class had minimal teacher interaction, it was being developed while the class was going on

- I was paying to be a guinea pig and learned nothing. When you have 3 questions per student, and 15 students in a class, you learn what the assignments are all about and learn from others questions. I constantly had questions and couldn't ask them verbally - so I forgot what the questions were by the time I could email the teacher. The reality - I learned one important thing - Online courses are terrible. If there is an ON-LINE class, it should be OPTIONAL with minimal credits. The class I took was 2 Credits and what did it serve for education? The Automated Tests marked questions wrong when they were right and homework was best guess using current knowledge rather than anything I was taught. I feel better now

- It fit my work schedule.

- Independent study. The only instructor offering this option. (Word 2007)

- I likes the fact the peachtree was a good take home book to learn how to use the software it had great step by step instructions.

- I would have to say, I liked it because it was offered online. I work, go to school, and take care of 4 children. In my eyes, I think all courses should be available online for parents like myself.

- lesson plan was well writin

- Convenience of homework assignments and tests due on the weekends

- It fit my schedule.

- I could do it on my own time.

- The scope and variety of subjects covered, and taking the tests online. For someone with extreme test anxiety, this is a real boon.

- This was a very informative course. The Patriots book was amazing- probably my favorite part of the whole class. Joe was great too- he always had the answers I needed and never made me feel bad for needing to ask them! The online interaction was excellent.

- i liked that i was bale to get on-line and check my courses when it was convient to my schedule. I liked that the tests were offered over a period of time so that i could take them when i had time. I liked the feedback and discussions with the otehr students and the instructors.

- It was online.

- ability to work at home

- I liked that I was able to fit it into my schedule

- That I am able to take it from about an hour and a half away, so helpful!
- I like everything about online courses. You spend time when you have it, save on gas and childcare expenses, and it all works out well for some of us.

- you knew what to expect from it. it had a set schedule all term so you know exactly what you need to get done.

- Able to work at my own time.

- The fact that I could study on my schedule, but still had goals to reach.

- I like the freedom to study when it is convenient for me and when I am feeling my best.

- Assignments are due at a set time as any other class, but it gives me the flexibility to study when I need to because I work full time.

- that it had to do with accounting

- Working from home or work.

- That I was able to do it on my free time and had a whole week to get the work done.

- I like the convenience of being able to have my classes work around my schedule as opposed to the other way around. Online classes work very well for the needs of my family right now.

- I just like the convenience of doing it from home. I have a daughter and it allows me to be there for her while she's little but still enrich my life so that later I can have a career.

- The only thing I like about LCC "Distance Learning Courses" are that I can take them from Seaside, OR where I currently. However, every term I sign up for "Distance Learning" courses and then find in the syllabs multiple required trips to LCC. That is not Distance Learning! It's outragous. If a class is listed as online Distance Learning, it should be digned so that students whom cannot get to LCC or Eugene can take the class. Distance Learning course should be designed to be taken from a Distance. This isn't a hard concept. Yet for 3 terms now I've been doing exclusive online courses and everyterm have at least two classes that I sign up for are listed as Online, Distance Learning and infact require multiple trips to LCC. It's insanity. This is my last term of online courses and I'll never do one again if I can avoid it.

- NOTHING. Instructor involvement/responses was EXTREMELY lacking. Worst online class experience.

- The quizzes, article reports and flexibility of study.

- flexibility

- The freedom

- it is easy for me with my family problems to attend and get the work done. I can somewhat work at my own pace

- It was easy, and I was only graded on tests

- teacher involvement and ease to do work in the flexibilty of other course and work schedules.

- I was able to study on my own time, in my own home, and was able to take care of my kids while doing it.

- I was able to do the work in a fast mannor and not have to spend hours and hours on the computer.

- not much for CS120

- I liked the student interactions and peer editing that really helped with final essays. The instructor gave helpful hints and great directions.

- the openness

- The online format and no set class period are very convenient. There is great flexibility in time to get class work completed.

- learned at own pace during the week, great contact with teacher and other students, well organized approach toward entire course.

- The video (.avi) clips that allowed me to view the course in an over-the-shoulder kind of way. I could jump to whichever clip I wished to view, as often as I needed, for easy reference as I completed my assignments.

- everything

- i have more chance to know about a lot of information in the newspaper.

- That I could do the work when my schedule allowed, I travel a great deal for work, and I got pneumonia this term, being online allowed me to keep up and not have to

struggle to complete the class

- Freedom to do classwork at my leisure

- I didn't like anything about this course. It was very uncoordinated and I wasn't satified with the manner in which the intructor dealt with assignments. I eventually audited this course do to unsatifaction with the overall layout of it.

- Online learning.

- Working from my home at anytime of the day or night.

- convenience of studying on own time at home

- The ease of having it online.

- Feel good about anything.

- being able to do class at home

- discussions were kinda cool.

- Convenience.

- i have a six month old son, so online classes are perfect for me to be able to continue my education and still be able to stay home with my son.

- It was an extremely efficient way to get requirements done for my transfer degree, and still go to work!

- The variety of media with which the instructor taught the course

- Psychology, Intro to Health, & Anthropology were wonderfull learning experences and had great structure to the class. I did not like the Medical Terminology structure! The teacher did not respond to emails/phone calls. I had to have other teachers assist with getting in contact with her. They were also unable to get in touch with her. Very disapointed with this class.

- Great course, I felt that I learned a lot about the law in America in gereral as well as how it pertains to the business world. The instructor was great.

- I think online classes are great, but I guess I need to raise my hand for immediate help!

- I liked being able to have an online class avalible when there was no other way for me to take another class.

- Instructor was very prompt with answering any questions by email.

Question #25. If you could make one change in the way the class was organized or delivered, what would it be?

- nothing i thought our teacher provided a structured class

- I did not like having to use several different sites to complete my homework, i.e. Cengage, and Moodle.

- A different teacher who knew what she was doing!!! There was no communication at all, she would not respond to e-mails, she was perpetually behind of her own stated schedule, and she was confused more than the students. All of the other students I talked to were very frustrated and will NEVER take another class with her.

- better ways to take the tests and study guides.

- No changes

- Not to have to come out to main campus to take tests in testing lab.

- I would have all assignments be due on one date at the same time. Although I realize that some courses may need to have different due dates but when the work is turned in at the same time on the same day that would be great. My class had two different days at the same time to turn in your work, but I think that one day one time would be best. I feel like it gives you more time to get it all done even if you had more than one assignment that needed to be turned in.

- more time on speech exam

- I can't think of any change that I would make

- I thought it was adequate.

- nothing!

- i did not finish, due to a computer virus

- I would want to meet the instructors before the class started, so that I could get a feel for how they wanted the class to be completed. Reading about someone and the class online aren't the same.

- more clear deadlines

- nothing i liked it how it was

- Be able to see answers on quizzes more than just once.

- nothing

- The only change I would like to see is more online offerings per term. I have taken several now and have had good experiences with them all. Summer and Fall terms of 2007 and this term.

- The economics course required a drive to campus for tests almost every week. I took online courses this term because I do not have the time or money to go to campus so often. Maybe information about these requirements could be offered to students as soon as a teacher is scheduled for a class so we can switch asap if we cannot comply?

- Class organization and delivery depends upon the teacher, there is no suggestion that I could generalize, some teachers are more organized and better delivered than others.

- No i think they did a great job of putting it together.

- I would have opened up the lectures all at the begining so that students can work at there own rate

- none

- Get rid of it! Make it Optional! It has NO worth! I was forced to take this online course! I will never take another! This was as bad as taking English 121 with Dr. Ma, your teacher who can't even speak English! Or the Teacher for your Computer Programming department - Gerry Ross! He is not a teacher and his information was constantly wrong and his grading was not even loaded into the system - he guessed at what each student should have by their final exam's. I had to argue with him when he gave me a "B" and I had to show him from his own stat's that I had an "A" with the highest scores in the class. Then I watched him enter the data into the computer while I sat there only to find out I was right! I am an "A" student and those three classes were LCC's worst which I would give an "F". My money paid for them and I got nothing out of them but a sour taste for your managment! I should have caught on when students walked out as soon as Dr Ma walked into the class room. We couldn't drop Ross's class or the on line class because they are required with no options! Your so called ON-LINE class had minimal teacher interaction, it was being developed while the class was going on - I was paying to be a guinea pig and learned nothing. When you have 3 questions per student, and 15 students in a class, you learn what the assignments are all about and learn from others questions. I constantly had questions and couldn't ask them verbally - so I forgot what the questions were by the time I could email the teacher. The reality - I learned one important thing - Online courses are terrible. If there is an ON-LINE class, it should be OPTIONAL with minimal credits. The class I took was 2 Credits and what did it serve for education? The Automated Tests marked questions wrong when they were right and homework was best guess using current knowledge rather than anything I was taught. I feel better now
- I missed the interaction with other students because I learn from them too.

- The publisher needs to fix the errors in the textbook and solution sets.

- I dont think that the instructor responded in a timley matter and one of the books "great plains" was not a great book for this class. The manual was confusing and did not help me learn anything. i was more frustrated with this text.

- None

- more teacher interaction

- More prepared structure at the start of the semester - had some issues with the text and software

- The material was too spread out and the study guides were not reflective of what was actually on the test.

- New teacher

- I don' tknow

- More chances to watch the programs, they conflicted with some of my other classes.

- The only change I would recommend for this class would be to have the tests more

representative of the reading done for the class. I felt that 95 questions based mostly on the videos was a bit excessive. Either change that, or de-emphasize the total points awarded for the tests, and increase the point value of the online interaction portions. In other words, have the weekly online requirements worth more than the mid-term and final exams. After all, they are more detailed and specific to the course, and not just rote memory.

- for the writing class i would ahev liked for the papers to be graded a little quicker so that we could guage how we were doing and see where we needed to improve before the next paper was doing. also in the writing class there was not very good feedback on the papers or thought processes used as it was all done student to student and not very much teacher interaction. The psychology course was wonderful adn i enjoyed everything about it. i can't think of anything i would have changed about the class.

- no changes

- I would allow students to turn in late assignments with points docked for each day late

- Tests need to be offered at home through the computer. If i'm talking an online course all of the work should be able to be done online.

- I can't think of anything.

- the test didn't give an equal distribution to all subjects.

- Be able to get the syllabus and text book information sooner. It would be helpful if you could get your materials before the class began. Some online classes and telcourse classes have assignments due the first week. Make's a rough term if you have a slow start the first week, always playing catch-up.

- n/a

- My two online courses this term were great! Patricia Hansen knows how to set up a moodle course very well. I have taken several others online courses and have had an instructor who made little effort to provide feedback, was slow to answer questions and whose moodle page for the course was confusing and disorganized. On other issue on another occasion was a instructor who would not release future assignments until the week they were due. I would have like to at least read ahead some, and that made it difficult.

- This teacher was so disorganized. She kept blaming everything on the moodle but mynbother courses that were conducted on moodle went fine. The instructor (rosanna walker)missed appointments , office hours and did not respond to emails for over a week, gave minimal input for our work. to get hlep we emailed each other

- Nothing

- if it had more of a specific detailed instuctions on what to do

- Nothing

- No changes come to mind.

- It's strange when you have an "online" class but you have to go to the college to

take exams. I understand why it's done but it just defeats the purpose i think.

- If I could make one chnage to the Distance Learning courses, I would design them to actually be taken from a distance. Some of the courses fall into this catagory, but many do not. Every term I sign up for "Distance Learning" courses and then find in the syllabs multiple required trips to LCC. That is not Distance Learning! It's outragous. If a class is listed as online Distance Learning, it should be digned so that students whom cannot get to LCC or Eugene can take the class. Distance Learning course should be designed to be taken from a Distance. This isn't a hard concept. Yet for 3 terms now I've been doing exclusive online courses and everyterm have at least two classes that I sign up for are listed as Online, Distance Learning and infact require multiple trips to LCC. It's insanity. This is my last term of online courses and I'll never do one again if I can avoid it.

- INSTRUCTOR INVOLVEMENT

- No group project.

- would like to tape all the classes at one time instead of each week.....with my schedule it is hard to remember to watch them let alone tape them!

- More interaction with others

- n

- More helpful information from the instructor

- no job search activity since as a student it is not helpful because graduation is so far off in the future

- I wouldn't make distance learning class tests and (Midterms, Finals) be taken at the college only. I had to miss midterms and finals because I thought this was an ONLINE class. I can't make it to the college for tests.

- I would not make any on my typing class but my biology class was a little hard to follow. Its hard to retain all the info that is thrown at you then test on it.

- get an instructor who dosent push the work off to lab aides

- find some way that you dont forget to do the course work

- none

- nothing

- With a different instructor. One who responds (or even logs on to moodle) at LEAST weekly. Such was not the case with my instructor.

- none

- Provide the test grades and feedback immediately after taking the test. I'm still waiting for the grade to the final I took Saturday

- None

- To have a completely different instructor and to work independently instead of

relying on unknown persons to predict your final grade.
- All tests would be taken online from home.

- Moodle was not accurate nor updated for the correct text (2008) so all the links were outdated and were not corrected until prompted by students. Make sure that the appropriate text is used next time.

- I liked that the first book we used was self taught, the second book did not get taught, there were mistakes with the software for this book in looking at the work for the second book it would be better taught in class.We should get a total refund for the second book. also the teacher needs to answer her e-mails and not expect the students to teach each other.

- more student-instructor interaction via email or weekly group discussion (online)

- I would make it mandatory to have exams available for students on-line at home, that is why we take these classes!

- no

- none

- im never gonna take an online course again. one on one interaction works more for me than waiting for email responses all the time.

- I would have liked a better balance of homework and tests, to even out the grade for poor test takers.

- it was very organized. i have nothing to change.

- More moodle information

- I would make the Medical Terminology a exclusive online instead of Viewing Telacourses.

- Set up a system to handle e-mails on the moodle site without sending them directly to my personal e-mail.

- not have tests timed- a timer throws off the student- they are too worried about finishing in time and cannot concentrate on the exam itself-

- Less work! The teacher over compensated for being an online class with up to twice as much work as a class on campus. Also the deadline were all over the place: 12pm 5pm and 12am.

Question #26. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.
- Thank you to all of the staff at LCC for your awesome support and work that you do to help myself and all others have a means of continuing our education. I am sure you don't get enough THANK YOUs!!!!! for all of the work you do.

- Instructors are very slow to respond, if they respond at all. My dental hygiene courses are hard enough as it is, especially being the first class to have an online curriculum. I know that the online classes were new to instuctors also, but believe me when I say that we put in as much effort into their classes and they put into their websites. For some classes its a lot of effort. For others, the minimal is

done, and we barely learn from them.

- Online courses are great for students who have a hard time getting to campus. I'm excited to see what additional courses will be offered in the future.

- I doubt you will read any of this, but I pasted this in three areas for better odds!!!! I was forced to take this online course! I will never take another! This was as bad as taking English 121 with Dr. Ma, your teacher who can't even speak English! Or the Teacher for your Computer Programming department - Gerry Ross! He is not a teacher and his information was constantly wrong and his grading was not even loaded into the system - he guessed at what each student should have by their final exam's. I had to argue with him when he gave me a "B" and I had to show him from his own stat's that I had an "A" with the highest scores in the class. Then I watched him enter the data into the computer while I sat there only to find out I was right! I am an "A" student and those three classes were LCC's worst which I would give an "F". My money paid for them and I got nothing out of them but a sour taste for your managment! I should have caught on when students walked out as soon as Dr Ma walked into the class room. We couldn't drop Ross's class or the on line class because they are required with no options! Your so called ON-LINE class had minimal teacher interaction, it was being developed while the class was going on

- I was paying to be a guinea pig and learned nothing. When you have 3 questions per student, and 15 students in a class, you learn what the assignments are all about and learn from others questions. I constantly had questions and couldn't ask them verbally - so I forgot what the questions were by the time I could email the teacher. The reality - I learned one important thing - Online courses are terrible. If there is an ON-LINE class, it should be OPTIONAL with minimal credits. The class I took was 2 Credits and what did it serve for education? The Automated Tests marked questions wrong when they were right and homework was best guess using current knowledge rather than anything I was taught. I feel better now

- I do not have the software or the computer at home for this class. Therefore, I was limited to the campus computer center hours which made it challenging to meet the instructor's deadlines. RE Question #3: I chose to take some courses online as they would be a waste of time in a lecture class for me.

- I think this should be a required course for all students. There are so many things we think we know about the arts, but this class proves differently.

- This instrucotr should not be teaching in the united states

- I think you should find a way to make sure students can do all tests sticktly online. some people are out of the state with a laptop working and can't drop what they are doing to come back to this state for every test.

- I really like online courses, and I FULLY intend to take more. My class schedule is usually quite full, but online courses give me the flexibility to do the coursework at my pace when I have the time. If not for the online course, I wouldn't have gotten to take the course I needed this term.

- okay

- I don't like that many classes are only offered on-line I think that if it offered on-line there should be a in-class class offered as well for that term.

- i took the class because it was the only one i could get into and ended up haveing

to drop it to save my g.p.a. lesson learned. i'll take a class room anyday.

- The psychology teacher was amazing. She made us think outside of the box and really learn the materal. She also showed us how to study for the exams.

Fall 2008 Online Course Survey Comments

Question #10. How were tests administered?

- I had some test that were administered both ways I had some online test that were taken at home and some that were taken at a testing center.
- Do not like having to come to campus to take tests when enrolled in on-line class. That is the point of on-line class for me so that I do not have to be on campus.
- quizzes were available for downloading, completing, and then uploading via Moodle
- Science Resource Center @ Lane
- online tests were also taken at home
- I took 4 online classes during fall term 2008. Some exams were taken at home and some were taken at a protored testing center.

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.

- FN225 Is the course I took on line this term. I haven't been in college for about 12 years so this was very new and scary for me. I asked a student on campus I didn't know if they could help me get online the first time. It was easy, quick and straight forward. I don't have a computer at home so between the access at work and my Mom's I was able to do my lectures, submit homework and participate in discussions. I met many of the other "on-liners" from this class on campus and at my job. Even though I was so use to being in a classroom I found this way of taking my much needed class just as rewarding. Plus I had the flexablity of getting on line anytime and set my own pace. I am taking another course next term as well
- I can do it at home, at night and on the weekends. I liked the book - Sports Nutrition.
- I enjoyed the ability to work in my pajamas. Most of all, I enjoyed the experience of deciding if accounting is actually the desired field of study. I was excited at the beginning of the semester, however, at this juncture, I am unsure.
- CIS178The knowledge I gained, and the cost of the book.
- CIS102, CIS140
- It was really nice to be able to have a class that schedules around my life, not the other way around.
- I really like the flexability of the classes and the independence,
- it made me think more and not procratinate as much.
- BT 010 Computer Keyboarding
ANTH 103 Cultural Anthropology
I liked both of these
courses for different reasons. I liked the typing, but I couldn't work from home because my internet connection was too slow. Because of that, though, I learned how to use the computer labs and got into a routine.
The anthropology course was interesting and fun. It was very educational and sometimes eye-opening.
- I liked the content alot but I felt that the class would have suited me better if it were a live on campus class. The class discussions are not enough on the net because it easy to just agree with everybody's opinions and not actually get more credit by better participation. Also, not enough instructor positive feedback. Need

more direct human contact.

HST195 Online, History of the Vietnam War.
- didn't like taking this class online. had to audit. i will take again in winter term.
- I like all my classes this term they were fun and easy and the teachers were real helpful with all my questions
- Humanities. I loved the teacher Bill Burrows great teacher. I also learned another perspective about art and enjoyment level for art has gone way up.
- I took 4 courses this term, BA 101, BT 118, BT 120, and CIS 178. I love them all! CIS 178 had a different format than the other classes but I love how it was set up, I think that I learned more from it this way.
- I enjoyed the enthusiasm given by both my CS133G and WR122 teachers.
- Instructors
BA165
SP218
- CIS 101--I liked that I had more flexibility with time when doing the work for this course.
- Writing 121 L.Kilgore I liked working at my own convenience. I liked the opportunity to learn how to use moodle and take an online class while here at LCC -I had access to help if I had problems. Because of this learning experience, I will be able to take on line classes in the future with more ease. Writing is a subject I feel confident with, while moodle and computers were not. Now, I feel ready to fit on line classes in subjects I am less comfortable with , while maintaining a work schedule. Having a computer of my own will help,too! I liked the textbook- I thought the class was organized well. I liked the discussion forums. I loved having the opportunity to improve my written argument skills.
- HUM100 - I enjoyed the fact that this was a blended images & arts class, giving us a view of all types of art.
- I liked the ease of the class. I took the Sports Nutrition class with Tamberly Powell.
- 20990. I liked the structure of the lectures and the questions in the assignments. Both gave me opportunities to make connections and really learn the material presented.
- Not much honestly. Too techinical for online.
CS 160
- I really enjoyed 3 of the classes that I took, it was great to be able to communicate with everyone and see what everyone had to say... one of my courses I haven't been very happy about, the 2nd exam and some of the discussions were more about his hybrid class then the fully online course and it made the course very confusing so I did not do well on the 2nd test.... the final is yet to come so hopefully I do better on it! At least the teacher did offer us extra credit, that of which I took advantage of. However he has not posted the points earned in about 2 1/2 weeks so I'm not entirely sure what my grade is in the class...
- The ability to take the classes at home.
- I liked the outlines that lifetime health and fitness instructor used
- i enjoyed the online discussion even tho i attended one or two of them. i wish some teachers that used moodle or did online stuff would actaully keep up on the grades, but those who did i enjoy the imediate feedback about grades and tests.

- 22619
i did not like this course. The instructor was not helpful and neither were
the students.
- ???? Ummm...kinds painful to take has nothing to so with my major Elem. Ed.
- That it fit my work schedule
- you could do it at your pace and not alot of demands mth 52
- GEOG142 and WR121
I really enjoyed the interactiveness of the online course. You
actually interact more online then in a class setting.
- chem 104
- BT295
- PSY 201- The instructor was very flexible, she responded to my e-mails in a timely manner, and we were allowed two attempts on every test. This last item really made a difference for me because with an online class it can be difficult to figure out the major points that the instructor wants you to focus on. This way, I was able to "test the water" with the first attempt, and if I didn't do well I was at least able to get a pretty good idea of what to study before trying again.
- This course made me think about cultural communications and it made you understand other cultures a little better.
- I could do it on my own time
- Psycology, I enjoyed the material, Business Law I liked the teacher,
- Discussions and the material we learned.
intro to sociology
nadia raza
- BA 211 (Culver)- I was disappointed with this class. The requirements were few, and I felt homework was graded too leniently. I do not feel prepared for upper division work at the U of O after taking this course.
BT 165 - (Paschall) This class was
very useful. There were many assignments of varying degrees of difficulty and I learned a lot here. The course work was not difficult but significant time was taken to complete coursework and study for exams. instructor Paschall is quite professional, aswered all emails in a timely manner, and was very accessible throughout the term.
BT 120 (Maitland) - This was a very useful course. I learned
a lot of practical information that I can use at work etc.
BT 114 (O'Rourke) -
This also is a very useful course. I learned a lot and plan on taking the advanced course. I found instructor O'Rourke to be quite terse and not very open to communication. I was disappointed with how long it took to receive grades on assignments and went into the final exam without having received grades on three outstanding assignments.
- Every course I took I was very happy with, I just wish there were more online classes available for the admin. assistant AAS Degree. Thank you

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- more test. As funny as it sounds it keeps me on track so I don't slack and fall behind.

- i didn't see any problems with organization or delivery for this course. But I really do not have anything to compare it to.
- I would like a weekly/bi-weekly meeting with the other students/teacher to discuss the online testing issues.
There was conflict with the actual assignments versus the on-line testing questions. I feel short when completing the on-line tests --- probably need more online assistance.
- No changes, I enjoyed this class
- Lecture time and Lab time. Kindly allot more time if not the same time for student to do their lab time using lecture times. Most of the time lecture time eats all lab time.
- n/a
- A little less strict on the deadlines, but that cant be helped.
- The time allotted for the instructor to get back to the student when answering questions! Often I waited 1 1/2 to 2 weeks for an answer!
- I don't think I'd change a thing. Both classes were great.
- At least one class with everybody including the instructor to discuss the week and the work to be done and what is expected.
- Take an in class session.
- None really i started out not know how to do things but once i got the hang of it things went smooth
- None. Wouldn't change a thing.
- N/A
- Nothing
- No tests on campus
- I think it would have been easier if I had had my own computer--there's a lot I couldn't seem to figure out on the school computer.
- I would have liked my pre writes and rough drafts to be reviewed by a professor,rather than just classmates. I think peer review is important to learn - but I would have liked to have some actual writing instruction and learning feedback before I submitted my final copy. Also, I think constructive criticism is important.A teacher, in my opinion, should give suggestions or examples about how to improve, rather than just say something generic"this is bad " "this rambles".
- Video quality definitely needs improvement, especially with the cs133js class.
- Lane TV should cooperate with COMCAST to display the course names in the channel guide, rather than the generic "educational programming". With the advent of TiVO and DVR, that would make it much easier for those of us who are not easily able to watch the programs to record them.
- More interaction with the instructor and the students.
- Faster grading on the assignments
- Not every class is good for online. I would really want to see an online specific book. Ours required lots of additional info (Tons of Questions for the teacher.)
- I would hope that the Ethics teacher will make the course a little less confusing and make it so that the students understand what is going on more.
- It would be really helpful if proctored exams were available at the Downtown Center.
- None
- none
- More mandatory student meeetings

- I took cultural Anthropology online. The communication sucks that the professor gives. I'd say out of the five times I wrote the teacher she responded once, and she would only get online Mon-Thur. So there is only four days in a work week now? She would never get on overthe weekend which is total bull being that this is when many people who have a job and kids can get on, and do their work. As an educator myself I find it seemingly odd college professors think they do not have to work or that it is a 9-5 mon-thurs type of job... get over yourself!
- More interaction between the other students. Perhaps a couple of group projects.
- I took two classes this term Via online. In My Econ-200 Class it was straight reading and then taking a test. To me this is very boring and I do not learn well by this. There was no homework, or practice questions required. Thus I found it hard for me. In Intro to Accounting, the only thing I disliked was the E-book. Paying for a book that I had to print out to me is wasteful. I would rather buy a hardbook that can be used by other students in the future. Not much for waste.
- online lectures available if you choose to watch them would be nice
- no changes
- lecture via internet or something.
my class had just online test.
- I wish there was a reliable way of checking on our grades, but I think this is an issue with Moodle and not the class itself.
- The tests would be arranged a little differently because they were all a matter of categorizing things and it's hard to do that from the reading
- The Tests for Psycology had to be taken at the lab, being a stay at home mom it was very diffficult for me to get to campus
- nothing
- I was most disappointed with Culver's BA 211 class. I felt he did not expect much from the students and I was able to 'float' through while in reality not learning a great deal. Homework assignments received a full grade whether or not the quality of work was high. I do not feel prepared for upper division business courses at the U of O after taking this course.

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.
- Thanks
- Better communication between peers and instructors. If I had no time restraints due to work I would not suggest online or off campus courses.
- I loved all of my instructors! Julie Lindsey is an awesome instructor and I will look forward to taking more classes with here as will I with Thaddeus Konar.
- This was a good experience for me.
- You are welcome, Thank-you! I appreciate LCC and I am glad to have on line classes as an available option!
- From what I noticed in during the term a major portion of students had many more questions than the book or links could answer. The teacher did a good job of offering study sessions which she attended, but all in all the info was not delivwered in a way that facilitated efficient online learning.
- I wish there was an hour and a half time limit for the exams in lifetime health and fitness
- The online courses at LCC provide great opportunities for non-traditional students to receive college credits and move toward obtaining a degree - even while working

full-time and/or raising a family. I would recommend LCC's online courses to family and friends.

Winter 2009 Online Course Comments

Question #10. How were tests administered?

- I had online progress checks.
- tests were also taken at home
- online tests at home, online tests at testing center, paper test at home, paper test at testing center
- Papers written on line.
- There was a strenous essay, and a couple of mulitple choices proctored in the lab.
- variety - in the testing center and online and in person (oral exam for medical terminology)
- It was a Writting class
- This was a writing course and papers were posted to moodle.
- I had one class where exams were taken at home, and another were exams were not taken.
- Sometimes they were also taken in the testing center at main campus
- Some classes had tests taken at home, some at a proctored testing center - varied by class. I've even had some with quizzes online and then exams proctored.
- Essays were required instead.

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.

- CIS140 I liked the hibrid nature of this course. Working from home has allowed me to use my own schedule and my own computer.
- That i could do it at my own pace.

Nutrition

- Human Sexuality
- Learning Nutritional Value of Food
- It was online
- I really liked the promptness of the instructor when we emailed with questions.
- Small amount of time needed to complete requirements.
- It was a very easy and useful class.
- Instructor was helpful and knew a lot about the subject.
- Intro to Business - I liked being able to take the class online
- ANTH 103 provided good course material and interesting lectures.
- Introduction to health occupations.

I found this course very helpful in exploring
all the different careers in the health field. It also helped me narrow down my choices for a major and helped me decided on nursing. I really liked this class and liked how the homework questions involved your own thoughts and opinions.

- CRN 31515 Thank goodness I personally knew others that were taking this course and could talk face-to-face with them about what the assignments were.
- expectations were clear, always knew what was next it was easy to work ahead
- Helped me type faster
- i liked the freedom to do the work when i had time
- I took Biology online and we had a great study group the night before our quizzes

and a forum in which we posted questions about the readings and labs where our instructor got back to us in a very timely manner
- i did not like this class at all, before i took this class i should have taken a computer class that would have me helped go threw moodle.
- BT 165-- I learned a LOT in a very short amount of time. I felt the rate of speed that the subjects were introduced was excellent. The instructor (Patricia Hansen) did an outstanding job of communicating with me, and answered my questions in a very timely manner.
- I have taken the same class on-line from two different instructors, and it was like night and day. One instructor hardly had any interaction with the students and made no attempt to teach anything. With the other she had lecture on-line more discussions and feedback , and had study questions and exams that were worth points to actually learn what we needed to. I can say that I have enjoyed this class with this particular instructor more than I could have with the previous one. The course I took was Psychology 201, so the right instructor is very important.
- being able to be home with my children
- SP218 and CG100 - both classes had excellent teacher/student interaction. Instructor communicated via moodle and email frequently keeping students informed
- BT175 31607 Martha Lawrence. I really wanted to examine alternative computer accounting software, and this class let me do that. I was very unsatisfied with the lack of communication from the instructor. I've taken at least 10 online courses and this was the most unsatisfying as far as feedback and interaction with the instructor.
- At first i thought that i would do very poorly in an online class because i like the interaction you get from the campus setting. However,i ended up doing very well in the course. My teacher was always willing to answer any questions or problems with our online assignment to make sure we had a clear understanding of what we needed to do. She responded back to emails and questions very quickly,posted feedback on our assignments and was very positive. She is a great teacher and without ever meeting her in person i admire her as a teacher very much.
The course i took was Human Resource Management with Jennifer Yang and the course is 224
- i took three online classes for winter term and i had decent experiances with them all . psychology 201 was good the instructor was very prompt with responses when i asked a question. Introduction to the internet was good it was a very interactive class and the instructor was very helpful. Human sexuality was difficult and i found the absence of the instructor disturbing. This is the class that should have had way more interaction not only student wise but instructor as well. The book changes alot of what you think you know and i would liked to have had more discussion about it.
- Nutrition:
Instructor Naylor's enthusiasm in the subject made it much more interesting and varied than expected.
- I took three online courses this term; however, I liked all of them due to the convenience of being at home.
- I took three distance learning courses..BA 101,BT146, & FN225, I learned a lot about nutrition,all my courses were very infomational, and I love the convience of being able to work from my home and be available for my children at all times. I
- I took psych 201. I am a full-time worker and I love being able to take online courses so that I can continue to work, but can also work on my educational goals. It is a great assest to LCC and I know that I will be taking more classes this way.

- On line keyboarding with Henry Gazo. I learned the proper way to use a keyboard. Lot's of good feeedback from the instructor. I really enjoyed working with him.
- The material covered
- Interesting subject material - Human Sexuality and Psychology 201
- HO102 - good articles, variety, instructor available but not a control freak
Nutrition 225: some interaction, instructor always available, instructor a bit controlling and threatening and was a bit irritated with pre-nursing students
HO100 - nice instructor - good materials, materials too expensive and redundant...
- Writing 227...
It is hard to say...I like the way we communicate with our classmates....
- I took Cultural Anth. with Sprado. I really like that I was able to do the class as I had time. I work full time and go to LCC part time. being abole to move when I work on a class around the rest of my schedule was incredibly helpful.
- Writing 121, we were able to work ahead of posted schedule. This made my schedule very flexible
- Introduction to the Internet
I liked the convenience of the class.
- Psych 201 - I liked that I could pace myself and learn when it was convenient for me. The instructor also had video lectures which I found very helpful.
- All of it
- Diversity Issues in Health Care was full of so much info. If I could have taken this class in person I definetly would. The other course on line was Intro to Health Care Occupations. This was a 2 credit course. It should have been 3. The amount of time spent reading, researching and answering questions and responding to discussions was worth more than 2 credits. The instructor was awesome, she was ready with feedback on assignments and quick to answer any questions. This course is full of such vital information. These two courses I HIGHLY recommend. The instructor are top notch
- That met my credit needs and allowed me to maximize my credits this term, in conjunction w/ family and work.
- eng 104 convenient
- I was able to do the work when it fit into my schedule.
- i took word and what i liked most was that i was able to do my work at home, less time spent at school and possibly less driving.
- Team Building Skills
Wasn't sure what I could learn taking an online class, but, it exceeded my expectations. I learned very valuable lessons that I can use and share with co workers and managers.
- That I could complete work at my own preferred time. I work very late and hate having to wake up early for campus classes! This made it so I could do assignments at 2am!
- I took sports Nutrition 205 online and it was a good and very informative class that was well put together. I liked it because it was well structured and no surprises or assignments where put up without your knowledge. It was easy to follow along and a great class to take online because I feel I learned just as much if I

would have taken it as a class on campus, just would have consumed more time and I didnt have any open spots on my schedule.
- My MSN Word class I really liked my instructor, she was very encouraging, and I learned a lot.
My Writing 121 class I really did not enjoy all that much. I learned
a lot, but I didn't feel there was enough interaction with my instructor Linda
Kilgore.
- I really don't have anything to say that I liked or disliked, I took the course because it is a pre req to the program which I hope to apply to in winter of 2011
- MSWord Beginner Online and MSWord Advanced Online - The teachers were nice and helpful. When i emailed them a question, they got right back to me. Some classes are just plain better to take online, because it involves work you can do just as well or even better at home.
- It was interesting learning some of the in's and out's of Office 2007.
- convenience of the course and the fact that the teacher was wise enough to limit the stupid busy work that other courses require.
She got to the point quickly,
outlined exactly what she considered was important for us to know and only assigned those topics. It was a relief
- I like the flexibility that online courses offer. I will be graduating in June and there is no way I could have attended classes as well as go to work. Without online classes I would never have been able to get my degree.
- I prefer any online course verses campus course for the simple fact that I can work my schedule with my kids and family. Also, no hassle of driving to lane which cost money or hassle of finding a parking spot on campus.. I prefer online courses.
- WR 123 convienence
- Online courses are more compatible with my schedule. I have to work during the day and just taking 2 on campuses courses my day started around 8 am and lasted until about 8 pm - not including online courses, homework, or exams.
- That you could do it at your own times and on your own schedual to fit in and around classes and work
- I liked the way it was tought. She helped if it was needed and there was lots of understanding.

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- 1. A lot of the study questions did not match up with what was in the text book.
2. The questions on the test and the pre-tests were not taken from the study questions
3. There were many resources that you had to go flipping back and forth
from one to the other - it was very confusing and extremely time consuming.
NOT
WELL ORGANIZED!!
- none
- She had way too many directions, sometimes it got confusing. She had to keep making corrections with the material. Very unorganized.
- Tests online- not having to go to campus- kind of defeats the purpose...
- I think that I would have made this course easier to navigate through and would

have eliminated advertisements and resources that we didn't need. I also would have required a previous computer course to take this class. This class was very difficult to navigate through and go from lectures to conversations to chef of the week to last weeks results and optional resources and so much more, I have adequate computer experience (years) and it was difficult even for me. I had to help several people in this course figure out how to navigate through it, and it shouldn't have been that difficult for begginers and since an on campus course was not available and this was a required pre req. course, I found it unfair to students.
- Graded activities instead of moodle quizzing to impart knowledge along with text instead of just text based instruction.
- I think it is good
- Don't know.
- For Human Development the text was way too wordy and hard to pull out needed information for tests. Either change the text or put together more specific study guides. What the emphasised wasn't necessarily what was on the tests.
- Assignment results from teacher were not posted in a timely manner, so you didn't know if you were doing the assignments correctly.
- It was difficult to publish report with photos and video on website.
- I would like if there were pre tests before the exams to give you an idea of what types of questions are going to be on the exams.
- CRN 31515 The best change would be an instructor that answered questions posed in the "ask instructor" forum.
- The way the testing was done was ridiculous. you have the same amount of tie for a 20 question as a 60 question. Many MANY times there were more than more correct answer or the the teacher's outlines contradicted the text and you were marked incorrect for listing the answers from the text.
- Easier online sending
- The online tests weren't instantly graded. Though, all the homework and quizzes were.
We had to wait 3 or 4 days to get the grades on the tests.
Seems kind of
silly given that all of the other online work was instantly graded.
- i wish there were assignments or discussion. then entire class was reading and testing and it felt like i didn't learn anything. I need to discuss and apply the reading in some way before testing and this was not provided
- BI 101F - Hybrid class, instructor was disorganized when it came to turning in assignments.
MTH 105 - Had to come to on-campus section to take exams, VERY
inconvient timing. NOT flexible. If I could attend the time of the oncampus section, I would have taken that section, I took the online section because I could not attend during the class times.
- better instruction and more teacher interaction
- Having two different websites to navigate to complete assignments and quizzes was very confusing in the beginning. If there was a way to combine and get everything in one location it would have made things easier.
- To make all the instructors have a more structured lesson plan for the students as the instructor I had this term. If all instructors were like her online I guarantee that more students would take more classes online.
- more on-line tests, less going to campus

- All due dates would be the same time of day. Whether it is midnight or noon.
- I liked the discussions and forums that assisted with learning the information
- CIS 32607
the midterm and final asked questions that did not match up with the learning objectives and focused on random facts that really had very little importance in the overall purpose of the class.
- No changes
- More testing of knowledge of software and how it works. I guess I would have liked the class to be a little more challenging.
- I am not sure how this could change but the only thing a bit frustrating is that when we were assigned a group and were to do group discussions online some of my members would post feedback at last minute or not at all. I think being in groups is somewhat of a disadvantage in college whether online or not because there is always going to be people that dont care about the work as much as others
- Not so much busy work. If i would have known that i would be required to be online as much as i was, then i would have enrolled for classroom. So much of the work was things that in a class room setting would be lecture and discussion based. When were required to critique each other in our groups of 5 with 10+ questions for each person that takes a lot of time. Having 3 children with special needs i did not have the time to do that roughly twice a week. Up til now i have been a straight A student, this class i will end up with a C+, due to not doing the feedback because of time spending on the internet (too much).
- A checklist on moodle to relieve anxiety and confirm which weekly activities have been done.
- The only class I would change is my nutrition class exams did not give long enough to take the exams, like the other online courses.
- The only thing I would suggest is for the courses to be more organized in general... And for the instructors to try and be more prompt responding to e-mails.
- None for this course that I can think of.
- I feel like it was very well done and put together in a way that was easy for me to understand.
- Clearer expectations, and feedback on assignments.
- That this class be taken in a classroom setting.
- I am too drained to answer this...I suppose for HO102 and HO100 - the tuition is way too expensive for the amount of work the instructor does. These courses were just "read and take a test"..no discussions, no interaction..the ones where the instructor is more active like FN225, should be priced regularly, but H0100 & 102 are a joke...they post the materials and the computer grades things...they do no work, and we pay an insane amount of money for this.
- The class was fine. It was the instructor who was never available!!!!! I called her so many times and she never called me back. I just though that was part of the whole learning proccess like case scenario in real life...
- Maybe having the option to meet once a week for questions/discusion
- Nothing, it was a great class.
- nothin
- it was available to turn in assignments
- I didn't like doing the online conversations with other students. I felt that some of the questions were repetitive and that some students just commented on other responses rather than creating their own making the discussions pointless.

- none at this time.
- not to overwelming
- I would make the individual weeks colapsable, it was very irritating to scroll down the page every time I got to a new screen towards the end of the term.
- i would change the way the information was presented in moodle. i found it was unecessarily complicated at first. too many different colors and fonts and links. the important information needs to be more compact.
- Answers for the tests so we can learn from it.
- More feed back from writing teacher in a more timely way. Would not change the Word class at all.
- n.a
- Moodle is very slow at loading pages when you are taking a quiz, however, the timer still keeps going! I have taken quizes and clicked to go to the next page, and its taken two minutes for moodle to load the next page! Time is precious when taking a quiz and its not fair to have the timer still going like that. Please make the timer stop till the next page loads up.
- A clearer syllabus, I had trouble getting the files needed to do the hw the first few weeks because the syllabus said it would be announced the second or third week but it never was. After no returned e-mails regarding that I somehow figured it out myself.
- lecture recordings available online.
She did make available only one I believe
and I liked it. MORE of these would have been nice, but over all, the class was well organized and greatly assisted me and my busy life.
- Less Journal or online discussions. I get very little value from them; I would prefer more constructive homework.
- No complaints
- More opportunities to meet with teacher and classmates
- It varies per instructor. Generally, I like being able to have a week long window to get on campus for tests, and I like having outlines or guiding questions - not necessarily to be graded, more to focus the learning.
- I would take a look at the books. Persepolis was a bit heavy for a reader, I don't like to read and I wasn't able to focus between the words and the depth of the black/white pictures.
- I don't think I would change anything about the class but for me it would have been better to do this class in the classroom setting.

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- I thought the teacher was very nice and prompt about answering emails; however, I thought this course was not taught the best way. On line courses should be for students with adequate computer experience and should not be thrown in to a moodle course especially like this one that the teacher has put up so many different areas in which you have to try to read and navigate through.
- The online method does not work for me, because of the lack of conversation, question/answer and information-sharing that occurs in a regular classroom. All of these things seem to cement the information in my head.
- I was unable to review which questions I got wrong on all but 1 of the tests. The

teacher graded the first few assignements and then never graded the rest until after the class was over. I had no way of knowing how I was doing in the class until the end.
- No complaints -- it was an experience I am proud of.
- I strongly recommend this online class with for anyone even if it is their first online course as it was for me. I only hope that if i need to take another online course because it is not offered to fit in with the campus schedule that it will be as beneficial as this one.
- Keep up the good work Henry!!!!
- Nope. I love On-line courses and I will take another one if possible.
- This online course got the job done but was very difficult to learn from b/c of minimal student-teacher and student-student interaction.
- A wider variety of classes would be nice - especially some of the higher division courses.
- I liked being able to work on the class on my own time, but there was one book in particualr that I had no liking of, that was Persepolis, and I wish that there was a better book, and one that was gentler to the eyes of the reader. I had a hard time reading it due to the confusion of the words in black and the pictures in black and white. I wish she had chosen a better book.

Spring 2009 Online Course Survey Comments

Question #10. How were tests administered? (Check all that apply)

- A little of both, at home and at the testing center.
- online tests at home, midterm tests and final taken at a testing ctr
- I tried to check all that applied but it wont let me, we took tests at home and at a proctored testing center with both computer and pencil tests
- I would select all that apply but can only select one. For Winter term my tests were taken on campus. For the Spring term they were taken online.
- also at the testing center
- I dropped the class because the instructor was extremely unorganized, inconsistent and unclear. It was the worst online class experience I have ever had! The class syllabus for the course wasn't completed until about the second or third week into the term. I have warned all students about taking online courses from this particular instructor. I have opted to take this course as a 4 week summer course on campus from a different instructor. I am hopeful that I will a better experience.
- I appreciated being able to take the tests at home!!
- Tests were timed and gave you time only to answer the question, so you had to know the info.
- 2 of the tests were constantly multiple choice, which in my opinion doesn't help to learn the information. My other class that I took had a final project and let you use the skills you learned to show you understood the concept of the class. I am one of those people who do awful with tests that are multiple choice because I tend to second guess myself and then I end up failing miserably even though I understand the information we've studied. :)
- some had to be proctored at the library, but i'd rather do it at home it is easier to concentrate.
- I tend to have at least one online or telecourse class every term to complete my credit requirement, I like them for the convience, conflicting class scheduals all the classes I want are at the same time slot it seems, there is also child care and transportation to worry about, I do struggle with keeping up on work and due dates as there is no in class interaction but I really like them
- Online test taken at home
Paper/pencil test taken at a proctored testing ctr
Online test were taken at a proctored testing ctr
- online test were taken at home
online tests were taken at a proctored testing
Center

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.
- I hated having to take accounting online- it was way harder than being able to take it in person, but there were NO open slots in time periods where I didn't have a childcare conflict (early am.)

Business law was great online. The lectures were presented in an easy to understand format, the discussions were relevant, the homework was relevant, I was happy with this class!

I wish more classes were offered online- Moodle seems to do most of the grading for you (why are there enrollment restrictions on number of students??) and it opens up spaces in traditional learning classrooms for those students and classes that need them.
- BT165: grades were updated regularly, instructor gave timely feedback on

homework/tests. Class was very informative and gave a lot of information.
- I took writing 122 online and I really enjoyed the use of class discussion online. A lot of times I find in class discussions hard to have since you are expected to respond right away, you can't think of a well thought out response. With online discussions I was able to look at what people said and then think about it for a while before inputting my thoughts.
- Class was BA 211, Financial Accounting. It was nice to have 24-7 access to the materials and resources, and to be able to upload assignments and quiz at any time.
- Taking Excell for Business with Velda Arnaud was a good experience. We had the instructor checking the questions posted on Moodle forums very often, which helped a lot.
- I loved it. It was very thoughtful and put together well. It was Cultural Anthropology with Katherine Sprado-Davidson.
- Business Communications, Instructor responded quickly to questions.
- I took all my courses on line during winter term...so I don't know course number and name, I am not sure exactly which class the survey is for...
- ANTH 103... Enjoyed the various readings and information about other cultures.
- I took Human Sexuality and I thought that the instructor was very organized and easy to understand. She was very clear in what she expected out of us. I also thought that she provided us with a lot of useful information aside from the textbook.
- The material learned.
Psych 202: Defillipo
- U love online courses because I can do the work at my own pace and I seem to get more done. I wish they offered more classes online I really think that I learn better and more through the online courses
- I was pleasantly surprised at how interesting my Interpersonal Communication class was. My favorite thing about this class was the text. It was very interesting. I also enjoyed the personal feel between myself, my class and my instructor.
- That it was online.
- CRN 41337
I really didnt like anything about the course. The reason I took the course online was so that I wouldnt have to be in contact with anybody for a "group" project, and so that I wouldnt have to anywhere to do my work... Not the case with this class.
- ENG 105
Dr. McGrail has really made a flowing program for this class. Relevant and timely discussion topics were incorporated into the lesson plan which made the class as a whole very worthwhile.
- in bt 016 Henry Gazo I love his encouragement, and helpfulness, his syllabus was straight forward and we got to use the same book for all his classes, I excelled in typing because of his class. I would never take another typing class if he is not the teacher.
bt165 accounting with Patricia Hansen
She is always prompt to reply with emails, and cengage was giving me trouble in the beginning and she helped me out. Anything about accounting is not that much fun, but the way the class is taught on Cengage with the study tools was very helpful, I utilized the pretests and quizbowls and crossword very often. Without the fun study tools I don't think I would have understood as much.
- CRN - 41273
This course was very manageable. My experience with online courses in the past has been that they were VERY time consuming and frustrating. The workload seemed very high. But this class was well within a workable zone. I had good communication with the instructor and never felt too much pressure or unsure of what was expected.

- The flexibility of hours (not deadlines, just being able to do work at 10pm), and the helpfulness of the professors. I took Interpersonal Communications with Hyla Rosenberg and Introduction to Poetry with Amy Beasley. Amy Beasley was particularly helpful, but Hyla was extremely nice/willing, too.
- I liked that it was challenging but not overwhelming. The teacher was very organized which helped a lot, I could tell that a lot of though went into the planning of the course. I took Psych 202 with Kendra Guilds
- FN230 family food and nutrition
- CS120 was a very interesting class and I learned alot from it.
- CRN 40501- I felt more comfortable sharing answers and having discussions on-line because it gives me a chance to think about the information, personalize it, and then come up with a response to it.
- I really enjoyed taking the Philosophy: Theories of Reality class online winter term because I could study when it was convenient for me and the instructor provided timely feedback for any questions with thorough answers. I liked taking the class online to avoid gas and child care expenses. I also felt more at ease when participating in discussions because I was not being "watched" when providing answers and could take my time to formulate a good response after having time to think about the questions or situations presented rather than give a response that was not fully thought out.
- Taking exam at home.
Lecture are always available.
Online instructor-student contacts is more convenient than meet at the instructor's office.
Grades are also available anytime after 1 to 2 days of Quiz / Exam.
- I like the fact that I could do the homework basically on my time, at home!
- sp, interpersonal,
i liked that it was more like a psychology course than what I initially thought of a speech class,i feel like there was a lot of thoughtful
interaction between students, and the teacher was responsive and timely.
- I liked that I was able to do it all at home except for the 2 exam which where administered at LCC. The instructor also posted GREAT notes and homework assistance on Moodle.
- available on line.
- The fact that it was online.
- Writing For Interactive Media-
The teacher presented the material well.
- That it was available online.
- I did not like anything about the oneline PSY 215 course offered by DeFillippo. As mentioned in an earlier response, I dropped the course by about the sixth week of the term. The instructor was disorganized and her assignments were unreasonable. I will not recommend that anyone take her online courses. I took her PSY 201 online and had numerous difficulties with her lack of organization. If PSY 215 was not a requirement for my degree I wouldn't have enrolled in the online course. The on campus course taught by Beane was offered at a time that was not convenient for me so I chose to take it online. Some instructors are better than others at managing an online course than others. I am more careful now about what courses I choose to take online. I try to find out more about the instructor's online teaching style.
- the interaction and community built by the students.
- FN225 Great textbook and resource materials
- A sense of accomplishment and teamwork.
- I could do it whenever I had time.

- All classes were enjoyable, Nutrition, writing 122, and A&P will John.
- I like that there wasn't an overload of work and homework was due over a four day period
- I liked that I had the flexibility to take classes while working full time and having 3 children and their activities. It would have been impossible otherwise. I really want to get my degree, but can't afford not to work, so this was a perfect solution. I am learning so much and have really enjoyed learning on-line.
- anth 103
- The thing I liked most was the assigned reading like Michael Pollan articles and Persepolis
- the course
- talking about all of the online classes, they are much easier for me because they get to the point of what we need to learn , there is no boring lecture on things that are not going to be on the test. i wish that all college classes could online and only have to go to the campus if we need to do labs or such.
- CS120. I liked that I didn't have to drive to campus an extra day (45 miles each way) to take it.
- With two kids and a full time job (Night Shift) I liked being able to do assignments and lectures when it worked for me. Like @ 4am.
- The structure and organization provided by the professors. I received excellent information and instruction.
- The responsiveness of the instructor, her comprehensive videos covering the notes and lab activities, and her energy in the videos!
- BT251(rhonda rice) was an excellent teacher and had a great class! She kept us on queue and made it so the subject and the full concept was understood. She required us to use the forum, which I fine very cool as well!
CS120(Linda Loft) was a great class! I learned quite a bit with each Microsoft course however, the testing portion of the class was frustrating only because of the multiple choice tests mentioned earlier
HE250-Personal Health(Weissfeld) was an interesting class as well however, the tests were also multiple choice and I found them to be very confusing. I watched all of the videos every sunday from 8pm to 9pm as well as used the study guide and still could not get any higher than a C in the class which was surprising to me only because I did fulfill all of the requirements and reading.
- it was flexible
- I liked all my classes the same this semester. I had poetry, accounting and humanities and they all had great material.
- It was online and the tests were easy to study for because we knew exactly what we needed to study
- I found my online he225 class to be very engaging. Beth Naylor was very helpful!
- I enjoyed the practice in improving my typing skills. The program was fun and challanging.
- I did many distance learning classes winter term
i did the parent child relations
Psychology 201
American Cinema

All of them where above my expectations and i loved being on my own to learn and not have to fight parking at Lane. I have recommended all of these classes to my friends who attend Lane and I have taken all of my psychology classes from David Lung up to this point he is a wonderful teacher. I will continue to use distance learning as a way to do my classes at lane.

- Microsoft Word- Since it was a computer class using the computer for all aspects including communication, it helped to tune computer skills that will be very helpful when I get a job.
- flexible hours
- Convenience of the on-line courses
- The convienence. The class was Lit 105
- The Econ series (200-201) has been very informative and well organized.
- DRF 167 -

The course material built upon itself very well, and the online videos
were a great medium for demonstrating this. I especially liked that I could stop a video and repeat parts of it - something that would have been difficult to do in a classroom setting.
- I love having online classes, its the only way way I can take classes because of my schedule. All my classes were great and I can't wait for the new ones in the fall.

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- More discussion, more interaction between students and teachers and students and students.
- I want a physical book. Paying $68 for an E-book that I can't keep when I am done is ridiculous. The book is hard to read (many pages are sideways) and I have nothing to show for the money that I paid.
- I was pretty satisfied with how things were run for the class. When I first started taking the class online I was confused on when things were due, but as the term goes on you get used to when things are due and how to do the assignments online.
- The lack of actual lectures. If lectures were on podcasts, it would greatly improve the class.
- I think it was very well organized. One very helpfull tool was the camtasia videos. I think having a video description of the lesson is extremely helpfull, so maybe you could add that to every lesson.
- Everything went well.
- contact with instructor was difficult
- no suggestions.

- No changes
- with my lifetime health and fitness she needs to word her questions more specific so I could answer it to her expectation.
- BT114 Excel - with Anne Paschell

I had a problem with the final exam being due before finals week began.
- I hate how you couldn't go back and review any tests or exams that were multiple choice. How the heck are you supposed to learn from your mistakes?
- tests at home would be better...We were allowed to bring a notecard anyway so a timed test would be challenging at home I think.....
- none
- No changes.
- less homework
- None.
- No group project. There is no point in taking an online class if there is a group project.
- Keep the same due dates throughout the term.
- none

- I don't think that any changes need to be made for this class.
- To have each weeks assignments listed earlier. Maybe midnight dead lines instead of 7pm, its hard to be sure to meet that when you work evening shift all the time.
- I would make it so that Moodle had the current week at the top of the page... I did NOT enjoy finding it every time I went to the course homepage.
- none
- None
- I had alot of difficulty with the computer class. things were too different in comparison to my own computer wich made it difficult to do assignments. The tests are by the book and that makes things easier to deal with
- I thought that Prof. Borrowdale did an excellent job organizing and delivering this course and can not offer any suggestions at this time for improvement.
- none
- None
- for the teacher to explain better!
- i did not like that the due dates for assignments and tests were in the middle of the week,as opposed to the end of the week, like sunday. i'm already taking 3 other on campus classes, during that time, which made it hard to stay on top of mid week work dates.
- instructions much simpler to start course
- I would have made sure that a final and completed syllabus was posted the first day the course was accessible on Moodle. That way students can determine if they want to keep the course before the end of the first week...nice to get a refund if you don't agree with the syllabus content. I wasted a chunk of money on a course that did not meet my needs or my expectations.
- More interaction from the teacher.
- none
- More teacher interaction - But - Need another teacher.

Need one to talk in the forums and in chatrooms with students at arranged times... Would need more teachers.
- A more clear idea or setup for notes we should take from the book.
- NA
- Anth 103

i love that we didnt have to go on campus to take the exams. they were all taken online at home.
- Nothing
- Required student face to face interaction
- some exam questions were very tricky
- nothing
- Psy 203-Defillepio-Check in with students more often.

ES223 Harris- Post grades on moodle
- none
- The software for completing the course might be made available (the books were expensive enough without another $60 to $170 for software), or the instructors might tell students that a "trial" version was available for download if they didn't need the software after the class was ended.
- Nothing.

- none
- More in-person orientations
- See question 26, it wraps both of them together...sorry! :(
- Deadlines toward the end of the week, or with more that 20hrs to complete.
- More online videos
- Nothing
- I think it would be nice to have at least one class on campus during the term to get together and talk with the instructor, but there is always office hours, if they accomodate to other scheduals
- I'm sure it was the instructor, but I had a very hard time getting my instructor to communicate with me. I sent messages through moodle and wouldn't get a response at all. It happened more than once.
- Moodle is a bit moody of a program and seems to have lots of issues.
- Navigation/ Selection Issue:

Moodle tests can accidently change answers too easily when navigating with arrow keys. I would love to see a double-click system or similiar to change a previously given answer. I had several tests that I got a "wrong" answer that I had notated on paper as right. In subsequent tests, I would review my answers repeatedly and still find some answers that had changed.
- none
- The tests were very difficult.

- None
- The videos were embedded in flash files, and I would have preferred a more standard native video format such as quicktime or even wmv. I could not resize the flash videos and that made some parts of them difficult to see clearly.
- None.

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- BT165:Assignments and tests were in too many different places. Switching between Moodle and Cengage to find homework and tests was difficult to navigate as a new student. Instuctor provided additional teaching tools such as videos she had made. These were very helpful.
- Please add Camtasia videos to every online class lesson.
- I strongly prefer online classes, and this Interpersonal Communication class has been my favorite.
- This is the second class I've taken with Dr. McGrail, I will continue to seek out her classes as they are some of the most well thought out college classes I have EVER taken.
- .....
- n/a
- Please ask teacher to minimize information put on website; if there are four or five links to the same material, or if the information is taught 3 different ways, it is too much.

I dropped Javascript mid-term because of this. The teacher needs to
be trained well in presenting materials on-line.
- Overall, I am pleased with my online course experiences to date. It was just this one course that left a bad impression on me and it was the instructor's fault.
- tiht

- If LCC requires students to buy software for classes, they should make it both easier and more affordable to do so. (We didn't get our student verification from Microsoft until 2 DAYS before the course deadline for all our labs were due.)
- You lost my interest. How many questions more?
- As mentioned I try to get at least one online or telecourse each term to maintain the full time credit and reduce the time I spend on campus away from my family. I like the freedom of distance learning and wish more classes could be offered that I need for my transfer degree.
- none

Fall 2009 Online Course Survey Comments

Question #10. How were tests administered?

- Exams were taken at proctored testing center and at home online

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.

- I am enrolled in CS120, CS160, Art 202, and HE275
I am enjoying the whole experience. I like the fact that I have been sucessful incorporating school into my life which is work, and being a Mother, Online courses are perfect for me.
- The upfront expectations of the entire course and the ease of submitting assignments.
- The work was straight forward.
- nutrition course was well organized, and easy to follow. (Naylor)
wr 121 i did not like much (Von Ammon)
- Ethics and philosophy, Jeffrey Borrrowdale, I didn't like the class at all. I did poorly because my beliefs were attacked by the instructor and I am not an argumentative person. others argued online with instructor and he seemed to want everyone to believe he only had the right answers to personal beliefs. I would not recommend this class to others.
- H0102 Diversity in Healthcare: It was always thought provoking. Its practical applications are exceptional examples for health practicioners.
- It was very informational and the instructor was very helpful. Coming Alive Nine to Five in 24/7 World.
- The concept of it.
- That I could do the work when I needed to.
- SP 218 was a great class. It was so eye opening. I never would have seen things from the point of view I did during this class.
- In the World Archaeology course I enjoyed the videos and opportunities to write essays in response to effective video related questions. The list of need to know terms was mostly helpful for tests.
- just being able to go online and work at my pace was very helpful
- I could do it on my own time
- Had enough time to study the material and take the test. When taking the test we were able to take the test at home.
- CS120
I liked how we were able to do work ahead of when it was assigned, which helped with my schedule.
- information is useful long-term fn 225
- HTML - great pace, very useful today
C++ - got to use new and interesting
software
Oceanography - flexibility with labs was nice
Ethics - instructor was very

professional and knowledgeable about subject.
- WR 121 I liked the ease of getting to choose when I was able to do my work. I liked how my instructor set up our peer editing groups, this made is easy to participate.
- That was online and fairly relaxed progression. Made it nice to focus on some other courses, and not feel overloaded w/ this course.
- Wr 121 PSY 201 PSY 202

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- I had a hard time with the tues and wed noon deadlines, however I do understand the need to them during peer editing groups. I was caught off guard the first week though.
- More consistant interactions w/ instructor.. quicker responses to questions.. easier to assess progress t/o term.
- On-line classes should be just that, on-line. The kind of student that enrolls in these online classes does so for a reason, most likely because they simply cannot come to campus on a daily basis. It is unfair, then, to make these students schedule to meet other students, come to campus more that once a week, and do other things that would impose upon their presumably already tight schedule. The designers of these classes need to be more conscientious of these concerns.
- Use a "packet" study guide
- Meet in class once a week if needed.
- the way to find out my grade
- i think the way the class was done was to my liking.
- I don't think I would change anything. It was a little too text book for me, but I think that's to be expected when you are not in a class to disscuss the material.
- Application to the real world.
- none
- Nothing
- For the teachers to actually care about their online students half as much as the other ones. It was completely obvious that each teacher put about half the effort into these classes. It was a waste of my time and money.
- Clarify prior to exams if there will be a more in depth focus from a specific section from the chapters studied.
- a more open minded professor and a way to know what questions I got wrong on my quizes and tests so I can learn from my mistakes
- None.
- I feel that with at least the tests we should be able to contact the teacher in case of questions I had some and the instructions that were given didn't make it clear as to what we were doing.

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.
- The distance learning is the only option I have as I work full time and have two children. If you did not offer these online courses than I would have had to go

elswhere
- Offer a training course to your teachers about how to reach students online. It was a ridiculous waste of time to "attend" these classes. There were no actual lectures given or even written. All I did was read, and I put forth half of the effort I normally would in a class and received the same high mark. They are not challenging enough in the right ways. They are only challenging in the way of getting oneself to not procrastinate.
- I found the quiz/test format on Moodle to be very hard to adapt to. Often multiple choice question answers would change if you did not click in the right place as you were scrolling down and very long multiple choice tests were hard to track because of the way you had to scroll down them.
- These on-line classes ruined my GPA. When I did not understand lesson there was no way to have visual and instructor information. None of these were open for classroom registration.

Winter 2010 Online Course Comments

Question #10. How were tests administered?

- Because of disabilities, I print out the exam, then fill it in, then turn in a hard copy to the instructor.
- This was a research writing class. All exercises, quizes, short and long papers were submitted online.
- There were no tests. It was a writing class and it was a joke. Teacher gives little to none feedback on writing. I spent 400 bucks on a class and have not improved my writing one bit. This class was an absolute waste of my time and money. Someone needs to get a hold of Pamela Dane and tell her to learn how to teach a class online. Ive taken a few other online classes and i came away from those learning alot, this class however i came away with nothing.
- exams were taken on campus, regular weekly tests were taken on-line
- Living in Oakridge, I really appreciated not having to spend gas money or take the Diamond Express (private bus not covered by LTD pass) merely to take a test. I've had to travel down the mountain for a single test before, and I never feel that it was worth it. Thank you for allowing students to take tests from home!
- the final exams were proctored
- all test were taken in the Science resource center. I would have rather had some online test on moodle and then a final exam proctored or possibly online.
- some tests were also taken at a proctor site online, as well as paper/pencil tests

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.
- I loved that it was online. Please make a lot more courses online. It is very helpful and makes it possible for me to attend school.
- What I enjoyed most about the WR123 online course was the flexibility it gave my school schedule.
- CIS125H – Online Liked being able to look up assignments and do them on my own schedule/time.
- I took speech 100 and sociology 204 online. I enjoyed the ability to do the readings and note taking in the comfort of my home and I was fully able to grasp what was being taught through the lectures as well, it almost felt like I was actually in the classroom, I took two online courses this term and I had two on campus courses as well, in one of my on campus classes my instructor missed 5 days of class. I enjoyed the fact that even though you or your instructor is Ill, you aren't missing any class time if you take online courses.
- I enjoyed Keyboarding, it was easy. The rest of my classes on line were difficult. I gain more information when in a class room setting. I do not like on-line courses. The reason all my classes were on line this term was because building two was to me unavailable due to constructon. That did not happen. I think Automatied Accounting Systems should be in class, there is too much room for error on line. BT 295 should also be in a class room.
- The thing i liked the most was how much fun and care Bill Burrows put into his teaching of econ 201

- I like being able to work around my work schedule, as well as be home with my kids and take a break if they need me, rather than having to be somewhere at a designated time, even when my kids are sick. I like the interaction of online writing classes because everyone is required to say something in order to get credit, whereas a campus writing class could allow a student to sit back and listen without participating as much as other students. I also like to write my responses because I am not a quick thinker and often take a few moments to organize my thoughts. This is not as practical in a person to person campus setting. Overall, I like the online setting for classes.
- I was able to complete these courses do to being offered online, it conflicted with my on campus schedule, day care, and was more convienent at home.
I had two classes this term and have taken them before online. Sometimes these courses can be harder than the other on campus classes. I had Leadership with Judy Boozer and WordExpert with Maitland.
Depending on the teacher sometimes the interaction is enough
sometimes it is not. I have had a few online courses and have always been satisfied with the communication and help from the instructures. This time I am very disappointed with the help, feedback, instructor, and course that was set up for WordEpert. It was basically just a textbook and quizes lined up on the computer.
- BA211 I really enjoyed this class over the other online classes i have taken. I liked how we were not forced into interaction with other classmates and no groups projects were created. I take online classes cause i dont have much time to fit into my already busy schedule and with this class i was able to do it on my time and not have my grade depend on other classmates choices and decisions. (BA101)
- ET 120I liked the fact that I could study at my own pace, and not feel pressured to get it done in a classroom setting.
- I liked that the ease of using moodle to turn in my answers to homework and tests.
- BT250 - I was glad I knew the instructor; it was a difficult class to take
online
BT295 - One classroom lecture per week made this class easier
SP100 – This was a hard class to take online. I couldn't seem to get what the instructor wanted, but it may have been just the instructor, not that it was given online.
- The structure of assignments and the way they were presented was what I like most.
- BA218 was informative and helpful.
BT175 was very confusing and awkward. The instruction was below par.
- Nothing really
- Dental Hygiene Courses
- HO 102 I really enjoyed the ability to do things when it was most convenient for me. There was not a weekly due date.
- i did not like it at all i believe that i would have done better if i was in a classroom setting it was very hard for me to understand most of the class on-line
- BT 015 It was a fun class that encouraged my typing skills. It was a class I could do from home in the evenings after my boys went to bed while listening to some good classical music. It was satisfying. I improved quite a bit and surprised myself! I look forward to taking another class like it again!
- This was my first online class and it was A LOT better then I expected. The syllabus was easy to understand and follow and very straight forward. Once you get

the hang of the class and the assignments then it was just a matter of getting into a routine. I enjoyed the group discussions with other students and the teacher and teacher assistant were very available.
- Diversity Issues in Health Care. I really enjoyed being able to do the work & exams on my own schedule.
- I love the flexibility in all the online courses I took this term (BI 101J, SP 100, ENG 105). No classes required me to travel to a proctor testing center, and for the most part the assignments allowed for freedom and adequate time. However, I didn't enjoy having to collect lab materials at the beginning of the term for BI 101J. I think that this could have been easier if I could have picked up the supplies at the Distance Learning Office in the textbook buying week, rather than having to wait 2 more weeks into the term and having to drive an hour just so I could finally start working on my assignments. I also didn't like the "Get to the Theater" assignment for ENG 105. I understand the usefulness and importance of this assignment, but it was very difficult to schedule and was nearly very costly (some theater tickets can range $40/per person). I suggest that this assignment be kept for the course, but rather than being required, make it into an extra credit assignment.
- Diversity in Health Care I liked best the content covered in the class. It was very informative.

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- none
- I may add more, or at least more continuous student interaction.
- Nothing as of now
- I wish ALL online classes could be completed from home. Some online classes required us to come to the campus for proctored tests and it wasn't always convenient to make it there in the time allowed.
- BT 175 New Instruction Plan, Beter books, that are less confusing, easier to follow.
- No more group projects through online courses. Was too difficult to get anything done. Did most of the projects myself.
- More interaction and communication from instructor. I found instructor didn't reply to emails or give very much or good feedback on assignments.
- I wouldn't make any changes
- I would have the instructor be MUCH more accessible and involved. I felt abandoned by the instructor, and my questions were dismissed with either a cursory, unhelpful response or none at all. Fellow students were more responsive than the instructor but were in the dark as much as I was.
- Better teacher/student communication. I am the distance site at Lewis Clark State College. We don't get responses from teachers or get phone calls back or it can take more than a week to get the help that we need.
- I would very satisfied with the way things were.
- it needed to have more information pertaining to the course. I found this course extermely disorganized.
- more communication from instructors, timely grading of assignments, and some sort

of online notes in lieu of lecture. One class in particular had very poor response to email communication. Maybe only 2-3 emails the entire course. What's the point?
- More examples of specific topics
- Online test, online lectures (video), more help with sample problems that will be on the final exam.
- I have taken a class where the assignments were available weeks ahead of time, but I never received feedback on my assignments, so I spent most of the term wondering if I was doing it right. I've also taken a class where the assignments were only available the week they were due, but each assignment received thorough feedback. I would like to see a balance of these two-- a "sneak peak" at future assignments so that I can prepare well in advance, but with clear, complete feedback so I know what the instructor expects.
- See Question 26, I would have had more help and teacher participation with my WordExpert class.
- Not have labs on weekends, it's the only quality time I have to spend with my family.
- The change would be to require at least an in-person orientation with the instructor and other classmates to meet them.
- none
- The instructor was not available on the forum and did not respond to questions in a timely manner most of the time, and gave vague answers some of the time that she was available.
- I would possibly encourage the instructor to have a more complete, cohesive study guides (as far as take home) and that should a course require certain competencies to be met, that the instructor makes that a priority
- n/a

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- Bill Burrows econ 201 class was the best class I have ever taken. He is a great teacher that really cares about what he teaches and that is not something I can say about every teacher that I have had at lane. I really appreciated it and it was easier for me to learn knowing that my teacher was so passionate about what he was teaching.
- Professor Gazo was amazing! Incredibly helpful and patent and understanding. He clearly stated what he expected from me as a student and if we met those goals, he was a fair teacher. I would enjoy taking another class from Mr. Gazo! =)
- I have no problem with distance learning and think it is a nice option IF you have a good instructor. Mine didn't really do very well. I would ask questions on assignments via email and get no response. I would not understand something and have no direction. Basically I felt I was 'self-taught' with a book. I was hoping for more interaction. I'm going to try one more online class. If I experience the same thing I did this semester, I will no longer take online courses and opt for on-campus classes only.
- I know that the instructor who was in charge of this class had nothing to do with the class outline. He just went with what was established already. When I write

this I am not writing this against the teacher. I feel he did a good job when he was asked. If I were to design this course I would have all of the weeks resources listed in one area. It seemed that I was bouncing around the website too much trying to find the homework, reading requriements, powerpoints, and class lecture notes. I would have all of this information under the weeks assignment so it doesn't cause confusion. Some of the material in the beginning of the class was a bit dense (too much to learn in so little time) compared to the end of the term. If this could get spread through out the term I think it would have helped a little. I feel for a 104 class that this class was a bit advanced for some one who has never taken chemistry before. I feel that the expectations were a bit high for this level of a class. The word problems were not explain good enough. There should have been a special power point that walked you step by step on how to set up the equations. Instead you were practicaly left on your own to learn it for your self. I used Youtube quit a bit to see problems worked out so I can see and hear the thought behind the problem. In this class these problems were not explained at all. The book that was required did a poor job showing you how to set up the problems. I feel if I would have had a better understanding of how to set up some of the problems and was a little organized I am sure that I would have been successful in this online course.
- I really liked the way the BT295 online class had a weekly lecture on campus

Spring 2009 Online Course Survey Comments

Question #10. How were tests administered? (Check all that apply)

- online at home and proctored testing center
- The teacher for Psychology was non-communicative during the entire term. I never received my grades, or any answers that I had questions to. I even went to the dean of the department and nothing was really done.
- quizzes at home, test at LCC main campus
- but some were at the testing ctr

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.

- I took Keyboarding and psych 202 online this quarter and enjoyed them both.
- I liked the flexibility of the schedule
- Interpersonal Communication SP 111
The discussions about our interactions with the world. Forum posts were always interesting to read and respond to.
- I am taking leadership and advanced excel online. I liked the ability to look up my homework at anytime. It is listed online and is easy to access.
- I loved my Internet class and the instructor, but the Psychology class was a joke from the start of the term until the end. She was not helpful in any way, shape or form.
- Business Communications
Able to take it online with my busy schedule, a lot of
good information that can be used in any line of work / life situation.
- BT 118 Learned how to use PowerPoint. Good Pace. Easy to follow Text Book.
- The main reason I do online courses is because they work with my work schedule and I can easily work them into a time that I can productively do my homework.
- I like the ability to do the work at home since I work full time.
- I like how this class has helped me become aware of some of the health fields and the and some of the dangers working with the public bring
- CS120-Flexible format, time to work on other classes and get this one done when I had more time
BA101-Instructor provided clear feedback when necessary to be able to
keep grade up
BA278-Everything-Loved this class
- I liked the fact that I could work in my own time when I felt up to it.
- I took Lifetime Health and Fitness w/ Hebold-Sheley, and WR 123 w/ Ghiselin. Both instructors bent over backwards for me any time I needed help. Communication was excellent!
- All
- It was very well organized, there was plenty of feedback from the instructor. it was very easy to find the time needed to complete assignments. I wish all courses were offered online, it is so much easier for a single parent!

- I was able to read the book and and work at my own pace.
- Ability to learn at one's own pace.
- I like the ability to study at my own pace and on my own time. I am not sure which class this is for. I find most classroom time is wasted time that could be used studying.
- being able to do work when ever i wanted to
- I think all of the classes I have taken have been absolutely awesome with all awesome teachers
- That it was online
- I took an online class that consisted more of art history than it did on the artwork. It should of had the title Art History. The art was beautiful but sense I liked other works of the artist it was not good enough for my art teacher and marked me wrong on my paper. When she says to not to make long paragraphs and you make short
ones she didn't like the short ones and then you would get marked down. Although your answers were correct. I can not say to much that is positive about this class. It didn't seem ideal for the discription gave The instructor didn't explain what she wanted clear enough. I have had her before on campus and she was is a great teacher but this online thing with her was just awful
- Able to do homework and lessons on my time.
- Web 2.0 (CS135W): I enjoyed learning about various uses of the web. I learned a few new things that I will use in my everyday life.
- CRN 41511 MTH 052
Great online class! Great teacher!
- BA226- This was the class that I dreaded taking for fear of difficulty and it being over my head. I was pleasantly surprised at how the instructor was able to structure the class so that it was easy to understand and although it did take some time and studying, for the most part it was much simpler and much more comprehensive than I thought it would be.
- Personal finance this class was very easy at some point I had trouble with some of the work but it was easy to get help.
- I was very interested in the content for the course: Human Sexuality.
- Teacher was very nice

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- ? more interaction between students, setting up study groups with windows live meeting, ect.
- It's hard learning something like Math or Accounting when you are not face to face with an instructor.
- I feel that with the on- line classes the teachers are less apt to help the students
- Communicate with your students if you want to do your classes online!!!
- No changes
- I wouldn't change anything.
- None

- Moodle has been really slow an upgrade would most likely make it easier. require all teachers weather or not the course is online use moodle to track homework and grades. That way from the beginning a person knows how to use moodle.
- I believe the class went very smooth this semester.
- I would have liked better instruction overall. The amount of videos and other materials that were just put up on the sites lacked my instructors knowledge base. One class I had only two times I had contact with the instructor through email, and no other student interactions. The lectures were very basic and I felt like I really didn't learn the material. I am going to school to have good instruction and I was hoping the online environment could give me this. I think the quality of instructors online vary tremendously and there needs to be more consistent guidelines with instruction. Moodle was very frustrating at times. It is very slow and at times crashed at peak times of use. I also found that using the proctored exams on campus was difficult because they were so busy and there wasn't enough computers for accomodating the student load. More interaction with the students and instructors, consistent guidelines on what an online learning environment should look like between instructors would be really helpful.
- can't think of any
- nothing, it was great. I wish more classes were exactly like this one!
- Give students access to all forums at the beginning of the term. The forums wouldn't open until Sunday night and that gave us until Friday at noon to post and respond. If we had access to all forums or at least three weeks at a time then I believe there would have been better responses.
- Have a mandatory Class Meeting at the beginning of the term, and have two mandatory meetings with the instructor during the term.
- A more thorough outline as a study guide.
- nothing
- Theres a lack of trust between student and teacher, I had a family emergenies during spring term which my lcc campus teschers were very kind with helping me work around but the online teachers did not.Also advance registration wasnt anounced like it is when you attend classes on campus.
- that Mr. Kale Harbick and Jill siegfield and Mr. Rizk would teach more classes
- There was a lot more work in the online class compared to the one on campus. Also the sentence structures were difficult since we didn't have anything to use for them except the How 11 book but no info. on what she was trying to teach us exactly.
- That I didn't have to go to the resource center to take the exams for psych.
- more video explanation Mth 52
- No change
- 1) Change to weekly homework, rather than quizzes.
2) Incorporate online lectures.
3) Increase time allotment for exams.
4) Facilitate more student interaction.
- It would have been better if the instructor had been more available. I had questions about the final that he never answered and it sometimes took a couple days or more to receive a response from him. Overall, when he did respond it was appropriate and helpful.
- I struggled with the teacher. I felt like I did better work than I got credit for.

- Moodle has many problems tht range from timeouts that create problems when inputting information into class projects. I also had access problems with Moodle when it was down and I needed to access information to print out as I went throughout my day. I ended up losing that time to review coursework. Overall, I now have a very paranoid approach to Moodle where I expect the worse possible event to happen at any given time. I am not satisfied with it at all and have migrated student chats and forums outside of Moodle to Google docs. At least there I have access and have real-time chat options specific to the document we are working on.
- clear words on what is to happen in class
- I wouldn't change a thing
- No change
- I prefer traditional classes which include personal interaction with the instructor. I feel that I don't get as much out of online classes. Although it is definitely more convenient to take an online course, I would rather attend class on campus.

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- Lane needs to offer more courses online, so single parents and people with busy lives can get an education!
- I really appreciate the option of taking online courses. I currently have a full time job, and I want the flexibility to spend time with my son. I am usually up at 4 in the morning, and that is the best time to do my homework. I feel like I learned the course material, it was tough but doable, and I am looking forward to fall term when I will be taking more online courses in addition to a math class on campus.
- I wish I could get some help from someone in regards to my Psychology class. She was non-existent!!!
- LOVE the on-line courses! So flexible!
- I added them in the last box.
- Thank You for helping people like me to attain their goals
- I feel that when I have asked a question to the teacher i was met with the response of it is in the book. Try to figure it out. I already had tried or I would not be contacting them.
- I enjoy getting to know the instructors personally and have in-class interactions. To me, that is a part of the community college experience and a benefit which I look forward to.
- I am somewhat dissatisfied with the midterm introduction of instruction by a new teacher (Michael Gores) in PTA 104. I had difficulty following the change in approach and expectations in the course from that moment forward.
- Online classes are great, I would be happy if I could take all my classes online.

Fall 2010 Online Course Survey Comments

Question #10. How were tests administered?

- We had open book quizzes, midterm, and final exams. I wish the final exam had been more related to what we actually used in class however.
- We also had quizes online.. This was a difficult class to begin with, but online made it more difficult. math 52 should not be made available online, only in class.
- 2 classes had online at home tests, one had tests on campus.
- I would take the test online at home or on campus. Which ever was convenient at the time.
- LCC Eugene main campus testing lab with online and paper components

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.

- Very informative subject matter. Great teacher.
- I liked that I didn't have to spend time driving out to campus to take a class I already had a lot of experience in. I learned a bit about standards and it was nice to make my own schedule.
- The material was fascinating.
- Great Instructor and course expectations were clearly outlined.
- LA100 was a good class- the teacher was responsive and clear in expectations. When I emailed a question, she responded in a timely fashion.

BT163 (Quickbooks) was a waste of my money. The instructor did not answer questions posted by the students.
He did not grade assignments in a timely manner- At the end of Week 10, while I was doing the final assignment, week 6 and on assignments were still not graded. I wasted several hundreds of dollars taking BT 163. I am very disappointed that LCC wasted my money this way.

- I thought I would like to learn keyboarding at my leisure at home.
- Got to choose my own study times. Student discussion board a welcome tool, but not very widely used by students.
- Human Sexuality

Great textbook, wonderful instructor.

- our dinner discussions
- I liked taking it at home because I knew some of the steps so I didn't have to sit through that part of the lesson.
- BT 165 Ms. Hanson rocked!

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- I think the class was fine, I just wasn't able to keep up. Maybe more problem solving interaction would have helped.
- can't think of any needed improvements.

- LA100- no change.

BT163- get an instructor who will be helpful and interact with
the students.
- The course information was obviously transfered from a spring term. So deadlines were confusing.
- More time to review test ansers.Like a day or two. I had to get off the computor and then go back and I had erased the review before I looked at it.
- student forums for peer interaction
- none
- Instructor did a very poor job describing assignments. On 2 separate occasions, I had to e-mail the instructor and request points back on assignments because they were taken off for "mistakes" that were never mentioned, or even alluded to, in the assignment description. In fact, one "mistake" was made by following the instructions in the book, however instructor insisted that a different criteria applied (not mentioned in assignment material). An additional time that a similar problem happened (points taken off for a "mistake" that was never part of the assignment) I simply did not contact the instructor to get the 5 points back.
- to not have so much reading and testing....I work full time so that was a bit too much for me.

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- Part of the grade for the course was a participation grade heavily based, seemingly arbitrarily, on bi-weekly e-mails to the professor with questions about the material. I had no questions, this material happened to be review for me from a previous class taken at UO. The instructor assured me that not being able to meet the 2/week e-mail requirement would not adversely affect my grade (I could not submit semi-weekly questions because I _had_ no questions).
The issue is not with the instructor, I'm grateful he made an exception, the issue is with the idea that requiring students to e-mail the professor twice per week when they are obviously not struggling with content and calling it "participation" is, as I said, arbitrary, and also frustrating. My participation in the class (reading the material, watching the videos, reviewing supplemental material, etc) is reflected in my grades in the assignments and quizzes. If a student is falling behind and not asking questions, an e-mail from the professor and a response back (or a message board discussion about problems) could and should be used to reflect participation...but semi-weekly e-mails are a silly way to grade participation and really made my life more stressful (trying to dig for questions that really weren't there) than anything else.
- three of my four online classes were wonderful, well organized, and easy to understand, with great communicative teachers. One class was not.

Winter 2011 Online Course Comments

Question #10. How were tests administered?

- Some of the online tests had essays envolved so the teacher had to grade them.
- The tests were timed and you only had one attempt. So you really needed to know the material.
- I felt this philosophy class gave some wonderful insightful knowledge about the theories of philosophies and liken my teacher as one who opens up an individual's mind to the history of philosophy. I felt our professor gave real meaning to this subject as one who actually touched individual's life on his "theories of knowledge."
- for one class they were online and the math class was taken at school
- It says check all that apply, but it only lets me select one.

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.

- The way Stan had the class set up and how each week we worked on a new chapter. We didn't have to do midterms or finals, we could give 100% to the specific topic each week. He was also very accommodating to my disability. I am legally blind and he was very helpful and supportive. I would take his classes again. I have had all awesome instructors at LCC. This particular class was BI 102I: Gen Bio, Human Biology W11 (Swank 30244)
  * Teacher: Stanton Swank
- CS 179 has fantastic instructor videos. Not only does he explain everything very well, he also has a PowerPoint presentation that you can follow along with as he talks. This makes if great for taking notes. He is a very clear instructor in his videos so it would be nice if he offered more courses online.
125D also has great videos and the instructor has his course outlined so it is easy to follow and plan for the time needed to do the work.
All instructors return emails within just a few hours even on the weekends. This was great because if you have time set aside for homework, getting a reply back as soon as possible made life easier.
- Our instructor prepared us very well for the exams
- AIS -Automated Accounting Systems Bt276 or Ba 276
- WR 121 I had a hard time with the teacher not doing her job. I had to remind her three weeks in a row to post our assignments on Tuesday when they are supposed to be there for us on Sunday.
- I had a great instructor, who was passionate about the subject matter.
- 31377 SP115 Fantastic teacher and fascinating subject matter.
32735 HE340
Enthusiastic teacher and interesting modalities to that i had never heard about.
- Online class and the teacher answered questions when you had them.
BA 223
- What I enjoyed the most in this class was learning about the “Fathers of Philosophy" and their theories in relation to religion, life, and politics, as well as the relations developed from the Greek Philosopher’s, who had such an influence on

philosophers from the 16th and 17th century. The class was very demanding, in that this was such a new subject for me, that I more than not, was distracted by all the information on Philosophy and its origins, and its language.
I took with me a real love for the original founders of philosophy and would love to study Greek philosophy.
- I liked that I was able to take classes not offered through LCC online using my LCC enrollment status. I am studying to be a Paralegal so my classes are through UCC. I do take some classes on campus at LCC. The distance learning has helped me to finish my degree and still live in this area. I greatly enjoy the flexibility that online classes give me. I am a single mother of three and would not be able to achieve this degree in a timely manner without the online classes. Thanks for offering them! :)
- The accounting class was diffcult at times and made me think hard which I learn better that way. I liked the power point lectures. For the math class I took it was pretty easy for me and I liked the self paced work and lecture slides.
- I disliked this course because of the instructor and her lack of knowledge of the subject taught, not because of the online format.
- ART 202: Great feedback from the instructor following assignment grading. Easy to contact instructor via email/moodle messaging and quick response.
PTA 103: Excellent feedback from instructor on graded assignments, tests, and blog posts. Very knowledgeable instructor. Lots of reading, little practical application of material until test time. More practical application of material included in graded assignments would be beneficial.
PTA 132: Instructor very interested in student progress, available on/offline and on/off campus to help students achieve their goals. Great course!
- The instructor (Mr. Borrowdale) and the subject (Philosophy)
- sp218 interesting material
- I liked everything about it other than the fact that I ordered my book for it from the Lane book store and they sold me the wrong edition and that there was no face to face discussions with the teacher. I would prefer if this was a hybrid class where the homework was online and there was one day a week in class for discussion. This course is: ECON 200 ONLINE – PRINCIPLES OF ECONOMICS: INTRODUCTION and it's course number is: 30988 I hope this was helpful information.
- Being able to take it at home. I had more time to do the needed things for my family.
- I took writing 227 online as well as a hybrid course A&P 231. I was very please with both classes. Both instructors were very accessible and I received a lot of help from them.
- FA261-#31981. I liked the teacher, how he taught us skills and allowed us to use our creativity. I enjoyed the activities, learning lessons, videos he made, and the projects.
- Fit my schedule.
- consumer health, with Tina Davis....it was a very rewarding class
- Sp 220
- The teacher was very helpful when I was able to ask for her help. The opportunity to write about something I was interested in was a, very nice, change from other writing classes I have taken. WR 122 (CRN # 32497)

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- Nothing!
- Teacher needs to give clearer exectations on homework assignments. If she wants a question answered and an explanation given, then she should say, "please explain your answer" rather than deducting points if you didn't explain yourself.
- If I could make a change in this course, I think it would be the addition of a glossary to help with the complex language. Language is such an important art to cognitive skills, and if one should mis-understand a descriptive predicate then one can easily mistake the subject allowing the waters to become murky in its translations.
- I would have split up the last chapter covered into two week because it was a very long chapter
- Answered in previous question
- Offer in class, not online.
- nothing
- the structure of the class was fine
- Turn it in to a hybrid with one day a week in a classroom and the rest of the week self study and online homework.
- For the Holistic Health class, less homework!
- The drafts needed to be graded more than once, before the final draft is due. I needed more than one chance to change the essay before the final one was due.
- i am not sure at this time
- ART 288 the moodle page was hard to follow, there were changes made continually and it was hard to know what homework was due and when. It was also hard to find where the homework was from week to week because they were combined with the prior week and the following week.
- I would not change my writing 227 class at all. I thought it was great, well organized, and an awesome instructor.
As for the hybrid A&P course, there were a few challenges. We listened to lectures online while viewing PowerPoint notes. There were times where the instructor would point to something and identify it, but since I couldn't actually see her, I never knew what she was pointing at. It was a really good class, but I think it might be better if lectures were presented as videos.
I took nutrition 225 online previously. I wish all online courses were organized like that one. The nutrition lectures were more interactive and attention grabbing as well as very user friendly. I really wish instructors would look to that course as a model when they design theirs.
- That the podcast for the class didn't cut off after a set amount of time; because, there were times when, in the heat of a discussion in class, the podcast would end, and I would miss out on what was said, and I think this may have affected my overall grade when testing.
- More contact with the teacher. Human to human.
- I dont think I would change anything I liked the setup and it worked for me with my work schedule.
- no change

- I wouldn't. I was afraid to take it because I do not like science, however, he made it easy to learn and understand.
- I don't think that I would really change anything about it. I think that it is really hard to take tests in little time though. I think all the tests should at least be a little longer, especially for those who have complications with being timed.
- I believe that the teacher was not doing her job this term and contradicted herself several different times. I think class would have been a better experience if the teacher would have been doing her job.

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- I would like to thank my professor for being the kind of teacher who inspires value and meaning to learning, allowing for the understanding of creativity.
- I took two online courses so it would be nice to take surveys on both. This one was focused on BA 223 with Marci Hansen.
- Great class, would highly recommend it (especially if they can fix the podcast problem!)
- I don't think there is any additional comments I have
- The teacher, Ken Loge, is a good teacher, has a lot of patience, is very helpful, and makes time for students. He deserves a raise.
- The draft issue was a big issue; other than that I was satisfied with the course.

Spring 2011 Online Course Survey Comments

Question #10. How were tests administered? (Check all that apply)

- The teacher didn't make it to fair to take the exams on campus. She didn't like the answers given, if they weren't worded the exact way she wanted them to be worded. No notes were allowed in the testing center, most online classes allow a notecard with notes, and this one didn't. I think the notecard can be very helpful, especially if there is a lot of information being covered on the test.
- My three online classes all had me submit finished work in place of tests or quizzes.
- one class had on campus tests, the other at home.
- Both in testing lab and at home. Midterm and Final in Lab (waste of time) they should have been administered at home
- Proctored, online tests at home
- online tests & written tests taken at campus testing center also.
- 1. BT 120: MS WORD for Business Sp11 (Grant-Churchwell 41646) & BT 163: QuickBooks Sp11 (Lawrence 42763) were taken online.
2. CS 120: Cpts of Comp: Info Processing Sp11 (Loft 41692) chapter test were taken online and mid term & final on campus
- Tests were taken both at home and on campus for some of the exams.
- Weekly quizzes were taken online. Midterm and Final were taken on campus in the science testing center.
- I'm not sure which class this is for as one takes tests online at home and the other online at a testing center. I am unable to select both at the same time in this survey.
- Box states "Check all that apply" but I can only choose 1.
1 class had proctored tests and the other did not.
- I also took on-line tests at LCC in the library or SRC.
- Online tests can be taken from any computer that I can access LCC Moodle from.
- We needed to go to the Business Resource Center to take our tests
- Online tests exect mid-term and final for CS120 taken at Florence Center. BA101 Online tests.
- This is for Administrative Procedures. The work load was too intense for only having one meeting per week that was two hours long. It needs to have more meeting times, credit value increased, or divide into two terms. It's a lot of work to add onto other courses being taken. I am not the only student who had this frustration with this class. The instructor was excellent and understanding of our concerns. I would definately take another one of her classes.
- taken at home AND taken on campus (depending on the class).
- question does not allow multiple responses
- 4 tests for which we had to find time to take on campus. For the most part I take online classes to not have to worry about going to campus for this reason I didn't like the course.
- I took the tests at the social sciences testing lab at LCC
- No exams until the final, which was online, three parts.
- moodle is down before the date to turn in finals ???? WTF
- And a few times questions had wrong answers or answers that made no sense. The instructor had to go and fix them after being called on the problem.

- I took test inthe MCC and at home
- Took online tests both at home and on a campus.

Question #26. What did you like most about this course? If possible, please provide the course number or course name in your response.

- I liked how the instructor was prompt grading papers and that we could view them via moodle.
- CS120 is a fun class and I like the labs
BA101 is a hard class with extreme ridgidity.
- I like that i can do everything at home. It's great that I could read, discuss, take test all from my home on my time.
- The ability to complete a college class around my work schedule. I LOVE this!!!
- I was somewhat statisfied
- WR122
I liked that it was challenging, interesting, and not at all what I expected. I learned a great deal about the different options I have for academic writing and received practice using the resources I'll need to use in the future. I also liked the peer interactions.
- Human Sexuality with Shelly Herbold I liked learning the information. I did not like the online quizzes. I did talk about what I didn't like with my professor and while the issues are not resolved for this term, I felt that she would work on the issues for future terms.
- sp218 was a great class, the weekly forums were in depth and made it harder for me to slack off, which is a good thing. Discussing the weekly reading with other students helped me understand it better and catch things that I might have otherwise missed. The exams weren't too difficult.
CG213 was the telecourse that I took. It was very informative and a really easy class for me.

- FN 255; Really enjoy the online class discussions (forums). Makes it feel like you are part of a class. Also took HE 275 online this term, absolutely no student or instructor interaction - did NOT enjoy this class at all.
- GEOG 142 Human Geography
The material covered was very interesting.
- I really enjoyed the course book. It had a lot of good information and had a great format. Lifetime Health and Fitness. HE@275
- I liked that this class was offered online. It really fit with my schedule. It was WR 123 with Katherine Ghiesling.
- I am not sure which course this survey is for. I have three online courses and Excel is the one I like the most.
- I enjoyed the Text, the resources we were given to use, and the instructors comments and input from BA 261-02 Mr. Hatfield-Instructor from Clackamas CC.
- cs120
- I am currently in three classes. Human Biology, of which the instructor, Prof. Swank is one of the most involved instructors I have had online. Prof. Borrowdale PLH

205, He is an outstanding instructor and I would recommend any class he teaches to anyone. I am also in Physical Anthropology, this class is designed well, but lacks in instructor interaction. I would have probably preferred to have had this class on campus, although I am unsure if that would have made a difference.
- The nutrition course could have been a little less chemistry at the molecular level and a little more about what is good for the body.
- BT 221 lindsey 42767 I found the on-line book extremely difficult to read and follow. If I needed to go back and re-read something while doing the homework, I would get lost and could not find what i was looking for. I eventually said to heck with it. I decided that I would just do the best I could and gave up trying to actually learn the material. I did not like this class because of the on-line book, but other than that thought it was fun and interesting.
- CIS 178 I loved this class we used student forum and I learned alot.
CS 195 I loved doing programming web pages had a blast.
- I would have learned more of the material if I was in an actual class.
Human Sexuality 209
- 'How the Internet Works' - I appreciated the information about HOW the internet infrastructure works, the historical information provided, knowledge distinguishing various systems and aspects of the internet, and in general just understanding how to apply what I've learned. Using our forums of discussion provided me with a perspective that I would not have normally gained if this course work were presented in the traditional format.
- What I liked most is the knowledge I learned.
- PTA 104, PTA 104L, PTA 133, PTA 133L
Online content for the PTA program is reinforced by incorporating material into lab classes for hands-on practice and testing. Moodle has been a nemesis of this program because of its frequent problems concerning class wikis and forum issues. With the fast pace and extremely high content of the courses in the PTA program, problems persistent problems with moodle do nothing but add to the frustration and stress levels for the students involved.
- cultural anthropology - the instructor gave us alot of info that was very interesting and made me want to know more
- The convinience of the class.
- I liked the excellent information, the way it was presented and the knowledge of the teacher. It was very clear what needed to be done, the texts were easy to read and the discussions were interesting. Family Food & Nutriton FN230
- FN255- I really enjoyed this class because it dealt with my areas of interest-nutrition and how it interrelates with medical issues. I felt it would be a pertinent course to take in my nursing training. (It is not required for the nursing program, and I am taking it before being enrolled in this program). While I have taken other nutrition courses at LCC, this was by far the most challenging.
- The ease of which I could interact with my instructor and other students on a schedule that fit my needs.
- The course was BT020 and I liked that I was able to work the materials and homework in around my other classes and my sons school schedule. It makes it a little less hectic when I am able to take at least one of my classes on line.

- CS120 was informative and the labs were fun. The online help through the text book was great! I loved being able to learn through fun games and crossword puzzles.
CS195 was interesting. I enjoyed the hands on aspect of the labs and instant verification of web page production.
- Holistic Heath was a great class to take online because the subject is interesting and very informative. It will help me to live a healthier lifestyle.
- I love, love online courses. I can do it anytime, and find that I not only save gas, time and hours, but can concentrate on my schooling instead of driving. It takes about 4 hours for 1 on campus class when you factor in driving, parking etc. At home I can do more research, studying and understanding of what I am learning. I would prefer to be able to take every single class online. Please, please expand this service it has allowed me the ability to return to school after more than 20 years. Please expand and allow us more courses in the distance learning way.
- QuickBooks - I liked the fact that each quiz required review of general accounting principles.
- that i was able to take it online. I think that more classes should be available
- ease of use anytime i wanted
- I prefer online distance courses and take them whenever they are offered. I personally find them more convenient and easier to learn from.
- I had two online courses this term and I felt comfortable in both. There was never a moment that I wished I had taken them on campus and the freedom it gave me was exactly what I needed for my baby. (WR 227 and SP 100)
- I like that I can schedule my homework/tests/schoolwork around my job, and family life. That's what I like best about on-line classes. I don't think I could take as many classes if it was not on-line, or I would have to quit my job to have enough time to go to classes. This is a great balance for an on-line, working, wife/mother who wants to better her job skills but does not have a lot of time. Thank You!
- I like that I am able to complete my work when ever I want and or have time and still be able to spent time with my kids and be home when they get home.
- Econ-200 I liked the way the instructor set up the moodle page with everything listed from the first week through finals. It was nice to know exactly what and when things were due.
- CAD2 the online videos of how to work the program.
- 1. BT 120: MS WORD for Business Sp11 (Grant-Churchwell 41646)-that I got to learn more that what I was self taught.
2. BT 163: QuickBooks Sp11 (Lawrence 42763)-This really helped me with starting are business this term.
3. CS 120: Cpts of Comp: Info Processing Sp11 (Loft 41692) -Well finally in week 10 when it finally click and it started getting into the office programs that I really like to work with.
- I'm not sure which course this survey applies to; I took three. What I liked most about all of them was that I could work from home at my own pace. My Art202 class had all the lectures posted all term, so if I wanted I could get ahead of the class and save myself some stress later in the term. I also really enjoy not being forced to interact with my fellow students very much. In my WR122 class we had to make forum posts to each other and review each others essays, but it was very structured and formal, not like the messy

socializing of regular classrooms. I like interacting with people through forums, because all of our thoughts are more carefully constructed before being shared. My WR122 assignments were very interesting as well. My CAD2 class was, simply, interesting and challenging.
- Kendra Gilds was my instructor, and she was enthusiastic, her emails about each stage of the class were very helpful, and the structure of the class was good.
- I liked that it was organized and easy to understand.
- I really enjoyed being able to go at my own pace and study when my schedule allowed.
- That it was on-line I wish more classes were available this way. Much easier to absorb in my opinion
- psy 201 is probably not a good idea for everyone. It was a haqrd class and maybe even harder online rather than traditional classroom learning.
- Great parking at home, unlike LCC Eugene
- I enjoyed the being able to do it at home
Not having to pay for gas
The homework was well planned, so I was able to get it done easily and on time, with lots of warning. Great communication.
- My teacher responded quickly and on the same day as I emailed her. Holistic Health, teacher is Ms. Steinbock.
- I liked that the class was online.
- I took CG140 and I liked how engaged the instructor was with the students.
- World Archaelogy with Margaret Helzer.
The videos were interesting to watch.
- In business law I enjoyed the whole demeanor of the overall course. The work was fairly easy, and full of info I am still processing.
- It worked with my schdule
- No gas money or extra travel time required. I was able to learn my own way--not in a box w/a worksheet. Psych 201 was great online; material was incentive enough to encourage study. Tests were a bit vague in wording, but overall, I learned some things. Yes, biggest critique--lingo/buzz words definitely lost in translation. Without intonation/facial expression, don't expect high test scores with cryptic questions on abstract concepts.
- PSY 201 - I liked being able to learn the material at my own pace, with deadlines to keep me on track. Ms. Gilds posted some great videos to help clarify material.
- I really liked the videos and the discussion questions. I liked that I had the option to watch all the videos online (although the picture quality wasn't great). I could also check out the videos from LCC's library. It was good to have these options because I don't have cable.
- Introduction to the Internet...
What I liked most about this class was that it was on the internet so I was not tied down to strict schedule. I could be out of town and still submit my assignments.
- I like the flexibility it provided for me.
- For students who require specific classes in order to graduate and are within 3 terms of graduating who wish to take online courses over summer term should have access to more than one section of science courses.The system crashed &once was able to login the only one I needed was full. It is simply unfair,if anything I should have preference to

access enrollment.It makes it so that I will need to attend an extra term in order to complete.
- Physical Anthropology and Eng 260: Literature Intro into Women's Writers. I liked the convenience of using my laptop and logging on 24/7.
- I have taken three health classes on line, college success, internet class and a few others. Love each and every one. Professor. Konar had one of the best laid out class plans for on line that i have taken so far. I love the hands on everyday. Didn't require much time each day but no test no final. Julie, Nanci, in the health dept, have been amazing teachers as well as Carolyn Litty
- I left my comments in a previous note box
- The subject material was very interesting. The instructor knows how to make the learning fun
- CIS 101, AARON WEACHTER-useful material!
MATH 52, DENISE BROCHARD- The ability to work from home
- i found all my courses to be challenging and exciting i look forward to next term
- That I could usually do the work when I had the time.
- Huge amount of information. Wonderfull teacher. It'd be nice though to make it a 2 term class.
- In this course PHY 199, phylosophy of success, it really helped me realize my values and goals and how to better reach them successfully.
- I took 2 courses. I liked the ability to work around my schedules and family.
- BI 101 Unseen life on Earth- The Unseen life on Earth videos.
HO 103- The online discussion forums.
HO 102- Watching the videos!
- Small Business Administration with Chris Culver hybrid class, great information and teacher.
- On-line

Question #27. If you could make one change in the way the class was organized or delivered, what would it be?

- it was fine but I would like to say these courses need to quit being advertised as Distance Learning because they are not distance learning at all. I tried to enroll in a distance learning class that was in Florence, I live in Eugene, class was not offered here at the time and when i tried to register it would not allow me to because i was to far away.
- I like to have the whole term's work laid out ahead by the week it will be due so I can work ahead if I'm caught up and have the free time. There are times when work and school are both extremely busy which makes time management a real challenge.
- I would like to see a lot more classes offered online, particularly Math classes. Time is too short for most people and I myself am a lot more motivated when I can do the online classes when I want to.
- nothing
- The business class questions brought to instructor were never answered thoroughly. Also the team experience was a nightmare, not good for an online class.
- Some video explanations & class sessions.

- It was alright could have went over the problem on the test that the class had most differnt time with.
- I would change Moodle slightly so that it is easier to see what has been completely already and what need to be completed. i.e. like highligting the current week and being able to close weeks that are completed from view.
- no changes
- None that i can think of. I have 2 online classes this term and 3 next term. The only thing is the availability of teachers, but most instructors work very hard to get back to us quickly.
- Instructors having more interaction, and be required to have just as much respect for their students as they require from them, especially when questions are posed.
- Mid Term and Final at home even timed would have been fine, allowing students to avoid campus
- I think having designated study groups would help with interaction and help learning some of the more challenging sections.
- Not sure... Being online daily with this class was quite rigorous. As this was my first online class experience, it was challenging initially because I work on a computer daily for 7-8 hours. As a result I found myself working at a computer for an extra 3 hours.
- Classes that use video lessons delivered online need to be posted way ahead of time, because some people (like me) have limited daily bandwidth considerations that can limit our ability to watch the videos in a timely manner. In my CAD2 class, near the start of term the entire video library for the whole term was on Moodle, and I was near broadband at the time and quickly downloaded all the videos. The rest of the term the videos only came up by the week, and had I not had them downloaded already it would have taken me days of careful planning to watch them. I prefer to do all my classwork for a class in a single day if I can, so this would have been very frustrating. Perhaps teachers could upload a .zip file with all the relevant videos for download at the start of term? It will really help us rural students!
- I wouldn't change anything. The organization was great.
- Teacher feedback easier and more often.
- A little more input and help on our research project- we were not given much input.
- FN 255 Was delivered great. No issues, great communication.
HE 275 could really use some student/instructor interaction. What a boring class with no interactions.
- I really didn't feel that the teacher responded very quickly to grading our assignments. It was hard to make corrections to the final paper when we didn't receive feedback on rough drafts. My class was WR123 with Katherine Ghiesling. I had a really hard time with the moodle site. I've never had a problem with any of my other classes online, but for some reason her moodle page was just terrible. The teacher really wasn't helpful when it came to technical questions about her moodle page. When I went to the help desk for assistants they said her page was all messed up. She didn't seem to care.
- nothing
- nothing
- 1. BT 120: MS WORD for Business Sp11 (Grant-Churchwell 41646)-To much information given weekly, Course instruction were very difficult to follow and in very small cluttery font style, alot of places to go to get all the information and then try to

piece it together to completed assignment, and you could not review test answer to learn from your mistakes.
2. BT 163: QuickBooks Sp11 (Lawrence 42763)-the teacher needs to be more prepared for the course. We are in Week 10 and the homework that should be submitted is incorrect and just hours before to be in she finally respondse
to our concerns.
3.CS 120: Cpts of Comp: Info Processing Sp11 (Loft 41692) The way it is written. Many times you did not undestand the terminology on where to go for the instructions.
- I would like to have been involved in one big discussion group instead of divided into two. It seemed we only got to know 1/2 of the class.
- I would like to see more interaction from the students during the first part of the week. I also had to wait several days to hear back from the instructor if I wrote on the forum asking a question. This was largely due to her waiting for other students to chime in, but this didn't often happen. She has perks set in place for those who answer before Friday, but I typically needed answers by Wednesday due to other life restrictions, and so this made things a bit tougher.
- I liked it better with weekly quizzes(like it was for CAD1) because it really
helped me make sure I understood the important parts, and let me know what I needed to work on.
- The on-line book. It would have been easier if it was printed out and easier to read because the text was so small.
- It would be nice to have due date reminders a couple days in advance. Both courses seemed to be an at your own pace with some deadlines which made it challenging to remember when major assignments were due.
- More study material
- Greater instructor interaction with the class as a group...didn't feel the
instructor really had examined the assignment materials and was aware of possible problems group as a whole would encounter. Grades for assignments were several weeks in coming...not good.
- more time when taking exams
- I think the instructor should make it a point to respond to emails within 24 hours of receipt of the email, and to answer ALL of the questions asked in the email. I don't think the instructor should have blown me off when it came to responding to me when I asked her questions. There was no forum for class participation, so this made this class that much harder. I also think that the teacher should allow notecards in the testing lab.
- better planning. This was my 4th online course and I found the layout difficult to maneuverer. I even missed an assignment because it was lost among all the strange links. I think other students complained about problems uploading files and images, which seemed important to the class and cause them an unfair amount more work.
- NONE
- I personally need more feedback/interaction with my instructor. If I asked a
question via email, I always got an answer, but other on line class I have taken the instructor offered more online videos, notes, and emails to help the student. It is just so impersonal sometimes, taking a class this way.
- I would have liked to see some weekly online quizzes for this course psy 235, that way I would have a sense of where I am at with my learning of the material and what I need to be improving on.

- I would like the quiz to be open and available for longer than 4 days per week. These quizzes only opened from Thurs-Sun and with my work schedule, it was not enough time. I took an online class last term and the professor gave us 11 days for each weekly quiz. That worked much better for me.
- No changes
- That there be a recommended internet service in my area, as I have a very glitchy internet(Qwest) and have had an instance where it cut me short on a quiz I was taking, I got a "D" on the test, and I could not re-take the quiz. Some quizzes can be re-taken, but not all so I am always very "anxious" during test time at home on-line.
- no changes
- n/a
- Less emphasis on tests, maybe some more creative projects.
- tests online from home only
- I would add more internet exercises.
- The moodle pages vary with the teachers and there is stumbling in the beginning until you figure out their methodology
- n/a
- It would have been nice to have had a note card for the exam.
- I would make no changes
- Split in two section, so more material could be covered and more throughly
- I would like to have more contact with the instructor.
- I would not change anything about the way this class was presented.
- I like the hands on every day no tests. I liked doing a little each day. some people did not
- instructer geting back to questions faster
- none
- Less straight text book reading. The text book was boring and all of the tests required memorizing data from the book which was extremely difficult. The difficulty of the tests and having the tests proctored seemed extreme considering the subject.
- Since instructor office hours conflicted with some of my campus classes, a once a month mandatory personal (face to face, live) conference (to monitor progress) would have been nice.
- The class was divided into two areas: Videos we watched and answered graded questions about, and the text which was where the information of the exams came from. These two areas weren't integrated very well, so it was challenging to study. I wish the study questions and exams were based on both the book and the videos.
- Maybe more teacher interaction.
- BT 171 Payroll Rules and Regulations, updated information and teaching materials on Moodle, plus due dates on the main page for Moodle class site is outdated and an online class tutor available since Kaaren O'Rourke's response time is long.
- Higher credit value, more class meetings, DO NOT offer online or as a telecourse.
- neutral
- I would require a class meeting at least once during the term, and perhaps twice.
- none
- None of the exams had much of anything to do with what we were actually doing in the class.

- I don't like the mandatory forums with other students. When you are required to interact with them. We are adults and should be able to chose if we want to talk to others or not. Beyond one introduction forum the first or second week it shoud be volunteer basis or if you do so many you get extra credit or something like that.
- I can't think of a thing that needs to be changed.
- One class utilzed online chats via moodle. This either crashed moodle or droped one or more of us from the live chat every time.
- none
- The instructor have a better syllabus and course instruction since there was no in class time.
- HO 102- I would fix moodle to be able to accept the write in answers in different fors, example 30th, thirtieth, number 30. Instead of the number "30" (by itself, no "th", even though the answer is thirtieth, so there should be a "th") being the only answer that moodle will accept. :(
- Don't have it on-line

Question #28. Note: Please be sure to check over your responses carefully before sending. Thank you for responding to this survey.

- Online classes are what prompted me to go back to college, thank you.
- I really enjoyed both of my online instructors (for WR 121 & 122). Eileen Thompson and Jennifer Von Ammon were both professional, friendly, and very helpful in their teaching us how to navigate LCC's writing expectations.
- I would like to see more online courses because I do not have transporation to Eugene and Florence classes are very limitied.
- I wish there were more drafting classes offered online.
- I LOVE ONLINE CLASSES, PLEASE ADD MORE OF THEM
- Online classes rule!!!
- None.
- I enjoyed the online course in combination with Main Campus courses so much I am registered in the Fall to take another one with my on camus classes again!
- This is a great class! Well developed, and well worth taking!
- I found the instructor to be very friendly and responsive when contacted by e-mail, but the group as a whole seemed to be left to function without much guidance. I never had the feeling that he checked the student forum to see what the group was having problems with and to communicate to the group as a whole about such things.
- a lot of the classes i am needing are not available on line. also with the number of students the classes that are there fill up very quickly leaving some people to take classes that are not needed, that is a waist of time and money. Also i had at one point e-mailed an instructor to get into a class that i had needed and there were spots open but i was told no because they were being given to students that attended an oncampus orientation. I dont understand why i couldnt be added just because i have a job so i would need to make the choice to not work and loos money i need for bills and food or go to an orentation. Really
- Question 19 of this survey has a spelling error.
- I wish there were more classes offered in the distance learning format. The classes offered seem to fill up very quickly.
- I wish there were more of my requirted classes each term available in distant

learning classes.
- Overall, great class.
- I want to warmly thank everyone who makes distance learning possible at LCC! I live really far away for traditional classes to work, but I'm really enjoying my college experiences and would hate to be missing out on them for lack of a nearby school! I sincerely look forward to seeing the catalog of distance and online courses grow.
There are a lot of things to improve in the distance learning system, but they are a mere annoyance compared to the great convenience of schooling at home. Please continue to offer distance learning! Thanks for providing this survey as well.
- I thank Lane CC for offering this kind of class. Thank you for having me and i will keep up the good grades to make you proud.
- I would propose looking for a different text book to teach from. The information was difficult to follow and seemed to jump around a lot. There was also inconsistancy with the date formats used in the book. Sometimes the text would say 2,000 years ago and other times it would give years such as 1200 A.D. It was difficult to keep track of the order of events when the format changed back and forth.
- Instructor's need to have better clarity with instructions of assignments, exercises, tests, quizzes, and projects. Having limited information does not cut it with a student taking an online class. I would like to have more information on the syllabus then less. I don't have to contact the instructor with so many questions.
- I enjoyed this coarse because the instructor was available to help but I did not like this class because i felt like i was forced to make decisions about my career or major when I was not ready. I feel like I made rushed decisions in order to meet the deadlines.
- I am so thankful for Lane's Distance Learning Program :)
- RE: Q 27. Additionally, providing examples for projects assigned were needed for better clarification.
- BT 171 PAYROLL RULES AND REGS, NEEDS TO HAVE AS CURRENT AS POSSIBLE TEACHING
MATERIALS, NOT 4-6 YEARS BEHIND THE TIME!!!!
- This was a really fascinating course, but I felt there was almost too much information to take in.