Giving Community College Students a Roadmap
From Entrance to Engagement in Educational Achievement and Success

LEADERSHIP INSTITUTIONS
Twelve Community Colleges to Serve as Exemplars in Fostering Student Success

Applications accepted through April 28, 2010

What is the Community College Roadmap Initiative?
The goal for the GIVING COMMUNITY COLLEGE STUDENTS A ROADMAP project is to help community colleges create robust and proactive programs of academic support – tied to expected learning outcomes. These programs engage students at entrance and teach them, from the outset, how to become active partners in their own quest for educational success. The goal is to build community college students' prospects for success by addressing the relationship between learning outcomes for students and opportunity in the marketplace at the same time the colleges are preparing students to move from entry to full and appropriate engagement in the academy.

Each participating institution will work to ensure that their student success programs are integrated with, and reinforced by, the ongoing educational culture of the institution: its focus on learning outcomes, its emphasis on engaged learning practices, its approach to assessment, and its proactive efforts to create an active community of support for high achievement.

The Roadmap project will work with individual community colleges that are positioned to be the locus of effective, learning-centered innovation, and also with their partner community college systems, engaging the latter as a proactive catalyst for broad institutional change that is linked to regional as well as national priorities. The goal is development of national models that can be widely adapted on many campuses.

Selection Criteria
AAC&U is seeking community colleges that are committed to a set of essential learning outcomes similar to those articulated in the LEAP initiative (www.aacu.org/leap). The leadership institutions in the Roadmap project will exhibit some or all of the following characteristics:

- A set of learning goals and/or intended learning outcomes that students are expected to achieve through their studies;
- A commitment to student success demonstrated through programs of academic support, advising structures, and high impact practices;
- A commitment to student engagement and persistence through early interventions in the academic journey;
- An integrated approach to preparing students for active participation in a diverse democracy;
- A curriculum that advances integrative and cumulative learning;
- Links between classroom learning and the wider society;
- A strong interest in taking their student success programs to an even higher level of impact and effectiveness.

Institutions have been nominated to be part of this initiative based on their commitment to student learning outcomes and programs that support student success.

What are the advantages and responsibilities of the Leadership Institutions?

ADVANTAGES
The community college leadership institutions will influence the important role of community colleges in the larger academic community. With many expenses covered by AAC&U, opportunities will allow institutions to:

(In Phase One)
- Be recognized as a national model in supporting community college student success;
- Have the opportunity to learn from peer institutions.

(In Phase Two)
- Partner with AAC&U and have access to AAC&U resources to advance the goals of the project;
- Be part of a community college network that provides innovation and enhancements in serving the needs of students and increasing their success;
- Help define community college excellence for the wider academic community;
- Provide heightened focus on essential learning outcomes;
- Receive grant assistance for campus work on student success.

RESPONSIBILITIES
The selected community colleges will be expected to:

- Choose a campus liaison for the Roadmap initiative;
- Engage multiple representatives of your institution with Roadmap project activities (working meetings and institutes, AAC&U annual/regional meetings, etc.);
- Secure an institutional commitment from the college's president, chief academic officer, and chief student affairs officer.

How can a campus become a Roadmap Leadership Institution?

1. Complete the enclosed Application Cover Sheet and have it signed by your institution's president, chief academic officer, and chief student affairs officer.
2. Build a case to support your community college's involvement as a leadership institution in the Giving Community College Students a Roadmap project.

The selection process will be completed by August 2010. Please submit your materials electronically in a single PDF file. This will ensure that the narrative and any supporting materials stay together during the review process. Please submit the file to sutton@aacu.org by April 28, 2010.

Note: If printed documents are mentioned in the narrative, please provide titles and page numbers and include electronic copies of the relevant pages with the noted passages highlighted. You need not repeat the information; simply use the narrative to direct the reader, in the correct order, to the material. Text from institutional documents also may be electronically pasted into the narrative, but references to the official college documents should still be included.

Giving Community College Students a Roadmap

Please complete this cover sheet and the institutional agreement form, and attach them to the narrative application described below. Send your materials electronically in a single file. This will ensure that the narrative and any supporting materials stay together during the review process.

Please submit the file on or before **April 28, 2010** to sutton@aacu.org

Contact: Bethany Zecher Sutton*
Office of the President, Association of American Colleges and Universities
Tel: 202-884-7401

Name of Institution: _____ Lane Community College _____ Date: 4/30/10

Contact Name: _____ Sonya Christian _____

Title: _____ Vice President, Academic & Student Affairs _____

E-mail: _____ Christians@lanecc.edu _____ Phone: _____ 541/463-5120 __

CHECKLIST:
▪ Does your institution participate in the

     X   Community College Survey of Student Engagement (CCSSE)?

    X   Survey of Entering Student Engagement (SENSE)?

     X   Other forms of assessment that address students' cumulative learning? Please describe: Lane has completed pilot studies to assess class assignments across disciplines with common rubrics in critical thinking and communication core abilities (Appendix MB1), and this year Lane's Assessment Team is sponsoring general education assessment retreats to define an assessment plan for general education outcomes using those rubrics in classes across the college; this work is still in progress.

Cooperative education placements in liberal arts serve as capstone experiences for many Lane students pursuing transfer majors, helping students integrate theory and knowledge gained in the classroom with practical experiences in the field. For example, placements for history majors have included local history museums and state heritage sites; Spanish language placements have included translating for non-profit environments and working as a teacher's aide in public schools, political science placements have been in offices of local, state, and national legislators, including Sen. Ron Wyden and Rep. Peter DeFazio, and science placements have included engineering firms, the state department of fish and wildlife, as well as non-profits like the Native Forest Council. (For additional examples of cooperative education placement sites in liberal arts disciplines, Appendix MB2.) Co-op placements are consistently rated by students as high-value, engaging experiences. Supervisor ratings of students' internships include assessments of communication skills.

▪ Provide a **brief narrative**** (5 page maximum) that includes information on the following items:
1. Tell us about the most significant examples of early intervention and support that lead to the success of your degree seeking and/or transfer students. If you have the data, kindly provide the # and % of students who are involved.

2. Discuss the most effective and pervasive student success programs at your institution, whether or not these apply to degree-seeking and/or transfer students. (We realize that you may have success in programs other than for degree seeking and/or transfer students. The Roadmap project seeks to learn from your very best "student success" efforts.)
3. Provide the URL or printed materials for the learning outcomes developed for your students. Please describe if these learning outcomes apply to all students or just students in certain categories or programs. (Optional: Tell us how students become aware of the learning outcomes.)
4. Tell us your structure for advising students regarding their academic goals and plans.
5. Tell us about your plans for strengthening your early interventions to support college success for degree-seeking students.

s an attachment to the narrative, please provide the Institutional Research organizational chart and data collection calendar, if a calendar exists.

INSTITUTIONAL AGREEMENT

I support my institution's application to join the Giving Community College Students a Roadmap project. If selected as a semifinalist, we will host a campus visit by AAC&U. If chosen as a member of the Roadmap project, we will participate fully in the projects of the initiative. I understand that travel and most local expenses associated with the staff visits and seminars will be covered by AAC&U but that my institution may incur some incidental costs.

President

Signature: _____ Mary FT Spilde _____

Printed Name: _____ Mary F.T. Spilde _____

Date: _4/30/10_

Chief Academic Officer

Signature: _____ Sonya Christian _____

Printed Name: _____ Sonya Christian _____

Title: ___ Vice President, Academic & Student Affairs ___

Date: ___ 4/30/10 ___

Chief Student Affairs Officer

Signature: _____ Sonya Christian _____

Printed Name: _____ Sonya Christian _____

Title: ___ Vice President, Academic & Student Affairs ___

Date: ___ 4/30/10 ___

Note – If the Chief Academic Officer and the Chief Student Affairs Officer is the same person, one signature is sufficient.

The "Right to Succeed"—An Integrated Roadmap for Engaging Community College Students in a Liberal Education

Lane's mission invites all students to explore the richness of our course offerings and encourages them to investigate new worlds of knowledge and skills: to think critically, communicate effectively, understand the physical and natural world, develop intellectual and practical skills, take personal and social responsibility, and experience integrative learning that will transfer beyond their years at college to the larger world. Our strategic direction to develop a liberal education approach provides focus for this mission; our strategic direction of optimal preparation, progression and completion recognizes the importance of supporting the whole student from entry to goal achievement.

As an open access college, we have a special responsibility to ensure students are prepared for the academic journeys they take and to provide guidance and support that will enable their ultimate success. When students lack college readiness, advising and support systems, the freedom of open access can become the "freedom to fail." Over the course of several years, Lane has addressed the "freedom to fail" that can come with open access, and adopted a new culture where students have a "right to succeed."

A key feature of this "right to succeed" culture involves integrating academic and student affairs. Our roadmap links curriculum, processes, systems, principles and values to best express and support the institution's commitment to students' intellectual development, goal completion and career progression. We aim to address the special challenges community college students face when they enter, preparing them for the rigors of academic work, helping them to navigate the complexities of the academy, and helping them to juggle multiple priorities, including families, jobs, and school.

Early Interventions: Guiding Students' Choices through Advising

In a "freedom to fail culture" students are free to take any class they wish, in the order they wish; in a "right to succeed" culture students take courses appropriate for their preparation and those that help them reach their stated goals in a timely manner.

Lane's Success and Goal Attainment committee (SAGA) has worked diligently since 2004 to assess problems with persistence, understand best practices to improve student success, help create a vision and plan to change policies and practices, and support implementation of success initiatives. In 2008, Lane was awarded a $2 million Title III grant, *Engaging Students*, to institutionalize a comprehensive, integrated first year experience for all new credit students seeking college degrees. The entire focus is to improve persistence and completion through early interventions. The methods and strategies that ensure students start out right utilize many high-impact practices (Appendix 1.) These strategies engage students in curricular and co-curricular activities that support their success from entrance through completion. One of the most important is creating a culture in which all faculty and staff recognize and accept the importance and responsibility for their involvement in student progression and success.

Initial outcomes from the Title III *Engaging Students* program are very promising. First year data indicate the fall-to-fall retention rate for first-year students (both full and part-time) increased by 5 percent to 52 percent, and 44 percent of the FTE growth between 2006 and 2009 was attributed to first-year students being retained to their second year.

Another effective early intervention is the TRiO Student Support Services (TRiO) program that has been working with high-risk, first-generation/low-income students at Lane since 1997. TRiO utilizes a "home-base" model of comprehensive services, including an "intrusive" model of advising intervening early and often (Appendix 2). The outcomes for TRiO participants are higher in every area than they are for other students at Lane who are seeking degrees (Appendix 3). Many of the strategies that TRiO uses successfully to significantly improve persistence, transfer and graduation rates for its participants have been used as a model for designing the interventions in *Engaging Students.*

Orienting and Advising Students for Success
In the "freedom to fail" model, some students take advantage of advising services; often the most at-risk students stay away from advising. In a "right to succeed" model, all students go through Orientation and Advising geared to their educational goals. Up-front services prevent last-minute registration and subsequent drop-out.

Lane utilizes a developmental model of academic advising and retention counseling, which addresses students needs holistically by exploring life and vocational goals, assisting in choosing a program of study to match those goals, selecting appropriate courses and creating academic schedules. Academic advising is provided by Counselor/Advisor teams for clusters of programs made up of similar programs of study. These teams are housed in their respective academic departments across campus and in the main Counseling and Advising Center as well.

Over the past several years, the Counseling/Advising department has engaged in a redesign process, exploring and establishing new structures and processes to ensure that all credit students participate in effective advising services. One outcome of the redesign process is a more comprehensive, integrated system of advising that includes bringing other Student Affairs programs and staff into providing entry services.

In 2009-10, a newly revised and expanded Orientation program for all new students was implemented; by 2011-12, all new students will take Orientation.. This Orientation process includes multiple sessions with information about the College, policies/procedures, campus resources, what to expect, financial aid/scholarship information, and strategies to pay for college and manage money. Advising and registration information is provided in groups to specific majors, and students receive support for selecting and registering for classes.

In addition to early advising for new students, a new flexible system of advising is just being implemented. New or high-risk students are released to register for only one term at a time, so they will have more frequent contact with their advisor, while less-at-risk students will be released for longer. Group advising by majors is being provided to create efficiencies, as well as to help students connect and engage with other students in their major. Lane's Innovation of the Year was awarded to the Health Careers (HC) Advising Team which has developed a new model utilizing the Moodle Learning Management system to provide up-to-date information and resources to the numerous health careers majors 24/7. The HC Advisors are able to communicate important information in a timely way, and students are able to ask questions in a forum environment so that all students benefit from the discussion. This model is a promising one for future replication.

Integrative Learning in Community

Lane has used integrative learning as a strategy for student retention and success for more than twenty years, when Women in Transition (WIT), a two-course learning community with optional writing and math courses, was first offered. There are currently 13 sections of WIT serving 390 students a year; over the years, thousands of women new to Lane have participated in WIT in their first term.

Our first year experience learning community, Fast Lane to Success, is a model for academic and student affairs being integrated at the course level: students learn self-responsibility, time management, self-awareness and planning skills while they are also introduced to college resources such as the library and tutoring services; advising occurs right in class. Our poster for the Fast Lane First Year Experience learning community is literally a roadmap—the publicity poster offers signposts for students to follow to register [Appendix 4]. By 2013, Fast Lanes to Success will serve more than 500 students.

To help more students succeed, Lane has committed to moving its learning communities program from a "boutique" model to a mainstreamed model designed for the widest impact. This mainstreaming approach addresses what Learning Communities scholars have suggested for educational reform—integrative learning must reach all students, not just small cohorts. We are sponsoring small, embedded curricular infusions of college success strategies and principles across the curriculum so that this work can be repeated across students' academic life, in whatever courses they take, so that they have a common learning experience over time.

Entering students' experiences of Fast Lane to Success and WIT lead them to take other earning communities where they can explore themes and delve deeply into their majors. For example, learning communities such as "BioBonds" (20 sections/480 students a year), prepare Health Occupations majors for the rigors of Anatomy and Physiology. "Reconnecting with Nature" links Political Ecology, Global Ecology and Religion and Spirituality of the Environment courses. This scaffolding of learning communities is intended to place students in an environment where integrated learning is an expectation rather than a novelty. Other learning community offerings—AfroBlue (Writing and Ethnic Studies) and EcoTrails (Writing and Botany), for example, have similarly provided an opportunity for students to take scaffolded courses that increase in academic sophistication after they have begun to master fundamentals in writing, math and college success.

The Sustainability in Learning initiative also uses an infusion model to infuse global awareness of ecology into all curriculum. The Reading Together project provides a common year-long learning experience of a single book, culminating in the author's visit to campus.

College Readiness and Appropriate Placement

Since many students come to Lane underprepared and yet eager to begin, we must balance their right to take classes in an open-access environment with our responsibility to offer them an optimum chance of success. For this reason, we are currently undertaking a project that inventories all of our General Education and Career Technical courses and maps them onto the skills necessary for completion. Several options—from prerequisites, co-requisites to placement testing—are currently under consideration. David Conley's work on college readiness helps us to map our liberal education approach onto the larger issue of students' preparedness for a successful college career.

To support college success for degree-seeking students, the SAGA Early Intervention subcommittee has been developing an aligned system of academic progress standards for all credit students with a graduated system of academic support interventions designed to intervene at the earliest points (Appendix 5). The aligned system will apply the same standards to all credit students, and interventions will begin in the first term and get progressively more significant.

While the "freedom to fail" culture allowed for students to re-take courses that they fail without faculty or advisors knowing about it until it's too late, the "right to succeed" culture that we are cultivating provides early Warning Systems, Mid-Term Grade reports, and Intrusive Advising to provide students with consistent and timely feedback and motivation to do mid-course corrections rather than waiting to fail and go into debt. Additionally, the SAGA Preparedness/Placement subcommittee has started work to explore the feasibility of appropriate placement of students by utilizing a system of test scores or prerequisites so that students are enrolled in classes that they are prepared for and can succeed in.

Initial planning is underway to focus 2010-11 faculty and staff development on data from CCSSE and SENSE. The intention is to increase awareness of engagement principles and strategies throughout the institution in order to infuse engagement practices throughout programs and curricula.

Liberal Education as Integrative Education
Lane's recent adoption of Liberal Education as a strategic direction is a direct response to the growing need to help students synthesize and evaluate an increasingly fragmented and complex world. The explosive growth of information and knowledge in this century requires intellectual tools and dispositions that are dynamic, responsive and transferable. We aim to support our students in becoming global citizens, capable of communicating across borders and of critically analyzing the evolving issues and problems they face. Our curricular and co-curricular offerings emphasize respect for individuals, cultural differences, and alternative views. This model offers students a vital set of critical thinking tools to challenge the disempowerment often produced in contemporary economic, political, and social institutions.

For more than a decade, Lane has framed general education with a focus on critical thinking, communication skills, personal responsibility, and exploration of academic disciplines as a set of "core abilities" that students are expected to achieve through their studies (Appendix 6.) Lane has also developed rubrics to identify the progression of core ability competencies (Appendix 7), which serve to guide student efforts as well as faculty standards.

Lane has acknowledged the need to integrate principles of liberal education not only within transfer curricula, but also in career training, a second major component of the community college mission. In recognition of the importance of liberal education for all Lane students, the faculty has mapped career technical curricula to Lane's core abilities (Appendix 8). For its curriculum mapping work, the college has received a commendation from its accreditors.

Indeed, some career technical programs at Lane offer liberal education electives as more than half the degree. For example, students can choose between a flight tech applied degree or aviation electives in a transfer degree. (Appendix 9). These degree options serve two purposes that community college students often seek of a college education: employability and transfer. Both purposes reflect Lane's mission.
To assess identified core abilities, Lane sought a flexible structure that would provide common standards for faculty across disciplines, which could be adjusted by departmental faculty to specific assignments.

Lane's Assessment Team designed and piloted rubrics for critical thinking and communication core abilities (appendix 7), which align with or parallel the VALUE Critical Thinking and Oral Communication rubrics. (Appendix 10.)

Lane students learn about course outcomes from syllabi, and the college has mapped its core abilities with new statewide outcomes of the Associate of Arts Oregon Transfer (AAOT) degree, as well as the Essential Learning Outcomes of AAC&U (appendix 11); this map provides the basis for our current focus on a strong liberal education model. The new AAOT outcomes were developed to facilitate transfer and clarify expectations for students and faculty of the overarching goals of an Oregon transfer associate's degree, expectations which can be met by a broad, rich variety of courses.

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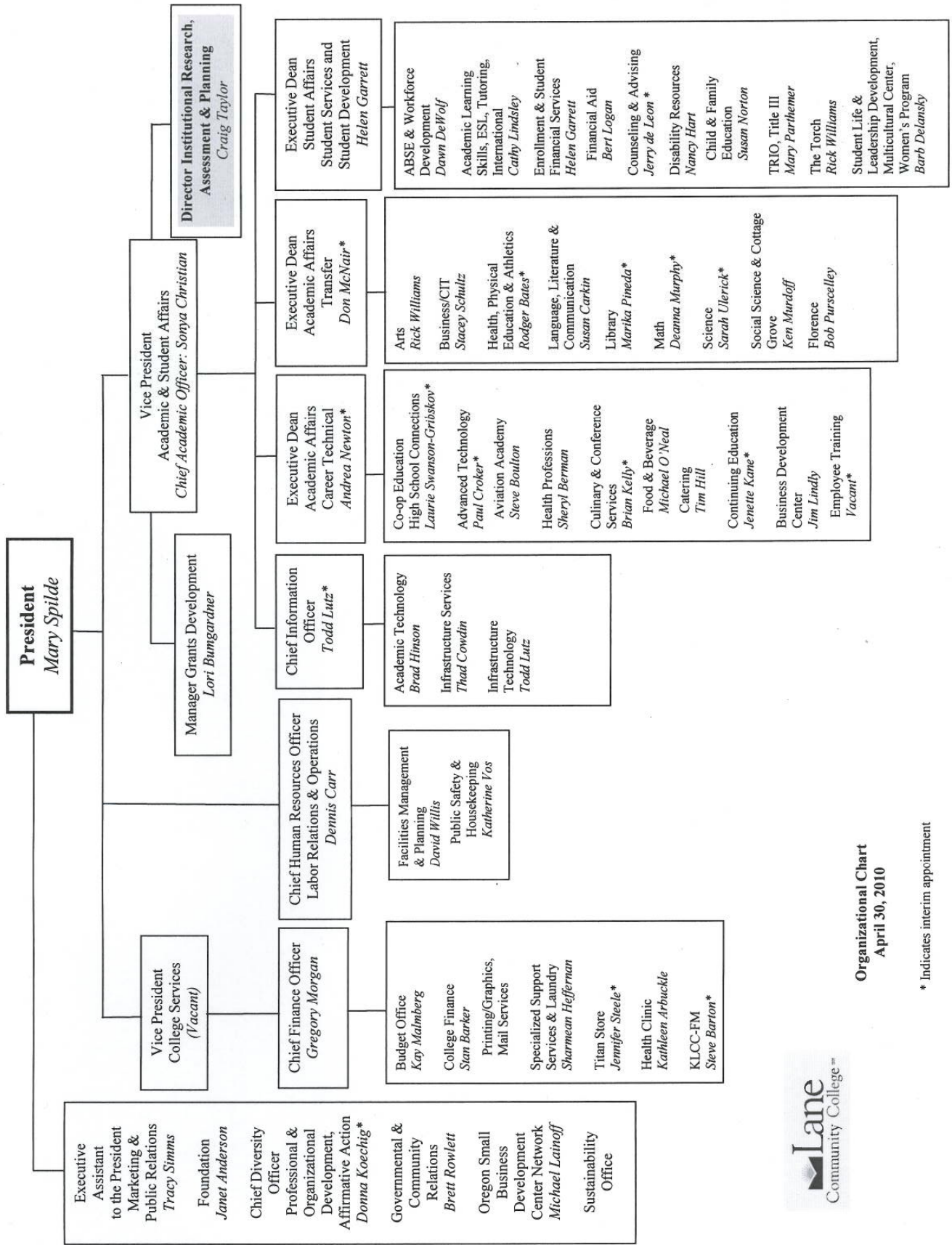**Asking for Directions: Everyone at Lane Helps Students Succeed**

In a "freedom to fail" model, no one person or group is responsible for student's success. We have sought to counter a culture reluctant to "make" students do what they "don't want to do"; a "silo" culture where academic and student affairs staff don't collaborate and communicate often enough or effectively; an environment where academics and student services are not integrated at all levels of students' experience. In our integrated model of academic and student affairs—one that supports students' "right to succeed"-- everyone takes responsibility for the holistic approach to student success. ***Students*** take responsibility for their plans and goals; ***faculty*** and ***staff*** have high expectations of students but also provide the guidance and services that put students on the right pathway at the right time.

Lane Community College is uniquely poised to represent a vision of the AACU Roadmaps project that brings together student success and engagement with the liberal education foundation, helping students. "to grow, to take risks, and to assume responsibility for succeeding in all aspects of their lives."

The integration of academic and student affairs is a complex cultural change process, but it is aided at Lane by the commitment of the entire campus to its success. Over the last seven years of weathering serious budget reductions and dramatically declining state appropriations, Lane has continued to develop systems to support student success, and it continues to develop and strengthen general education course development and assessment while expanding the concept of integrative learning throughout the campus community.

Lane is a League for Innovation college with an established and recognized national presence. Lane is recognized for its leadership role in multiple state-wide initiatives, and we have the respect and credibility to create state-wide engagement with values, principles and strategies of the AACU Roadmaps project.

Lane Community College 2009-2010

President
Mary Spilde

Director Institutional Research, Assessment & Planning
Craig Taylor

Vice President Academic & Student Affairs
Chief Academic Officer: Sonya Christian

Manager Grants Development
Lori Bumgardner

Executive Dean Student Affairs — Student Services and Student Development
Helen Garrett

- ABSE & Workforce Development — *Dawn DeWolf*
- Academic Learning Skills, ESL, Tutoring, International — *Cathy Lindsley*
- Enrollment & Student Financial Services — *Helen Garrett*
- Financial Aid — *Bert Logan*
- Counseling & Advising — *Jerry de Leon* *
- Disability Resources — *Nancy Hart*
- Child & Family Education — *Susan Norton*
- TRIO, Title III — *Mary Parthemer*
- The Torch — *Rick Williams*
- Student Life & Leadership Development, Multicultural Center, Women's Program — *Barb Delansky*

Executive Dean Academic Affairs Transfer
Don McNair *

- Arts — *Rick Williams*
- Business/CIT — *Stacey Schultz*
- Health, Physical Education & Athletics — *Rodger Bates* *
- Language, Literature & Communication — *Susan Carkin*
- Library — *Marika Pineda* *
- Math — *Deanna Murphy* *
- Science — *Sarah Ulerick* *
- Social Science & Cottage Grove — *Ken Murdoff*
- Florence — *Bob Purscelley*

Executive Dean Academic Affairs Career Technical
Andrea Newton *

- Co-op Education High School Connections — *Laurie Swanson-Gribskov* *
- Advanced Technology — *Paul Croker*
- Aviation Academy — *Steve Boulton*
- Health Professions — *Sheryl Berman*
- Culinary & Conference Services — *Brian Kelly* *
- Food & Beverage — *Michael O'Neal*
- Catering — *Tim Hill*
- Continuing Education — *Jenette Kane* *
- Business Development Center — *Jim Lindly*
- Employee Training — *Vacant* *

Chief Information Officer
Todd Lutz *

- Academic Technology — *Brad Hinson*
- Infrastructure Services — *Thad Cowdin*
- Infrastructure Technology — *Todd Lutz*

Vice President College Services
(Vacant)

Chief Human Resources Officer Labor Relations & Operations
Dennis Carr

- Facilities Management & Planning — *David Willis*
- Public Safety & Housekeeping — *Katherine Vos*

Chief Finance Officer
Gregory Morgan

- Budget Office — *Kay Malmberg*
- College Finance — *Stan Barker*
- Printing/Graphics, Mail Services
- Specialized Support Services & Laundry — *Sharmean Heffernan*
- Titan Store — *Jennifer Steele* *
- Health Clinic — *Kathleen Arbuckle*
- KLCC-FM — *Steve Barton* *

- Executive Assistant to the President
- Marketing & Public Relations — *Tracy Simms*
- Foundation — *Janet Anderson*
- Chief Diversity Officer
- Professional & Organizational Development, Affirmative Action — *Donna Koechig* *
- Governmental & Community Relations — *Brett Rowlett*
- Oregon Small Business Development Center Network — *Michael Lainoff*
- Sustainability Office

Organizational Chart
April 30, 2010

* Indicates interim appointment

Lane Community College℠

Lane's Primary Measures of Institutional Effectiveness

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

Lane Board of Education Benchmarks	Month
Students' degrees and certificates by gender and ethnicity	January
Feedback from former students about whether they achieved their goals	February
Transfer Students' Satisfaction with Lane Preparation	February
Employment of Career Technical Students in Jobs Related to Their Training	February
Career Technical Students' Satisfaction	February
Percent of county residents over age 18 who enroll	March
Minority staff by employee group	April
Employee headcount by group	May
Percent of students enrolling from district high schools	June
Students 16 to 19 Years of Age Enrolled in Credit Classes	June
College Now Enrollment	June
College Now Students Enrolled in Credit Courses (not College Now) 1-year Later	June
Number and Percent of recent HS Grads Attending Lane	June
Students by Age Group – Fall Terms	July
Credit Students: Gender and Enrollment Status – Fall Terms	July
Main reason for attending	July
Race / Ethnicity of Students – Credit Students	July
Budgeted staff by employee group	July
Lane Transfer Students Admitted to the Oregon University System – Graduating & Stopping Out	September
OUS GPA of Transfer Students – 6-Year Average	September
FTE by reimbursement category	October
Student headcount for credit, noncredit, and total college	October
Number and total dollar amount of grants with external agencies	November
Percent of revenues from state, local, and tuition/fees	December
Percent of expenditures for plant operation and maintenance	December
Change in general fund and general fund / special revenue fund cost per FTE	December

Appendix 1

Title III Methods and Strategies to Improve Persistence and Completion

- orient new students to Lane and the college experience;

- extend orientation over the first term by enrolling more new students in first-year learning communities that support and reinforce their learning about Lane and college life through the first term;

- provide advising so students begin at the appropriate level and in the appropriate classes;

- enhance engagement with faculty, students, course content, the College through participation in first year learning communities;

- create more robust and frequent communication through use of a student portal;

- develop the portal system to create electronic academic and career planning portfolios to ensure students an effective planning system;

- revise existing and create new policies and procedures that support student engagement and success;

- raise awareness and provide faculty and staff development that engages people across the campus in understanding and implementing the components of student engagement and success in their areas of work with students;

- develop an aligned system of academic standards that include a graduated system of interventions that "kick in" the first term a student begins to struggle;

- curriculum development for first-year learning communities and to infuse success principles into first-year classes across the curriculum

Appendix 2

Comprehensive TRiO Services

- Tutoring services, individual and group
- Intensive, intrusive academic advising and assistance
- Academic Support Workshops
- Financial Aid and Scholarship information and assistance
- Financial literacy and budgeting information and services
- Transfer to University planning and assistance
- Individualized counseling for personal, career, and academic matters
- Career information, exploration, and planning
- Social, cultural and leadership activities
- Peer Mentoring

Appendix 3

Outcomes of TRiO-Active Students Compared to TRiO-eligible and TRiO non-eligible Students			
Outcome Measure	**TRiO-Active***	**TRiO-eligible****	**TRiO-non-eligible*****
Cumulative GPA:			
3.0 and above in 08-09	80% (152)	64% (4,860)	67% (3,129)
2.8 and below in 08-09	20% (38)	36% (2,689)	33% (1,567)
Good Academic Standing: (based on GPA/credits completed as of last term in 08-09)	72%	45%	50%
Persistence Rates: students who persisted between first and second years (05-06 and 06-07)	71% (67/94)	53% (240/455)	62% (333/539)
Persistence Rates: students who persisted to the third year (05-06 to 07-08)	60% (56/94)	36% (162/455)	40% (215/539)
Persistence Rates: students who persisted to fourth year (05-06 to 08-09)	34% (32/94)	25% (114/455)	24% (131/539)
Graduation/Transfer Rates: For the cohorts above, those graduating and/or transferring within four years	36% (34/94)	15% (68/455)	28% (151/539)
Source: IRAP (11/2009):Cumulative GPA and good academic standing in 2008-09; cohort persistence rates 2005-09, and graduation/transfer rates within 4 years.			

*TRiO-Active: Students served by the TRiO SSS program

**TRiO-Eligible: Students who meet the criteria (first generation, low income, disability, as well as seeking a degree) but are not served by the TRiO SSS program

***TRiO-Ineligible: Students seeking a degree, but do not meet the criteria of first generation, low income, or disability.

FAST LANE

TO SUCCESS

FAST LANE LEARNING COMMUNITIES ARE:
LINKED CLASSES WITH THE SAME STUDENTS AND CONNECTED COURSE CONTENT!

Make friends · Learn essential skills · Have fun · Succeed in College

**WRITING FAST LANE
ROUTE 121
CHOOSE ONE GROUP OF CLASSES**

· **REMEMBER:**
have all linked
CRNs on your
ExpressLane screen
before submitting
registration

Writing 121 (CRN 21299) T/R 10:00 - 11:50
Effective Learning EL 115 (CRN 20440) T/R 1:00 - 2:20
College Success CG 100 (21061) M/W 10:00 - 11:20

Writing 121 (CRN 21601) T/R 10:00 - 11:50
Effective Learning EL 115 (CRN 21944) T/R 1:00 - 2:20
College Success CG 100 (21885) M/W 10:00 - 11:20

Writing 121 (CRN 21305) T/R 10:00 - 11:50
Effective Learning EL 115 (CRN 20449) T/R 8:30 - 9:50
College Success CG 100 (20917) T/R 1:00 - 2:20

FOR MORE INFORMATION:
Check the Fall class schedule
or www.lanecc.edu/lc for Learning Communities info
or contact Carol McKiel at (541) 463-3132
or email mckielc@lanecc.edu

*All degree seeking students, enrolled in credit classes must complete 66% of the credits for their enrollment level **and** complete the term with a 2.0 term GPA. Enrollment level is a snapshot of all credit classes as student is enrolled in at 5pm on Tuesday of Week 2, except audited classes. The following identifies what will happen if a student is unable to meet these standards.*

1st Time	If the term GPA is	And/or the completion rate is	And the cumulative GPA is	Then the Academic Standing is	And the intervention is
	Less Than 2.00	Less than 66%	n/a	Alert – 1	Information letter and recommend online K2S workshop

2nd Time	If the term GPA is	And/or the completion rate is	And the cumulative GPA is	Then the Academic Standing is	And the intervention is
	Less Than 2.00	Less than 66%	2.00 or higher	Warning – 1	Information letter; require online K2S Hold registration
			Less Than 2.0	Warning – 2	Information letter; require online K2S Hold registration

3rd Time	If the term GPA is	And/or the completion rate is	And the cumulative GPA is	Then the Academic Standing is	And the intervention is
	Less Than 2.00	Less than 66%	2.00 or higher	Probation – 1	Information letter; require in-person K2S Hold registration
			Less Than 2.0	Probation – 2	Require Appeal Hold FA & Registration

4th Time	If the term GPA is	And/or the completion rate is	And the cumulative GPA is	Then the Academic Standing is	And the intervention is
	Less Than 2.00	Less than 66%	2.00 or higher	Suspension – 1	Require Appeal Hold FA & Registration
			Less Than 2.0	Suspension – 2	Require Petition Drop Registration if conditions not met *If approved, need academic override to "Reinstate – FA" or "Reinstate – No FA"*

5th Time (or more)	If the term GPA is	And/or the completion rate is	And the cumulative GPA is	Then the Academic Standing is	And the intervention is
	Less Than 2.00	Less than 66%	n/a	Dismissal	Require Petition Drop Registration if conditions not met *If approved, need academic override to "Reinstate – FA" or "Reinstate – No FA"*

Interventions Defined

K2S Workshop

This workshop focuses on policies, procedures, resources, course selection and credit load.

Appeal

Student must file an appeal and either:

1. Document extenuating circumstances
2. Agree to take College Success/Back on Course
3. Have grade change sufficient to change Academic Standing to a less serious standing

Note: Must be able to complete their degree within 150% and with a 2.0 cumulative GPA.

Petition

A formal review is required to ensure student can complete their degree within 150% and with a 2.0 cumulative GPA. *(Similar to FA's Credit Limit Review)*

Committee may require conditions for continued enrollment that could include prescribed classes, specific interventions, decreased credit load or a requirement to sit out for one or more terms.

If conditions are not met, student will be dropped from their courses Friday of Week 1.

In addition, student may or may not be allowed to continue with financial aid.

- Student is considered in *Good Standing*, until assigned another status. Once they are assigned a different status, they do not revert back to *Good Standing* (or any other less serious status) unless they have an Academic Override.

- Academic Overrides can be approved as part of the appeal/petition process. We may opt to override a student's Academic Standing to a less serious standing if the student meets a set of predefined criteria, including:

  - Had a grade change that results in meeting APS for a previous term
  - Can complete their program within the 150% Maximum Credit Limit and with a 2.0 cumulative GPA. .
  - Student has been out of school for a specific period of time (similar to academic renewal – 4 years out, return for 24 credits).
  - Changed programs
  - Other criteria???

- Since part of the petition process is determining if student can continue with financial aid, students assigned Suspension – 2 or Dismissal AND whose petitions are approved, will need to have an academic override to *Reinstate – No FA* or *Reinstate – FA.*

  - Reinstate-FA: If can complete their program within 150% with a 2.0 cumulative GPA
  - Reinstate-No FA: If student cannot complete their program within 150% with a 2.0 cumulative GPA.

- Students assigned a Reinstate status will be assigned a *Dismissal* status if they fail to meet academic progress standards again. This is why the 5th time is listed as "(or more)"

Enrollment Levels and 66% completion requirement for each enrollment level

- Less than ½ time (1-5 credits) – must complete at least 1 credit
- ½ time (6-8 credits) – must complete at least 4 credits 66.67
- ¾ time (9-11 credits) – must complete at least 6 credits
- Full Time (12+ credits) – must complete at least 8 credits

1. General Education Rationale [catalog statement]

General education helps students develop knowledge and abilities useful to all programs of study. The purpose of general education at Lane Community College is to foster wisdom through educational depth and breadth. General education at Lane has the following goals:

- to encourage exploration of the academic disciplines: liberal arts, sciences, mathematics, information sciences, and social sciences
- to promote understandings of self, society, and the environment crucial to citizens of a diverse global community, and
- to cultivate habits of mind and heart essential to lifelong learners.

Core Ability Outcomes Statements—students completing general education will:

1. Communicate effectively
2. Think critically and solve problems effectively
3. Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence
4. Explore academic disciplines

---

2. Expanded Core Ability Outcomes Statements—to be used as criteria in determining whether courses meet general education outcomes. Courses which meet one of the goals stated in the rationale, with principal focus on one or more of the bulleted points below, may be included on the lists meeting general education degree requirements. (Additional criteria may be developed for the Ethnic/Gender/Cultural Diversity requirement.)

Students completing general education will:

1. Communicate effectively

- demonstrate understanding and use of effective and respectful listening, interpersonal, small group/collaborative, and public communication skills among diverse populations
- demonstrate effective writing skills through principles of clear thinking; awareness of audience; appropriate conventions of format, structure, and language; and clear thesis development
- be able to read critically for information; develop new ways of seeing and understanding the world; understand points of view and multiple perspectives
- demonstrate general information literacy: critically analyze, synthesize, and evaluate various forms of information including written texts and other media
- develop understanding of another culture through language study

2. Think critically and solve problems effectively

- apply the scientific method, incorporating the appropriate mathematical skills or processes as needed in various problem solving contexts
- interpret, translate, and communicate quantitative information expressed in mathematical notation, graphs, charts, tables, symbols, or standard English
- interpret and make inferences from data; estimate outcomes where appropriate
- determine whether conclusions or solutions are reasonable, using inductive and deductive reasoning
- apply technology competently, selecting and using tools appropriate to tasks

3. Increase understanding of the relationship between self and community, including self-awareness and personal responsibility

- describe interacting facets of environmental and personal health, and identify steps to protect and preserve environmental resources
- plan, implement, and evaluate lifestyle change strategies which contribute to optimal physical and mental health
- describe core aspects of today's integrated global society, including historical perspective, cross-cultural variation, gender issues, as well as group function, interaction and change

4. Explore academic disciplines of liberal arts, social sciences, and physical sciences

- value artistic expression and human creativity
- understand fundamental concepts of physical and life sciences
- understand diverse roots of our nation and world civilizations
- understand the role and appropriate uses of technology in our global society

CRITICAL THINKING & PROBLEM SOLVING RUBRIC

Dimension Assessed	Exemplary	Proficient	Marginal	Unacceptable
	6	**5 4**	**3 2**	**1**
1. **Identify the Challenge** • Can the student identify and define critical challenges and/or key issues?	• Critical challenges and key issues clearly identified • Precise language used to clearly articulate issues • Definition extended with clarifying examples or comparisons	• Issues identified. • Definition of challenge presented. • Definition may be descriptive without stipulating precise conditions or criteria	• Some description of issues may be included but rudimentary, not articulated clearly	• Challenges/key issues either not named or defined
2. **Multi-dimensional Approach** • Does the student integrate knowledge or other relevant points of view of the issue or problem?	• Demonstrates and implements multiple analytical approaches to a given challenge and describes how various perspectives were used in addressing the problem or challenge.	• Recognizes and identifies more than one approach and/or perspective to a given challenge	• May fail to adequately implement additional approaches or describe how they were useful	• Position or hypothesis is grounded in a singular, often personal, perspective
3. **Context** • Does the student reflect knowledge of the context (e.g., historical, social political, cultural, theoretical, applied)?	• Identifies personal bias and context for personal perspectives. • Describes and utilizes historical, social, cultural, political, theoretical, applied contexts and assumptions as appropriate.	• Demonstrates some recognition of context and complexity of issues.	• Recognizes the context of one's own personal perspectives	• Analysis is grounded in absolutes with limited consideration of the context or complexity of issues. • May be narrowly personalized.
4. **Data/Evidence** • Does the student use supporting evidence, data, and specific details in appropriate ways?	• Presents and analyzes appropriate supporting data/evidence for validity, reliability, accuracy, relevance and completeness (in the broad sense). • Distinguishes patterns or relationships in the data/evidence • Or, critically analyzes, synthesizes and evaluates various forms and genres of information.	• Identifies and acknowledges specific data/evidence • Demonstrates some ability to interpret data critically	• Recognizes various forms of information, but has difficulty synthesizing and establishing meaning from data.	• Data/Evidence or sources are simplistic and/or inappropriate. • Inconsistent and/or inaccurate testing and/or use of data/evidence.

Appendix 7

Dimension Assessed	Exemplary	Proficient		Marginal		Unacceptable
	6	**5**	**4**	**3**	**2**	**1**
5. Reasoning • Did the student use appropriate and defensible reasoning in drawing conclusions and/or solving the problem or challenge?	• Clear line of reasoning from definition of issues, explication of assumptions, and drawing conclusions from appropriate evidence. • Counter-arguments answered • Challenge or problem solved with sophisticated reasoning	• Conclusions supported by adequate evidence or examples. • Use of "If…then…because" or other appropriate reasoning structures • Counter-arguments presented but may not be answered. • Challenge or problems solved with systematic process.		• Conclusion is simplistic and presented as absolute. • Challenge or problem may be described without a solution or systematic procedures to resolve it.		• Conclusions absent or too broad. • May be derived from minimal specifics or supported by little evidence or few examples. • Challenge or problem may be described without solution or systematic procedures to resolve it
6. Inferences, Implications, and Consequences • Can the student reflect, relate, and extend conclusions? • Can the student create something new or original?	• Identifies and extends implications, consequences, and inferences in a reflective manner • May generate new solutions, creative products or new questions which demonstrate reflection.	• Occasionally identifies implications or consequences or makes a few inferences. • Inconsistently integrates and interprets information in new ways.		• Only minimal implications, consequences or inferences are drawn.		• Incorrect implications, consequences or inferences are drawn.

COMMUNICATING EFFFECTIVELY RUBRIC

Criteria	4 Exemplary	3 Proficient	2 Marginal	1 Unacceptable
1 **Organization, Structure**	The message • Is logically and fully developed consistent with the constraints of the audience and the intent of the message; • Is purposeful and coherent.	The message • contains elements of logical development • contains clear transitions • has a recognizable flow of ideas.	The message • lacks a logical organization • is sometimes disjointed and/or awkward.	The message • has no discernible organizational structure • contains random, unconnected elements.
2 **Support, Evidence**	The message • is well-developed with varied and appropriate supports: • such as examples, illustrations, details, • such as documentation, citations, empirical evidence, outside sources, etc., attributing sources as appropriate. (see note below)	The message • is developed with appropriate though limited support, • generally attributes sources as appropriate.	The message • includes weak and/or inappropriate support. • Sources are inconsistently attributed.	The message • lacks evidence • and/or fails to attribute sources.
3 **Content**	The message • is engaging. • provides significant insight, or new information, or a useful perspective from the work. (see notes below)	The message • is clear, accurate, and appropriate. • provides insight, or enough information to make an informed decision.	The message • is somewhat inaccurate or unclear. • provides little insight or information.	The message • is distorted or contains misinformation. • confuses or misleads.
4 **Technique**	The message • is free of technical errors and/or errors of convention relevant to the specific medium or genre. • Technique is used in a sophisticated, or creative, or nuanced manner.	The message • is generally free of technical errors or errors of convention relevant to the specific medium or genre. • errors do not interfere with meaning.	Repeated technical errors or errors of convention interfere with the audience's ability to understand the intended meaning.	Technical errors or errors of convention make it impossible for the audience to understand the intended meaning.
5 **Presentation**	The style and tone of the message enhances its effectiveness; the message has discernible style and elegance.	The style and tone of the message supports its effectiveness.	The style and tone of the message supports effectiveness in some aspects and undermines it in others.	The style and tone of the message undermines its effectiveness.
6 **Purpose or Effect**	The overall purpose or effect of the message is easily understood and clearly conveyed (may require subtlety and nuance in some disciplines).	The overall purpose or effect of the message can be discerned with some effort.	The purpose or effect of the message is vague or unclear.	The purpose or effect of the message is not at all apparent or is missing.

NOTES:
If a score falls between categories, give the lower score.
Not all artifacts may include citation/attribution of source material
"Audience" generally refers to the scorers using the rubric, but may also include original audience members in the case of a presentation, performance or speech.

Lane Community College
Fabrication/WeldingTechnology Unit Plan 2004 - 2005

Program Learning Outcomes Assessment Matrix

Fabrication and Welding	WLD 112 Fabrication/Welding 1	WLD 113 Fabrication/Welding 2	WLD 114 Fabrication/Welding 3	WLD 215 Fabrication/Welding 4	WLD 216 Fabrication/Welding 5	WLD 217 Fabrication/Welding 6	HE 125 Workplace Safety	MFG 197 Manufacturing Technology	Welding Elective	Cooperative Education	MTH 076 Applied Geometry for Techs	CG 203 Human Relations at Work	WR 115 W Intro to College Writing: Workplace	Arts and Letters and/or Social Science	Science/Math/Computer Science
	PROGRAM COURSES						SUPPORT COURSES				GENERAL EDUCATION				
Associate Degree Credit Hours (100 Total Credits)	12	12	12	12	12	12	3	3	3		4	3	3	6	3
One-Year Certificate Credit Hours (46 Total Credits)	12	12	12								4	3	3		
Program Learning Outcomes															
Demonstrate employability skills required for initial employment and advancement in the industry that include: attendance, proper attire, customer relations, following directions, working in teams, and understanding work rules and ethics.	P	P	P	P	P	P	S	P	P	P		P			
Demonstrate safe work practices and tool usage while performing operations in a shop environment.	P	P	P	P	P	P	P	P	P	P					
Demonstrate advanced fabrication techniques and welding processes and applications including GTAW, programmable, plasma cutting, structural and pipe fitting, metallurgy, quality control procedures and business operations.	P	P	P	P	P	P		S	S	S					
Develop manufacturing plans for commercially viable metal products.	P	P	P	P	P	P		S	S						
Use appropriate library and information resources to research professional issues and support lifelong learning.	S	S	S	S	S	S	S	S				S	P	P	
Use blueprint reading skills, cost estimating, applied science of materials and mathematics necessary to the profession.	P	P	P	P	P	P		S			S				
Core Abilities															
Communicate effectively.	P	P	P	P	P	P	P	P	P	P			S	P	S
Think critically and solve problems effectively.	P	P	P	P	P	P		S	S		P	S	P	P	
Increase understanding of the relationship between self and community, including self-awareness and personal responsibility.	S	S	S	S	S	S	S	S	S	P		P			
Explore academic disciplines of liberal arts, social sciences, and physical sciences.							S	P			P	P	P	P	
Learning College Principles															
Learners are active partners in the learning process.	P	P	P	P	P	P									
Learners are self-directed.	P	P	P	P	P	P									
Multiple learning options for diverse learners.	P	P	P	P	P	P									
Learning is promoted across organizational boundaries.							P	P		S	S	S	S	S	
Learning is substantive and documented.	P	P	P	P	P	P		P	P	S	P	S	P	S	
Assessment Methods															
Technical Skill Performance Observation/Evaluation	P	P	P	P	P	P		P	P	P					
Employability Skills Evaluation	P	P	P	P	P	P		P	P	P					
Group Project															
Journaling															
Library Research												P	P	P	
Oral Report/Presentation															
Peer Assessment															
Portfolio															
Pre and Post Test															
Project Evaluation	S	S	S	S	S	S		S	S						
Quizzes															
Self Assessment										P					
Written Report															
Written Tests/Examinations	P	P	P	P	P	P		P							

P = this is a primary course for meeting the program learning outcome, core ability, learning college principle, or assessment method.

S = this course meets some of the program learning outcome, core ability, learning college principle or assessment method.

Appendix 9

Lane Community College™

4000 East 30th Avenue, Eugene, Oregon 97405 lanecc.edu

2009-2010
Career and Technical
Programs

Lane Aviation
Academy
(541) 463-4195

Flight Technology

Two-Year Associate
of Applied Science
Degree

Purpose To prepare students for successful careers as pilots in the air transportation industry.

Learning Outcomes The graduate will:

- be certificated by the FAA as commercial pilot with an option for being FAA certified as a Flight Instructor.
- have FAA pilot certification and be legally qualified for an entry-level position in the commercial aviation industry.
- have knowledge and skills to serve in responsible positions in a corporate aviation department.
- be skilled in the use of multiple industry libraries and data base systems and be skilled as a researcher in the aviation industry.
- be skilled in the use of various systems of measure and conversion; be skilled in the use of performance tables and graphs; plot data manually and electronically to determine performance and trends.
- skillfully access a multitude of library accessible resources for applications information and topical research projects; be skilled in the use of local and national libraries and databases.
- accurately use systems of measure, skillfully perform unit conversions, and be skilled in computational analysis defining airplane operational performance; accurately use performance tables, charts and graphs; use interpolation to derive implied values; and be skilled in the use of aviation specific manual and electronic calculators to determine time, rate and trends.

Graduates may also transfer to a four-year university preparing for a professional degree.

Employment Trends Industry leaders are in general agreement that the industry is postured for substantial growth: through the year 2012, and the civil aviation industry is projected to grow by more than fifty-percent. Moreover, trends indicate the industry loses about twenty-percent of its senior pilots every seven years primarily due to retirement.

Wages Flight instructors earn from $15,000-45,000. Entry-level commercial pilots earn $25,000 through their probationary period. Air carrier line pilots earn $45,000-250,000 annually.

Costs in Addition to Tuition (estimates)*

Certificates, flight lab and instruction fees up to $40,000

FAA Knowledge Exams (five required for degree)	$500
FAA Physical	$100
Books	$1800
Supplies	$300
Total	$42,700

* Subject to change without notice.

Program Accreditation All FAA certification courses are approved by the Federal Aviation Administration.

Licensing and Other Certification Exams Required All FAA certificates require certification testing.

Number of New Students Admitted Annually New students are admitted in the fall term and the spring term. Typically 40 students maximum are admitted in each of the two terms.

Criteria Used for Admission Current Lane Community College Admissions Information application on file and a Flight Technology Department application on file. Acceptance priority is based on application dates.

Admission Information An information packet may be requested by calling or visiting the Flight Technology Department at 28715 Airport, Eugene, Oregon 97402, (541) 463-4195 or visiting our website at *lanecc.edu/flight.htm.*

Cooperative Education (Co-op) Co-op offers students college credit and a grade for on-the-job 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 Marv Clemons, Flight Technology Co-op Coordinator, Bldg. 8, Rm. 111, (541) 463-3158.

Want to know about courses and credits? See other side.

Flight Technology

Program Advisor Betty Svarverud, Bldg. 12, Rm. 203,
(541) 463-5378, *svarverudb@lanecc.edu*

Program Counselor Carolyn Litty, Bldg. 12, Rm. 202,
(541) 463-5236, *littyc@lanecc.edu*

Note For FT 239 Professional Pilot Flight Lab a student must
have a total of 39 Flight Lab credits to fulfill the AAS Degree
requirement.

Prerequisites An applicant should complete the following courses
prior to program entry.

Arts and Letters requirement [R]	3
Human Relations requirement [R]	3
WR 121 English Composition: Exposition and Introduction to Argument or higher writing *,D,W	4
Total Credits	**10**

First Year

	Fall
FT 102 General Aviation Careers [D]	1
FT 103 Aircraft Development*,D,G	4
FT 130 Primary Flight Briefing *,D,G	3
FT 239 Professional Pilot Flight Lab *,D	6
FT 250 Private Pilot Ground School D,G	5
Total Credits	**19**

	Winter
FT 239 Professional Pilot Flight Lab *,D	6
GS 109 Meteorology D,G,S	5
Choice of:	5
MTH 095 Intermediate Algebra or higher mathematics *,D,M	
Total Credits	**16**

	Spring
FT 113 Aviation Science D,G	4
FT 115 Aircraft Structures and Systems D,G	3
FT 239 Professional Pilot Flight Lab *,D	6
FT 251 Commercial Pilot Ground School D,G	5
Total Credits	**18**

Second Year

	Fall
CS 120 Concepts of Computing [S] or higher computer science	4
FT 239 Professional Pilot Flight Lab *,D	7
FT 252 Instrument Ground School D,G	5
Total Credits	**16**

	Winter
FT 239 Professional Pilot Flight Lab *,D	7
FT 254 Aerodynamics D,G	3
FT 256 Flight Instructor–Airplane Ground School D,G	3
FT 280 Co-op Ed: Flight Technology (optional) D,G	(3)
Physical Education/Health requirement D, R,1	3
Total Credits	**16-19**

	Spring
BA 254 General Aviation Management D,G	3
FT 228 Multiengine Ground School D,G	2
FT 239 Professional Pilot Flight Lab *,D	7
FT 255 Fundamentals and Flight Instructor— Instrument Ground School D,G	3
Total Credits	**15**

Additional Ratings:

FT 239 ATP	1-6 credits
FT 239 CFIA	1-6 credits
FT 239 CFII	1-6 credits
FT 239 MEI	1-4 credits
FT 239 Multiengine	1-3 credits

1 PE Activity requirement credits must be taken in at least two
terms to satisfy degree requirement.

Standard footnotes:

*	Prerequisite required
A	Meets Arts/Letters requirement
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
H	Meets Human Relations/Social Science requirement
M	Meets Mathematics requirement
P	Meets PE/Health requirement
R	Required for AAS degree
S	Meets Science/Math/Computer Science requirement
W	Meets Written Communications or English Composition requirement

Appendix 9

Lane Community College™

4000 East 30th Avenue, Eugene, Oregon 97405   lanecc.edu

2009-2010
Suggested Course
of Study

Lane Aviation
Academy
(541) 463-4195

Aviation Technology

The curriculum outlined is a suggested course of study for students preparing for a transfer degree and aviation careers. Examples of aviation career fields are professional pilots, managers, airways sciences (air traffic control) or air transportation security.

A suggested course of study is not the same as a state-approved vocational program. Completion of these courses leads to an Associate of Arts Oregon Transfer Degree, with coursework appropriate for a baccalaureate major in aviation fields. Students intending to transfer to an Oregon university should consult with their career counselors for a specific course of study.

Two-Year Core Curriculum

First Year — **Fall**
FT 102 General Aviation Careers 1
FT 103 Aircraft Development * 4
FT 115 Aircraft Systems and Structures 3
PSY 201 General Psychology or 3
  SOC 204 Introduction to Sociology (3)
WR 121 English Composition: Exposition and
  Intro. to Argument * 4
HE 275 Lifetime Health and Fitness 3
AS 111 Air Force Today (optional) .... (1)

Total Credits 18-19

Winter
ECON 201 Principles of Economics:
  Microeconomics * 3
GEOG 142 Introduction to Human Geography ... 4
SP 111 Fundamentals of Public Speaking 4
WR 122 Composition: Style and Argument * 4
CG 203 Human Relations at Work 3
AS 120 Leadership Laboratory (optional) .... (1)

Total Credits 18-19

Spring
ECON 202 Principles of Economics:
  Macroeconomics * 3
SP 112 Persuasive Speech 4
FT 113 Aviation Science 4
FT 130 Primary Flight Brief * 3
WR 123 Composition: Research * 4

Total Credits 18

Second Year — **Fall**
BA 211 Financial Accounting 4
PH 101 Fundamentals of Physics * 4
MTH 111 College Algebra * 5
WR 227 Technical Writing * 4
AS 211 Development of Air Power (optional)...... (1)

Total Credits 17-18

Winter
PH 102 Fundamentals of Physics * 4
MTH 243 Introduction to
  Probability and Statistics * 4
FT 254 Aerodynamics 3
GS 109 Meteorology... 5
Arts and Letters Elective 3

Total Credits 19

Spring
PH 103 Fundamentals of Physics * 4
BA 254 General Aviation Management 3
SP 218 Interpersonal Communication................. 4
Arts and Letters Elective ** 3
Social Science Elective ** 3
AS 220 Leadership Laboratory (optional)............ (1)

Total Credits 17-18

* Prerequisite required.

** Choose from list for Ethnic/Gender/Cultural Diversity requirement if this requirement has not been met.

Appendix 10

VALUE Rubric Critical Thinking (Dimensions)	Level of performance Capstone	Lane Community College Critical Thinking and Problem-Solving (Dimensions)	Level of performance Exemplary
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	**Identify the Challenge** Can the student identify and define critical challenges and/or key issues?	• Critical challenges and key issues clearly identified • Precise language used to clearly articulate issues • Definition extended with clarifying examples or comparisons
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	**Data/Evidence** Does the student use supporting evidence, data, and specific details in appropriate ways?	• Presents and analyzes appropriate supporting data/evidence for validity, reliability, accuracy, relevance and completeness (in the broad sense). • Distinguishes patterns or relationships in the data/evidence • Or, critically analyzes, synthesizes and evaluates various forms and genres of information.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	**Context** Does the student reflect knowledge of the context (e.g., historical, social political, cultural, theoretical, applied)?	• Identifies personal bias and context for personal perspectives. • Describes and utilizes historical, social, cultural, political, theoretical, applied contexts and assumptions as appropriate.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	**Reasoning** Did the student use appropriate and defensible reasoning in drawing conclusions and/or solving the problem or challenge?	• Clear line of reasoning from definition of issues, explication of assumptions, and drawing conclusions from appropriate evidence. • Counter-arguments answered • Challenge or problem solved with sophisticated reasoning
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	**Inferences, Implications, and Consequences** Can the student reflect, relate, and extend conclusions? Can the student create something new or original?	• Identifies and extends implications, consequences, and inferences in a reflective manner • May generate new solutions, creative products or new questions which demonstrate reflection.

Comparison of AAC&U VALUE rubric for Critical Thinking with Lane Community College rubric for core ability, *"Think critically and solve problems."*

Lane Community College   April 27, 2010

VALUE Rubric Oral Communication (Dimensions)	Level of performance Capstone	Lane Community College Communicate Effectively (Dimensions)	Level of performance Exemplary
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	**Organization, Structure**	The message • Is logically and fully developed consistent with the constraints of the audience and the intent of the message; • Is purposeful and coherent.
		Purpose or Effect	The overall purpose or effect of the message is easily understood and clearly conveyed (may require subtlety and nuance in some disciplines).
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	**Presentation**	The style and tone of the message enhances its effectiveness; the message has discernible style and elegance.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	**Technique**	The message • is free of technical errors and/or errors of convention relevant to the specific medium or genre. • Technique is used in a sophisticated, or creative, or nuanced manner.

Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	**Support, Evidence**	The message
			 • is well-developed with varied and appropriate supports:
			    o such as examples, illustrations, details,
			    o such as documentation, citations, empirical evidence, outside sources, etc., attributing sources as appropriate.

Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	**Content**	The message • is engaging. • provides significant insight, or new information, or a useful perspective from the work.

Comparison of AAC&U VALUE rubric for Oral Communication with Lane Community College rubric for core ability,
"Communicate Effectively."

AAC&U **Essential Learning Outcomes**	**Associate of Arts Oregon Transfer Degree Outcomes and Course Criteria (students seeking statewide transfer degrees beginning 2010)**	**Lane Community College Core Abilities (approved 2001 for all students)**
Knowledge of Human Cultures and the Physical and Natural World	**Discipline Studies in Arts & Letters, Social Science, and Science Foundational Skills in Writing, Mathematics, Speech, Wellness**	**Critical Thinking, Communication, Personal Responsibility, Exploration**
• Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts	As a result of taking General Education **Science or Computer Science** courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. As a result of taking General Education Arts & Letters* courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. *"Arts & Letters" refers to works of art, whether written, crafted, designed, or performed, and documents of historical or cultural significance.*	**Explore academic disciplines of liberal arts, social sciences, and physical sciences** • value artistic expression and human creativity • understand fundamental concepts of physical and life sciences • understand diverse roots of our nation and world civilizations • understand the role and appropriate uses of technology in our global society
Focused by engagement with big questions, both contemporary and enduring	Approved Social Science courses will help students to: • Understand the role of individuals and institutions within the context of society. • Assess different theories and concepts, and understand the distinctions between empirical and other methods of inquiry. • Utilize appropriate information literacy skills in written and oral communication. • Understand the diversity of human experience and thought, individually and collectively. • Apply knowledge and skills to contemporary problems and issues.	• be able to read critically for information; • develop new ways of seeing and understanding the world; • describe interacting facets of environmental and personal health, and identify steps to protect and preserve environmental resources

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Intellectual and Practical Skills, Including		
• Inquiry and analysis	A General Education course in Science should: Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics, and that allow students to experience the exhilaration of discovery; A General Education course in Computer Science should: Engage students in the design of algorithms and computer programs that solve problems.	• be able to read critically for information; • develop new ways of seeing and understanding the world; • understand points of view and multiple perspectives
• Critical and creative thinking	A course in Arts & Letters should: • Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. • Explore the conventions and techniques of significant forms of human expression. A course with the Cultural Literacy designation will: • Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs. • Analyze how social institutions perpetuate systems of privilege and discrimination.	• determine whether conclusions or solutions are reasonable, using inductive and deductive reasoning • value artistic expression and human creativity
• Written and oral communication	As a result of completing the General Education Writing sequence, a student should be able to: • Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; • Locate, evaluate, and ethically utilize information to communicate effectively; and • Demonstrate appropriate reasoning in response to complex issues. As a result of taking General Education Speech/Oral Communication courses, a student should be able to: • Engage in ethical communication processes that accomplish goals; • Respond to the needs of diverse audiences and contexts; and • Build and manage relationships.	**Communicate effectively** • demonstrate understanding and use of effective and respectful listening, interpersonal, small group/collaborative, and public communication skills among diverse populations • demonstrate effective writing skills through principles of clear thinking; awareness of audience; appropriate conventions of format, structure, and language; and clear thesis development

Comparison: Essential Learning Outcomes,
AAOT Outcomes/Course Criteria, and Core Abilities

AAC&U Essential Learning Outcomes	Associate of Arts Oregon Transfer Degree Outcomes and Course Criteria (students seeking statewide transfer degrees beginning 2010)	Lane Community College Core Abilities (approved 2001 for all students)
• Quantitative literacy	As a result of taking General Education **Mathematics** courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	• interpret, translate, and communicate quantitative information expressed in mathematical notation, graphs, charts, tables, symbols, or standard English • interpret and make inferences from data; estimate outcomes where appropriate
• Information literacy	As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to: • Formulate a problem statement; • Determine the nature and extent of the information needed to address the problem; • Access relevant information effectively and efficiently; • Evaluate information and its source critically; and • Understand many of the economic, legal and social issues surrounding use of information.	• demonstrate general information literacy: critically analyze, synthesize, and evaluate various forms of information including written texts and other media • apply technology competently, selecting and using tools appropriate to tasks
• Teamwork and problem solving	A General Education course in Science should: Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics, and that allow students to experience the exhilaration of discovery;	**Think critically and solve problems effectively** • apply the scientific method, incorporating the appropriate mathematical skills or processes needed in various problem solving contexts
Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance		
Personal and Social Responsibility, Including		**Increase understanding of the relationship between self and community, including self-awareness and personal responsibility**
• Civic knowledge and engagement—local and global	• Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	• understand the role and appropriate uses of technology in our global society • describe core aspects of today's integrated global society, including historical perspective, crosscultural variation, gender issues, as well as group function, interaction and change

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• Intercultural knowledge and competence	As a result of taking a designated Cultural Literacy course, learners would be able to: • Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference. • Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs. • Investigate how discrimination arises from culturally defined meanings attributed to difference. • Analyze how social institutions perpetuate systems of privilege and discrimination. • Explore social constructs in terms of power relationships.	• understand diverse roots of our nation and world civilizations • develop understanding of another culture through language study
• Ethical reasoning and action	As a result of taking General Education Arts & Letters courses, a student should be able to: • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	**Increase understanding of the relationship between self and community, including self-awareness and personal responsibility**
• Foundations and skills for lifelong learning	Rationale: *While undergraduate education needs to provide discipline-specific knowledge and skills through concentrated work in an academic major, it must also help students develop the habits of mind that lead to thoughtful and productive global citizenship… To this end, it seeks to promote:* • *The ability to develop a sense of direction, with the self-discipline needed for the ethical pursuit of a purposeful life.*	General education at Lane has the following goals: • to encourage exploration of the academic disciplines: liberal arts, sciences, mathematics, information sciences, and social sciences • to promote understandings of self, society, and the environment crucial to citizens of a diverse global community, • to cultivate habits of mind and heart essential to lifelong learners.
Anchored through active involvement with diverse communities and real-world challenges	• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	*Extensive, well-respected program of internships through cooperative education; service learning*
Integrative and Applied Learning, Including		
• Synthesis and advanced accomplishment across general and specialized studies		
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems		• describe core aspects of today's integrated global society, including historical perspective, cross-cultural variation, gender issues, as well as group function, interaction and change