



Educational Programs



December 14, 2005

Report Prepared
for
The Board of Education
by
The Instruction and Student Services Managers

Lane Community College lives out its vision of Transforming Lives through Learning on a daily basis by focusing on transforming students' lives, the learning environment, and the organization itself. The journey to becoming a learning college was a conscious decision, an extension of Lane's traditional focus on students. Innovation has characterized the college's efforts to continuously improve in response to evaluation and change.
(Accreditation Self Study, 2004)

Programs and Certificate

Credit Professional Technical Programs

1. Accounting (AAS)
2. Administrative Assistant (AAS)
Office Assistant (1-yr cert)
3. Apprenticeship (AAS)
Apprenticeship Trades: Sheet Metal (AAS)
4. Auto Body and Fender Technology (AAS and 2-yr cert)
Auto Paint Option (AAS)
Auto Collision Option (AAS)
5. Automotive Technology (AAS and 2-yr cert)
6. Aviation Maintenance Technician (AAS and 2-yr cert)
7. Avionics Technician (AAS, 2-yr cert, and 1-yr cert)
8. Computer Applications Specialist (1-yr cert)
9. Computer Network Operations (AAS)
10. Computer Programming (AAS)
11. Computer User Support (AAS)
12. Construction Technology (AAS and 1-yr cert)
13. Culinary Arts and Food Service Management (AAS)
14. Dental Assisting (1-yr cert)
15. Dental Hygiene (AAS)
16. Diesel Technology (AAS, 2-yr cert)
Lift Truck/Material Handling Equipment Technician Option (AAS)
17. Drafting (AAS, 1-yr cert)
18. E-Business (AAS)
19. Early Childhood Education (AAS and 1-yr cert)
20. Electronic Technology (AAS)
21. Emergency Medical Technician (1-yr cert)
Emergency Medical Technology (AAS)
22. Employment Skills Training (less than 1-yr cert)

Credit Professional Technical Programs (cont.)

23. Energy Management Technician (AAS)
Energy Management Renewable Energy Technician Option (AAS)
24. Fabrication/Welding Technology (AAS and 1-yr.cert)
Welding Processes (1-yr cert)
25. Fitness Specialist (AAS and 2-yr cert)
Fitness Technician (1-yr cert)
26. Flight Technology (AAS)
27. Graphic Design (AAS and 2-yr cert)
28. Health Records Technology (1-yr cert)
29. Hospitality Management (AAS and 1-yr cert)
30. Human Services General (AAS)
31. Criminal Justice (AAS)
Juvenile Corrections (1-yr cert)
32. Legal Assistant (AAS)
33. Manufacturing Technology (AAS and 2-yr cert)
Computer Numerical Control Technician Option (AAS)
34. Medical Office Assistant (1-yr cert)
35. Multimedia Design (AAS and 1-yr cert)
36. Nursing (AAS)
Practical Nursing (1-yr cert)
37. Occupational Skills (1-yr cert)
38. Respiratory Care (AAS)

Non-Credit Work-Related Training

39. Business Development Center and Employee Training
40. Apprenticeship
41. Computer Training
42. Massage Therapist (2-yr cert)
43. Nursing Assistant
44. Phlebotomy
45. Real Estate
46. Workforce Development

Academic Disciplines (Transfer)

- | | | |
|--------------------------------------|----------------------------|------------------------|
| 1. American Indian Language | 14. Economics | 29. Mathematics |
| 2. Anthropology | 15. Education | 30. Music |
| 3. Art | 16. Effective Learning | 31. Philosophy |
| 4. Astronomy | 17. Engineering | 32. Physical Education |
| 5. Biology | 18. English | 33. Physics |
| 6. Botany | 19. Environmental Sciences | 34. Political Science |
| 7. Business Administration | 20. Ethnic Studies | 35. Psychology |
| 8. Chemistry | 21. Film Arts | 36. Reading |
| 9. Computer and Information Sciences | 22. French | 37. Religion |
| 10. Cooperative Education | 23. Geography | 38. Sociology |
| 11. Human Relations | 24. Geology | 39. Spanish |
| 12. Criminal Justice | 25. Health | 40. Speech |
| 13. Dance | 26. History | 41. Theatre Arts |
| | 27. Humanities | 42. Writing |
| | 28. Journalism | 43. Zoology |

Introduction:

Lane Community College is recognized nationally as an innovator in education and its membership on the board of the League for Innovation in the Community Colleges was reaffirmed under the presidency of Mary Spilde in Winter 2003. Lane's accreditation self study noted that Lane is responsive to the changing community needs and that "Lane's educational program embodies the core values of the college: Learning, Diversity, Innovation, Collaboration and Partnership, Integrity, Accessibility."

This document, prepared for Lane's Board of Education, is an attempt to provide a context within which the board can engage in providing direction for the future of Lane's educational programs. With that objective in mind, the Office of Instruction and Student Services requests the Board respond to the following questions.

1. What is the Board's direction on sustaining, and developing anew, lower cost programs that support the mission of the college and meet the community need while contributing to the revenue stream of the college?
2. What is the Board's direction on the future of high cost programs, like health care, which is a community need?
3. What are the Board's direction to keep the college vibrant and innovative in an environment of scarce resources and reduced funding from the state?
4. What else should we be considering?

The following pages provide information — grouped under three categories (state-level, local-level, and institutional) — to assist the Board with deliberations on the questions identified by the managers and with other questions the Board would like to consider.



Dental Hygiene students



State Level:

A number of policies and programs are being discussed at the state level to focus the work of the entire Oregon educational system K-20. It is important to note that the work of different groups at the state level has produced comparable work plans to focus the state-wide effort for all segments of education.

Table 1 compares recent state legislation, the work plan of the Excellence in Delivery and Productivity (EDP) group—a subcommittee of the State Board of Higher Education – and the draft work plan of the Oregon Presidents Council referred to as the Presidents Planks.

	Legislation	EDP	Presidents' Planks
Offer High School Student College Opportunities.	SB 300: Expanded options for high school students. Document and Report.	Acceleration for High School Students	<ul style="list-style-type: none">▪ Development of partnerships with all school districts.▪ Advocate for student access and affordability.
Seamless transition of students from community colleges to the Oregon University System (OUS)	SB 342: Community Colleges and the Oregon University System shall cooperate in operating a statewide articulation and transfer system.	<ul style="list-style-type: none">▪ Oregon Transfer Module▪ Student Competencies▪ Updated AAOT	<ul style="list-style-type: none">▪ Oregon Transfer Module's.▪ Proficiency-based AAOT
Retention		<ul style="list-style-type: none">▪ Focus efforts upon first-generation, low-income, minority, older, working, and transfer students.▪ How best to invest to improve student retention.	Oregon community college presidents will support efforts to increase college-attendance rates for all Oregonians and improve student retention rates.

Table 1: Comparison of state level education legislation and state level work plans

Local Level

Demographic Trends: Prepared by *Susan Payne, Assistant Planner*, Lane Council of Governments. Presentation to the Lane Community College Board of Education, November 2004.

Growth Rate:

Growth rate expected to remain slower than State,

- 1990 - 2000 Oregon 1.9% Lane County 1.3%
- 2000 - 2003 Oregon 1.2% Lane County 0.7%
- 2003 - 2015 Oregon 1.2% Lane County 0.9%

Age:

Figure 1 shows that the in 2015 there will be more individuals over the age of 55 than in 2000.

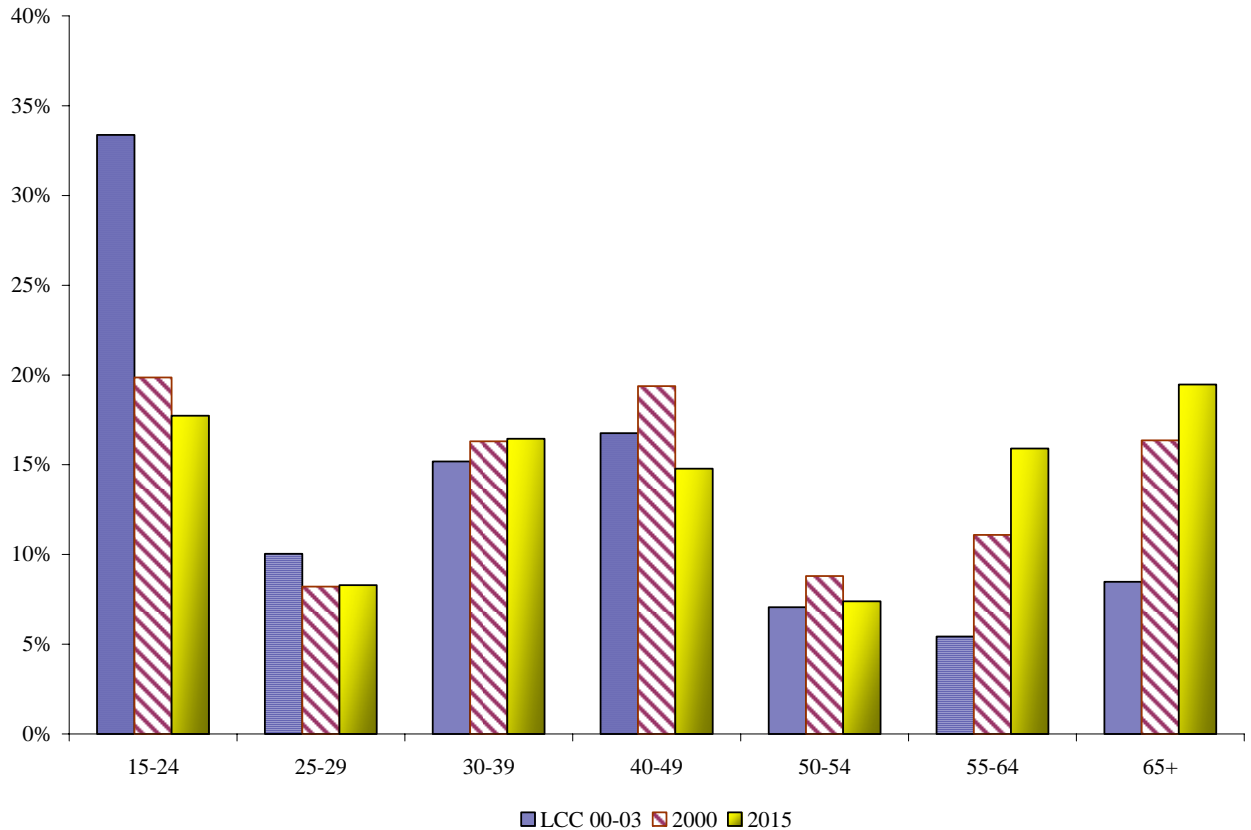


Figure 1: Population by age comparison—LCC, Lane Co 2000, Lane Co 2015

Minority Population:

- Comparison in the last two decades in Lane County:
Table 2 shows that the percentage of minority population in Lane County is increasing.

Years	White Population Increase	Minority Population Increase
1980 to 1990	1.5%	28%
1990 to 2000	8%	110%
2000 to 2003	1.2%	10.6%

Table 2: Comparison of Minority Population Increase to White Population Increase in Lane County

- Ethnic comparison of LCC with Lane County:
Figure 2 shows that the Hispanic population is the largest ethnic population in Lane County. It also shows that at Lane Hispanic students mostly take non credit classes.

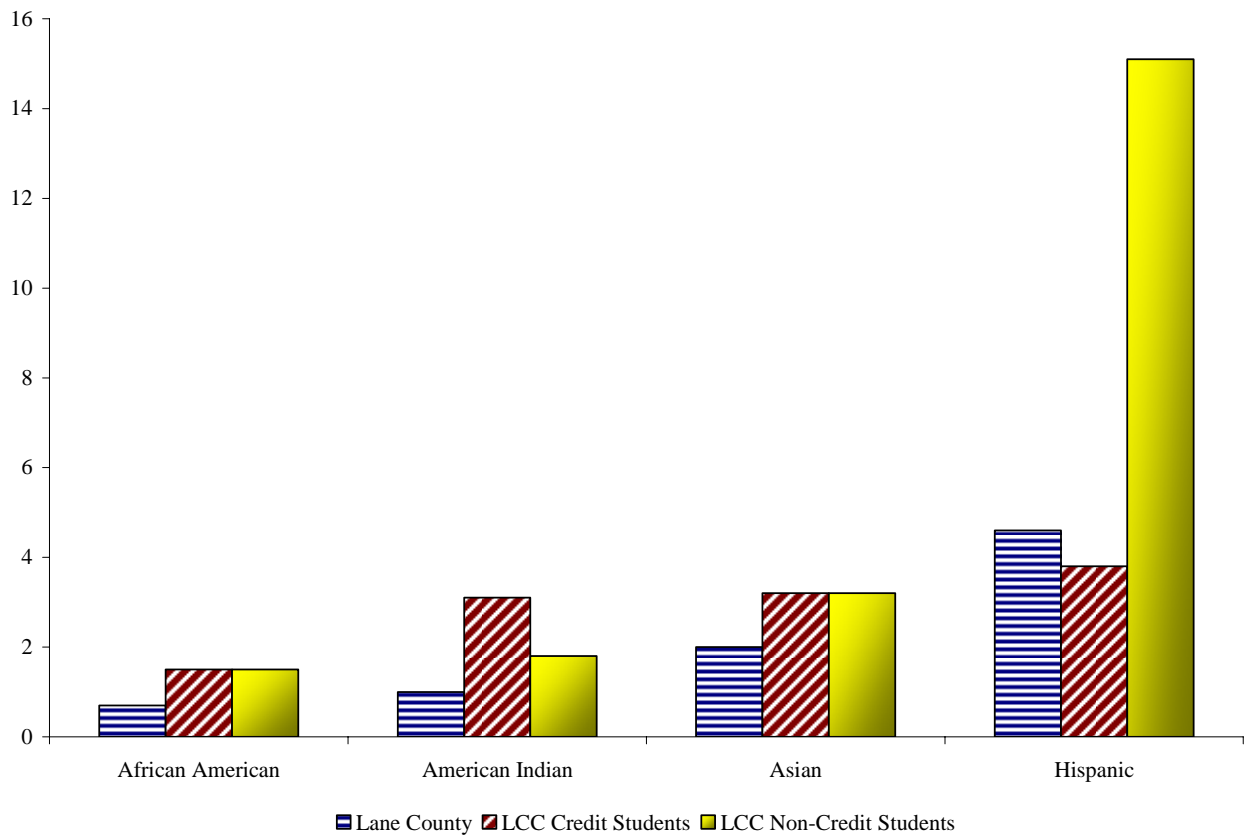


Figure 2: Comparison of percentages of ethnic groups in Lane County, LCC Credit Students, LCC Non-Credit Students

Economic Trends: Prepared by *Mike Meyers*, Oregon Employment Department.
Presentation to the Lane Community College Board of Education, November 2004.

State-wide occupational trends:

Table 3 shows that the largest occupational employment growth in the state between 2002 and 2012 is in the sales, office, nursing, and wait staffing areas.

Occupations with the Most Jobs in 2002					
	2002 Employment	2012 Employment	2000-2012 Percent Growth	2002-2012 Growth Openings	2002-2012 Total Openings
Retail Salespersons	50,118	57,596	14.9%	7,478	27,944
Office Clerks, General	37,341	42,464	13.7%	5,123	12,784
Cashiers	34,232	39,011	14.0%	4,779	21,405
Registered Nurses	26,976	34,031	26.2%	7,055	13,217
Bookkeeping, Accounting, and Auditing Clerks	24,282	26,589	9.5%	2,307	7,140
Waiters and Waitresses	23,659	27,158	14.8%	3,499	17,804
Combined Food Preparation and Serving Workers, Including Fast Food	23,281	26,559	14.1%	3,278	18,529
Janitors and Cleaners	22,839	26,569	16.3%	3,730	8,201
Laborers and Freight, Stock, and Material Movers, Hand	22,546	25,233	11.9%	2,687	10,666
Truck Drivers, Heavy and Tractor-Trailer	22,149	24,954	12.7%	2,805	6,032

Table 3: State-wide occupational trends

Local occupational employment trends:

Table 4 shows that the local trends are similar to the state-wide trends.

	----- Employment -----				2004
Occupations	2002	2012	Change	% Change	Avg Salary
Registered Nurses	2,548	3,300	752	29.5%	\$52,369
Retail Salespersons	4,230	4,685	455	10.8%	\$23,411
Office Clerks, General	3,037	3,461	424	14.0%	\$25,213
Cashiers	3,457	3,856	399	11.5%	\$19,535
Nursing Aides, Orderlies, And Attendants	1,527	1,912	385	25.2%	\$24,149
Waiters And Waitresses	2,326	2,613	287	12.3%	\$18,030
Janitors And Cleaners	2,651	2,919	268	10.1%	\$20,928
Customer Service Representatives	1,615	1,878	263	16.3%	\$25,748
Combined Food Preparation And Serving Workers, Including Fast Food	2,003	2,249	246	12.3%	\$17,139
Receptionists And Information Clerks	1,207	1,438	231	19.1%	\$24,713

Table 4: Local occupational employment trends

Local industry employment trends:

	2002	2012	Change	Percent Change
Total nonfarm payroll employment	141,700	159,200	17,500	12.4%
Manufacturing	21,000	21,700	700	3.3%
Construction	6,400	7,000	600	9.45
Transportation & Public Utility	4,000	4,500	500	12.5%
Wholesale Trade	5,900	6,800	900	15.3%
Retail Trade	29,000	32,400	3,400	11.7%
Finance, Insurance & Real Estate	7,300	8,400	1,100	15.1%
Business & Professional Services	11,200	13,500	2,300	20.5%
Health Services	12,700	16,300	3,600	28.3%
Other Services	17,400	20,100	2,700	15.5%
Government	26,600	28,300	1,700	6.4%

Table 5: Local industry employment trends



Institutional Level:

Enrollment:

Figure 3 shows a 23 percent decline in total annual student FTE from Lane's historical high enrollment in 2001-02 to the end of the 2004-05 academic year.

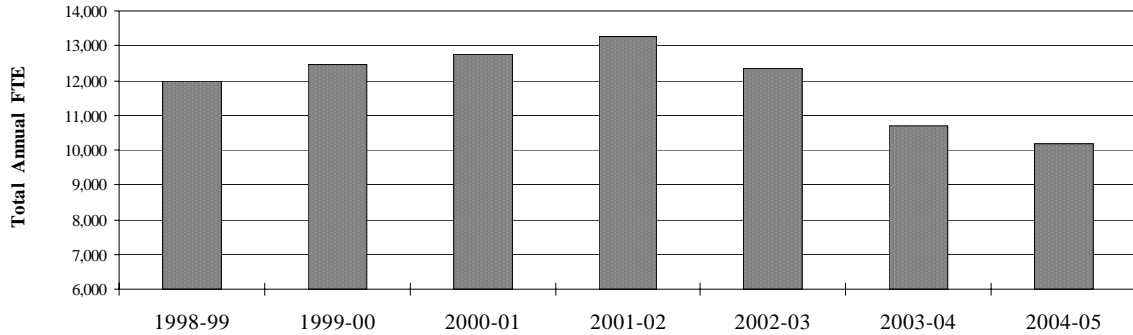


Figure 3: Enrollment FTE 1998-99 to 2004-05

Figure 4 shows that, for 2004-05, Lower Division Collegiate (LDC) FTE represented 50% of Lane's total FTE and that 81% of FTE occurs within the highest priority of Lane's mission—Professional Technical and Lower Division Collegiate courses.

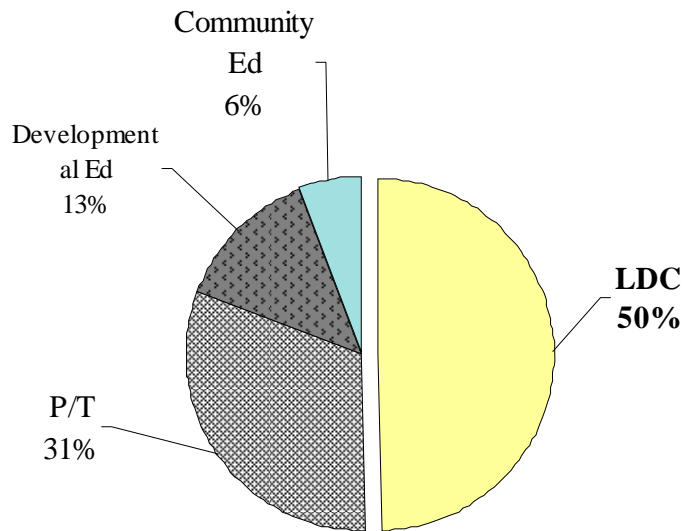


Figure 4: 2004-2005 enrollment by category

Table 6 shows the percentage of Lane's total FTE derived from Lower Division Collegiate courses increased from 43% to 50% between 1998-99 and 2004-05.

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
LDC	43%	42%	42%	44%	47%	49%	50%
Professional and Technical	33%	33%	31%	30%	32%	31%	31%
Developmental	16%	16%	17%	17%	15%	14%	13%
Community Ed	9%	9%	10%	9%	7%	6%	6%

Table 6: Percentage of total annual FTE by reimbursement group



Table 7 shows that total FTE at the end of the 4th week of fall term 2004 was 3.9% lower compared to 4th week FTE for fall 2004; fall 2005 4th week FTE was .04% lower compared to fall 2004 (Note: Coop FTE are included in host departments and College Now is not included).

	F03	F04	%Chng from '03 to '04	F05	%Chng from '04 to '05
Academic Learning Skills	169.54	169.82	0.2%	174.33	2.7%
Ad Basic & Secondary Ed	38.98	69.30	77.8%	85.67	23.6%
Advanced Technology	185.00	166.22	-10.2%	163.50	-1.6%
Art & Applied Design	147.32	138.99	-5.7%	154.00	10.8%
Business	116.78	112.72	-3.5%	106.22	-5.8%
Business Development Center	94.56	103.00	8.9%	104.29	1.3%
Computer Info Technology	134.57	114.86	-14.6%	124.73	8.6%
Continuing Education	170.36	155.65	-8.6%	152.88	-1.8%
Cooperative Education	51.42	74.28	44.5%	63.85	-14.0%
Cottage Grove	38.57	31.58	-18.1%	30.95	-2.0%
Counseling	48.39	43.58	-9.9%	44.64	2.4%
Culinary Arts & Hospitality	51.00	54.47	6.8%	39.88	-26.8%
Family & Health Careers	222.65	215.04	-3.4%	213.18	-0.9%
Flight Technology	29.52	27.69	-6.2%	26.70	-3.6%
Florence	33.32	31.27	-6.2%	31.46	0.6%
Health & Physical Ed	232.12	214.86	-7.4%	216.76	0.9%
Lang, Lit & Communication	322.96	316.84	-1.9%	297.13	-6.2%
Library	2.07	2.72	31.4%	2.33	-14.3%
Mathematics	328.25	274.56	-16.4%	284.44	3.6%
Music, Dance & Theatre Arts	116.70	103.65	-11.2%	107.21	3.4%
Science	271.16	263.95	-2.7%	250.54	-5.1%
Social Science	307.95	307.05	-0.3%	301.33	-1.9%
Women's Programs	11.48	10.22	-11.0%	14.79	44.7%
Report Totals	3124.67	3002.32	-3.9%	2990.81	-0.4%

Table 7: Division FTE comparison — 4th week of Fall 2003, Fall 2004 and Fall 2005

Student Retention and Success:

Table 8 shows that overall, fall term student retention rates within courses is greater than 90%.

Class Retention and Success (End 2nd week to End of term) Credit Classes Only

Department	Retention Rates			Success Rates		
	F04	W05	Sp05	F04	W05	Sp05
Advanced Technology	97.2%	97.4%	96.0%	89.9%	90.6%	90.8%
Flight Technology	96.8%	99.4%	96.0%	77.8%	82.2%	86.4%
Art & Applied Design	92.4%	94.9%	92.3%	84.6%	87.1%	85.7%
Music, Dance & Theatre Arts	94.8%	94.2%	93.5%	88.8%	88.0%	88.3%
Business	91.1%	92.6%	90.8%	79.8%	81.4%	75.3%
Computer Info Technology	94.4%	95.4%	94.5%	80.5%	83.7%	85.1%
Academic Learning Skills	94.5%	93.9%	90.9%	86.2%	83.0%	80.0%
Cooperative Education	96.0%	96.6%	95.5%	89.3%	91.6%	91.0%
Cottage Grove	93.5%	90.0%	84.8%	81.7%	75.0%	76.3%
Counseling	92.2%	90.9%	88.1%	84.4%	82.7%	78.2%
Culinary Arts & Hospitality	97.2%	98.3%	98.2%	83.2%	90.2%	95.0%
Family & Health Careers	96.5%	96.2%	97.3%	90.0%	91.1%	91.8%
Florence	87.7%	86.1%	84.8%	75.4%	71.5%	74.6%
Health & Physical Ed	91.4%	91.7%	91.2%	81.9%	82.2%	81.4%
Lang, Lit & Communication	90.7%	90.5%	88.3%	82.4%	81.9%	81.1%
Library	92.5%	88.6%	96.3%	80.0%	85.7%	70.4%
Mathematics	92.0%	93.0%	90.9%	76.5%	78.8%	77.8%
Science	91.5%	92.6%	93.1%	81.6%	84.2%	83.6%
Social Science	91.8%	91.2%	90.7%	76.8%	77.8%	78.1%
Women's Programs	99.4%	98.5%	97.0%	96.4%	93.3%	89.5%
	92.6%	92.9%	91.8%	82.1%	83.0%	82.3%

Success Rate based on grades A+, B+, C+, Pass).

Notes: Co-op classes in host departments. College Now excluded.

Table 8: Department Retention and Success Rates — Fall 2004, Winter 2005 and Spring 2005

National comparative data:

The “Report of 2005 Aggregate Data” from the National Community College Benchmarking Project indicates that:

- for students who were enrolled full-time and for the first-time in fall 2001, Lane ranked in the:
 - 25th percentile for those who completed a degree or certificate in three years.
 - 90th percentile for those who transferred in three years.
- Lane ranked at the median for:
 - next-term persistence rate.
 - fall-to-fall persistence rate.
- Lane ranked above the 90th percentile for:
 - course retention in college-level courses.
 - success rate in college-level courses (A, B, C and P grades).
- Lane ranked between the 75th and 90th percentiles for:
 - employed in related field of study.
 - credit students’ impression of quality of the college.

Note – see Appendix G for the following reports:

- Total Annual FTE by Department
- Capacity Report Specifications and Report
- Lower Division Collegiate FTE
- Professional Technical FTE
- Developmental Education FTE
- Community Education FTE
- Headcount
- Program Headcount
- Main Reason for Attending Lane

Accreditation Recommendation:

The assessment of program and course outcomes is inconsistent across the college. The committee recommends that Lane Community College evaluate the effectiveness of the educational program in terms of the change it brings about in students and make improvements in the programs as dictated by the assessment process.

College Council Budget Priorities:

- Enrollment Management
 - K-12
 - Recruitment and retention
- Mandates
 - Assessment
- Efficiencies
- Responding to unit plans/council plans
 - Innovation
 - Curriculum Development
 - Enhancing classrooms

Institutional Alignment

Consideration of the educational programs at Lane have been guided by the following principles:

- Enrollment enhancement: Student recruitment, student retention, and student success (Enrollment loss from 12,760 total annual FTE in 2000-01 to 10,173 total annual FTE in 2004-05).
- Low cost programs that meet community needs (Budget deficits)
- Programs that meet community needs and requires minimal support services (Workload issues)

Areas of Focus for Educational Programs	Institutional Alignment (Strategic Directions of the College, Student Affairs Plan, Learning Plan, Board's Strategic Conversations)
Offer High School Student College Opportunities.	<p><i>Student Affairs Plan:</i> Strengthen relationships with area high schools, (Strengthen and expand partnerships with K-12 system to improve high school students' academic preparation for and transition to college.)</p> <p><i>Learning Plan:</i> Strengthen relationships with high schools, transfer institutions, community partners, and employers to enhance student preparation for and success in college, career and civic life.</p> <p><i>College Council Budget Priority:</i> K-12</p> <p><i>Board: K-12 initiative.</i></p> <ul style="list-style-type: none"> ▪ RTEC/College Now/Career Pathways ▪ Placement Testing ▪ Career Development ▪ Teacher preparation ▪ First Year Experience for High School Students
Programs to support local demographic trends (Latino(a) and Seniors)	<p><i>Student Affairs Plan:</i> Create bridge programs and services for targeted populations e.g., ESL/IESL, GED, College Now, non-credit, under prepared students.</p> <p>Develop a safe and welcoming campus environment that is inclusive, respects the diversity of Lane's students, and recognizes the potential of each student.</p>

Areas of Focus for Educational Programs	Institutional Alignment (Strategic Directions of the College, Student Affairs Plan, Learning Plan, Board's Strategic Conversations)
	<p><i>Learning Plan:</i> Create innovative, flexible and collaborative programs that are responsive to current and emerging needs of students and employers</p> <ul style="list-style-type: none"> - Offer programs in response to identified current/emerging community employment opportunities - Increase opportunities for lifelong learning for demographically increasing populations such as Latinos and seniors. - Encourage and support workforce and career development activities for disadvantaged groups.
Programs to support local and state-wide employment trends.	Strategic Conversation of the Board of Education
Recruitment and Retention	<p><i>Student Affairs Plan:</i> Goal II: Recruitment—Develop a proactive, coordinated, and intentional approach to student recruitment. Goal III: Retention and Engagement—Retain students through comprehensive strategies designed to enhance students' engagement in the academic and social life of the college.</p> <p><i>Learning Plan:</i> Enhance student success and retention</p>
Assessment of Student Learning	<p><i>Student Affairs Plan:</i> Goal I: Assessment: Develop a systematic process for assessing student affairs.</p> <p><i>Learning Plan:</i> Assessment: Commit to a culture of assessment of student learning through assessment of programs, services and learning environments.</p> <p><i>College Council Priorities:</i> Mandates: Assessment Accreditation Recommendation:</p>

Recommendations:

Areas of Focus for Educational Programs	Examples of Specific Strategies
Offer High School Student College Opportunities.	<p>Regional Technical Education Consortium (RTEC): To expand learning opportunities for high school students in professional technical education in Lane County by: Creating Partnerships and Involve Stakeholders, Developing Effective Infrastructure, Finding Resources, Providing Summer Academy Opportunities</p> <p>College Now: Continue efforts to expand College Now offerings to area high school students.</p> <p>Placement testing: Utilize Community Learning Centers as a “side door” to Lane, offering placement testing services.</p> <p>Career Development: Provide training for high school teachers in the integration of “dependable strengths curriculum” into discipline specific curriculum.</p> <p>Teacher preparation:</p> <ul style="list-style-type: none"> ▪ Offer a course of study for students interested in being K-12 teachers. ▪ Develop in collaboration with other community colleges a Speech and Language Pathology Assistant program. ▪ Offer certification for paraprofessionals. ▪ Create and expand non-credit opportunities for current teachers to earn CEUs and fulfill regulatory requirements. <p>First Year Experience: Attract a larger percentage of high school students by offering an integrated experience for students that promotes academic and social engagement. Research indicates that students are most vulnerable to dropping out of college during their first year. Providing students the support they need and helping them stay engaged will help retain the student.</p>

Areas of Focus for Educational Programs	Examples of Specific Strategies
Provide educational opportunities to support local demographic trends (Latino(a) and Seniors)	<p>Center for Learning Advancement (English as a Second Language, Academic Learning Skills and Adult Basic and Secondary Education):</p> <ul style="list-style-type: none"> ▪ Offer Spanish GED ▪ Offer daytime/nighttime comprehensive ESL program (all levels) ▪ Offer outreach classes in Cottage Grove and Springfield (with childcare) ▪ Offer scholarships for ESL students who cannot afford the \$34 class fee ▪ Offer computer skills in bilingual setting at night and weekends ▪ Offer reading and writing in ABSE for high-level speakers who are low-level writers ▪ Recruit Latino students into English GED classes ▪ Collaborate with Business Dept. to develop a bilingual office support class/program ▪ Provide presentations on student support services available to ESL/ABSE students ▪ Offer credit/non-credit options for transition to Academic Learning Skills ▪ Collaborate with Oregon Employment Department to provide intensive English language programs for laid-off wood products workers. <p>Continuing Education and Contract Training Departments:</p> <ul style="list-style-type: none"> ▪ Spanish Language training for the workplace (Eg: Healthcare industry, Hospitality industry, Hynix) ▪ Command Spanish (supervisory Spanish for front line managers) in an increasing number of occupations: dentistry, health care, public safety, others. ▪ Increase courses taught in Spanish with specific topical foci (computers, home buying, pattern making, Internet safety) ▪ Health Care: CNA, Phlebotomy and other health occupations in Spanish ▪ Training for translators— Health Care Interpreter (HCI) program offered in partnership with Portland Community College. ▪ Partnership with Senior and Disabled Services to train public in the new Medicare Part D program.

Areas of Focus for Educational Programs	Examples of Specific Strategies
	<p>Develop and implement Transiciones: A program to bridge Latinas into the Transitions To Success program. Includes liaison with ESL and community agencies, bicultural workshops and non credit classes in Spanish, advising, support and outreach.</p> <p>Chicano/Latino faculty position: Refocus the Multicultural Center faculty position to primarily focus on the Chicano/Latino faculty programs.</p> <p>Latino youth</p> <ul style="list-style-type: none"> ▪ Rites of passage ▪ Gear up grant: College Information Night and College Visit for Latino students in the Springfield Public Schools. ▪ Diversity school visitation program: All-day field trip for students offered in English and Spanish. <p>Seniors:</p> <ul style="list-style-type: none"> ▪ Training seniors for the Royal Caribbean Cruise Lines Call Center. ▪ Increased offering of Continuing Education courses for seniors in the areas of healthcare. ▪ County-wide outreach to assist seniors in interpreting and utilizing the new Federal Medicaid Drug program. Services will be offered at Cottage Grove, Florence and the Community Learning Centers. ▪ Increased number of Physical Fitness courses for Seniors. ▪ Summer Academies for Seniors to focus on outdoor activities and events. ▪ Continue to conduct Focus Groups with seniors to assess their needs and interests. ▪ Offer courses in Continuing Education which concentrate on training and/or preparing for new career/working in retirement ▪ Expand travel events for seniors similar to the senior program at LCC in Florence. ▪ Partner more closely with Senior Companion to provide extended life skill services for seniors.

Areas of Focus for Educational Programs	Examples of Specific Strategies
Provide educational programs to support local and state-wide employment trends.	<p>Board's strategic conversation on economic development:</p> <ul style="list-style-type: none"> ▪ Contract Training: Supervisory training programs, Leadership and Management Training. ▪ Focus on the RV industry, Manufacturing Industry, Aviation Industry, Culinary and Hospitality Industry ▪ Sustainability: Organic Foods, Energy Efficiencies, Green Buildings ▪ Economic and Workforce Development: Health Care, Eco Tourism, Sustainability <ul style="list-style-type: none"> ○ Medical Terminology Classes for Pacific Source ○ Computer Application for Oregon Medical Group and Oregon Medical Labs ○ Business Development Center (BDC) offer classes and workshops on business sustainability practices for businesses in conjunction with the University of Oregon sustainability program, beginning spring term. ▪ Convener of community conversations through conferences, seminars and workshops <ul style="list-style-type: none"> ○ Health Care Conferences ○ Provide seminars and conferences for Health Care practitioners on a number of current topics. ○ Provide high level topical seminars and conferences on management for business, industry and governmental agencies. ○ Provide seminars and conferences which produce CEU (continuing education units) for current workers who require regular upgrade training for professional licensure requirements. ○ Provide statewide training for Oregon Community Colleges staff on topics related to managing an educational enterprise for credit and non-credit. ○ Conferences on scholarly and academic topics. ○ Lead the Oregon Community Colleges with seminars and conferences n Sustainability. ○ Provide a “voice for the community” forum/seminar to address critical and emerging needs of Lane County. ○ Provide seminars and conferences on topics of social issues. e.g., Peace Studies

Areas of Focus for Educational Programs	Examples of Specific Strategies
	<p>Pathways: Improve Lane’s capacity to serve high school students and returning adults by developing well-defined career pathways. Through a Community College and Workforce Development (CCWD) Incentive Grant, the initial focus will be the manufacturing sector which is a regional targeted area for economic development.</p> <p>Continuing Education:</p> <ul style="list-style-type: none"> ▪ Increase continuing education units for law enforcement, firefighting, and public safety. ▪ Expand training for health care interpreters. ▪ Meet projected needs for certified real estate professionals. ▪ Offer additional sections in community locations beyond simply using Lane facilities. Example: Metropolitan Affordable Housing: Expand occupational supplemental and CEU training at community sites in health care and other demand occupations. <p>Intel: Develop educational programs to specifically meet the needs of Intel.</p> <p>Occupational Skills: Expand into areas of niche occupations (examples: denture-making, wastewater treatment, veterinary assistants) by setting up individualized instruction largely through community sites.</p> <p>Partnering regionally with other community colleges:</p> <ul style="list-style-type: none"> ▪ Medical Laboratory Technician Program with Portland Community College ▪ Speech and Language Pathology Assistant Program with Chemeketa Community College ▪ Statewide Nursing Consortium ▪ Statewide Retail Management Consortium <p>Service staff in the Culinary and Hospital industry: Expand non-credit offerings in the culinary field, emphasizing areas not addressed in the degree program.</p>

Areas of Focus for Educational Programs	Examples of Specific Strategies
	<p>Summer Academies: Summer academies for youth entrepreneurs and for youths customer service training for retail/service jobs.</p> <p>Employee Training Department: Computer and IT certification classes for incumbent employees.</p>
Recruitment and Retention	<p>Recruitment</p> <ul style="list-style-type: none"> ▪ Target recruitment efforts: High school students, Continuing Education, Workforce Development and Contract Training. ▪ Improved processes for student enrollment in credit and non credit by reducing cycle times and barriers. Web interactive student portal. <p>Retention:</p> <ul style="list-style-type: none"> ▪ First Year Experience ▪ Integrate instruction and student services to maximize student success and retention. ▪ Meeting federal mandates to support students with disabilities. ▪ Create pathways for students from basic skills and continuing education into credit programs.
Assessment of Student Learning	<p>Develop and expand a systematic and regular process for unit self study.</p> <p>Develop and expand systematic processes for assessing learning including in the areas of general education core abilities.</p> <p>Develop and expand systems for assessing the effectiveness of services in supporting students to achieve their goals.</p> <p>Develop and expand the methods for integrating planning, implementation and assessment cycle for all processes and initiatives.</p>

Appendix A

SB 300—Expanded Options

SB 300 — EXPANDED OPTIONS @ A GLANCE



SB 300, Expanded Options, provides eligible high school students early entry into post-secondary education. It also emphasizes specific provisions and priorities for at-risk students. Key features of the bill are listed below, with those items specific to at-risk students italicized.

KEY FEATURES

- Creates a seamless education system for students enrolled in grades 11 and 12 to have additional options to continue or complete their education, earn concurrent high school and college credits, and gain early entry into post-secondary education.
- Promotes and supports existing accelerated college credit programs, and supports the development of new programs that are unique to a community's secondary and post-secondary relationships and resources.
 - Any program, agreement or plan in effect (e.g., dual credit, tech-prep, or accelerated college credit program) that provides access for public high school students to a post-secondary course is not affected by the Expanded Options Program and may be continued.
- Provides public funding to the eligible post-secondary institutions for education services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program.
- For a high school with an enrollment of 1,000 students, each school year no more than 330 quarter credit hours may be awarded to eligible students at the high school under the Expanded Options Program.
- A school district may choose to exceed that cap. *If a district chooses not to exceed the cap and has more eligible students than allowed, the school district shall give priority for participation to at-risk students.*
- *An “at-risk” student is identified as one who qualifies for a free or reduced lunch program.*

WHO IS AN “ELIGIBLE STUDENT”?

- An “eligible student” is one enrolled in an Oregon public school, who is in grade 11 or 12 **or** is 16 years old or older at the time of enrollment in a course under the Expanded Options Program, has developed an educational learning plan, **and** has not successfully completed four years of high school.
- A student who has completed course requirements for graduation, but who has not received a diploma, may participate in the Expanded Options Program.
- An eligible student who enrolls in the Expanded Options Program may not enroll in eligible post-secondary courses for more than the equivalent of two academic years.

WHAT IS AN “ELIGIBLE POST-SECONDARY COURSE”; “ELIGIBLE POST-SECONDARY INSTITUTION”?

- “Eligible post-secondary course” means any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree.
- “Eligible post-secondary course” does not include a duplicate course offered at the student’s resident school.
- “Eligible post-secondary course” includes academic and professional technical courses, and distance education courses.
- “Eligible post-secondary institutions” include community colleges, public Oregon universities, and Oregon Health and Science University.

WHAT DOES A COLLEGE NEED TO DO?

- Allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution.
- Eligible post-secondary institutions may designate individual programs in which eligible students may enroll.
- If an eligible post-secondary institution accepts an eligible student for enrollment, the eligible post-secondary institution shall provide academic advising to the student as appropriate, and send written notice to the student, the student’s resident school district and the department of Education within 20 days of acceptance indicating the courses and hours of enrollment offered to the student.
- Eligible post-secondary institutions may enroll an eligible student participating in the Expanded Options Program only in eligible post-secondary courses under the program.
- Eligible post-secondary institutions may not be required to accept a student for enrollment in the program.

WHAT DOES A SCHOOL DISTRICT NEED TO DO?

- Prior to February 1 of each year, each school district shall notify all high school students and the students’ parents or guardians of the Expanded Options Program.
- The school district notice must include, but not be limited to, information about:
 - Financial arrangements for tuition, textbooks, equipment and materials;
 - Available transportation services;
 - The effect of enrolling in the Expanded Options Program on the eligible student’s ability to complete the required high school graduation requirements;
 - The consequences of failing or not completing an eligible post-secondary course; and
 - The requirement that participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution.
- *Each school district shall establish a process to ensure that all at-risk students and their parents are notified about the Expanded Options Program.*
- *It shall be the priority for school districts to provide information to high school students who have dropped out of school.*

COST IMPLICATIONS

- Under the Expanded Options program, a student is considered a resident pupil of the school district.
- The school district must negotiate an agreement with the post-secondary institution to pay actual tuition, fees and other required instructional costs of the student.

- A resident school district of an eligible student shall enter into an agreement with an eligible post-secondary institution for the payment of the actual instructional costs associated with the student's attending a nontuition course or noncredit course at the institution.
- All textbooks, fees, equipment and materials provided to an eligible student and paid for by the school district are the property of the resident school district of the student.
- A school district must spend a minimum of 50% of the districts general purpose grant per extended ADMw per student participating in the program.
- *The district may request a waiver if paying the minimum 50% would cause an "extreme financial distress" or if the district already offers dual credit or accelerated credit programs as long as those programs serve all qualified students and there are no charges for at-risk students.*
- Community colleges may not charge the student for tuition, fees and other required instructional costs if the college receives payment for the student from the school district.
- The school district retains the requirement of providing special education and related services to the eligible student with a disability.
- A resident school district may provide transportation services to eligible students who attend eligible post-secondary institutions within the boundaries of the school district, and any transportation costs incurred by a school district for this purpose shall be considered approved transportation costs.

WHEN

- The Expanded Options Program shall first be made available to students for the 2006-2007 school year.
- *SB 300 requires an annual report on the program to the Joint Boards of Education and the House and Senate Education Committees. The first report must be completed prior to January 1, 2008. Twelve items are listed in that report, including:*
 - *Number of students who had dropped out of high school but returned to participate in Expanded Options and earned a diploma.*
 - *Number of students who participated in Expanded Options, categorized by ethnicity and financial status.*

A full text of the Expanded Options legislation is available at:

<http://www.leg.state.or.us/05reg/measpdf/sb0300.dir/sb0300.en.pdf>

Appendix B

SB 342

Excerpt from SB 342

(1) Community colleges and state institutions of higher education within the Oregon University System shall cooperate in operating a statewide articulation and transfer system. The system must include the means for articulating lower-division general education credits, general elective credits and curriculum requirements for approved majors in order to allow students to transfer between community colleges and state institutions of higher education without losing credits that otherwise would be applicable toward a baccalaureate degree. The system must ensure that the post-secondary education needs of students statewide are met without unnecessary duplication of courses.

(2) In continuing to provide and improve upon an effective articulation and transfer framework for students in Oregon's post-secondary sectors, community colleges and state institutions of higher education shall:

- (a) Revise the Associate of Arts Oregon Transfer Degree offered by community colleges;
- (b) Develop specific degree pathways as deemed appropriate by state institutions of higher education and community colleges;
- (c) Develop an outcome-based framework for articulation and transfer that is derived from a common understanding of the criteria for general education curricula;
- (d) Develop a seamless transfer of credits for all level 100 and 200 general education courses;
- (e) Implement a statewide course applicability system that permits students and advisers to query and view online credit transfer options and conduct online degree auditing;
- (f) Develop uniform standards for awarding college credit for advanced placement test scores; and
- (g) Expand early college programs for 11th and 12th graders who earn college credit and intend to pursue a certificate or associate or baccalaureate degree.

(3) In addition to the requirements of subsection (2) of this section, community colleges and state institutions of higher education may also implement other measures to create an effective articulation and transfer framework for students.

Appendix C

Excellence in Delivery and Productivity Workplan

Revised 10/28/05

Excellence in Delivery and Productivity Work Plan – Draft KEY WORK FOR PROVOSTS/CIA/CSSA

This work plan is built upon the premise achieving a learning system that is student-focused and collaborative with statewide benefits that results in more Oregonians completing college. Together, the items in this plan create a platform that will be continually reviewed and updated through a consultative process that includes the Excellence in Delivery and Productivity Workgroup and OUS Provosts' Council, Council of Instructional Administrators (CIA), Council of Student Services Administrators (CSSA), K-12 partners, and other key constituents. Each of the six topics needs more development that has not been fully articulated. The 05-07 work plans will be based upon the progress of current and future efforts. Each initiative must positively impact students and communities of diverse backgrounds including first-generation to college, low-income, minority, older, working, and transfer students.

The numerous and extensive current efforts are being accomplished through the realignment of current OUS and community college resources and staff. The success of the next steps is based upon the availability of strategic funding.

*THE following **BOLD ITEMS** identify the areas for **PROVOSTS/CIA/CSSA** leadership.*

Topic	Excellence in Delivery and Productivity Process
Student Data Transfer Process and ATLAS <i>Doug Kostj, ODE Kurt Pederson, OSU Sabah Randhawa, OSU Joanne Truesdell, CCWD Bob Kieran, OSU Marilyn Kolodziejczyk, CCWD</i> <i>Herb Chereck, UO Joanne Truesdell, CCWD</i>	<ol style="list-style-type: none"> 1. Support the OUS/DOE/CCWD staff team to develop indicators of success for the release of resources from the E-Board. October-January 2006. 2. Report from OUS, Oregon State University, Beaverton School District, Multnomah ESD, and Linn Benton Community College on pilot projects and learning's –December 2005. 3. Work with Legislators and others to release the resources - January 2006. 4. Work with Provosts, CIA, CSSA, and Superintendents to review and suggest ways to use the student data to improve student access and success- Winter - Spring 2006. 5. Review current status of web-based articulation plan with system partners and refine resources and systems needed for a total system implementation- Fall 2005 and Winter 2006 6. Develop plan and budget for statewide web-based course articulation system to submit to Joint Boards. Winter-Spring 2006 7. Track and encourage web-based articulation in the system where it can occur. Ongoing. review for best practices. Fall 2007

**Excellence in Delivery and Productivity Work Plan – Draft
KEY WORK FOR PROVOSTS/CIA/CSSA**

Topic	Excellence in Delivery and Productivity Process
<p>General Education</p> <ul style="list-style-type: none"> • Transfer Module • Student Competencies • Updated AAOT <p><i>Earl Potter, SOU</i> <i>Karen Sprague, JBAC</i> <i>Ed Watson, Linn-Benton CC</i> <i>Elaine Yandle-Roth, CCWD</i></p>	<ol style="list-style-type: none"> 1. Review and monitor the implementation of the OTM-January to June 2006 2. Review analysis of Oregon Transfer Module in place on web pages, catalogs, etc for 2005-2006 academic year-Winter 2006. 3. Support the update of AAOT and the development of outcomes—JBAC/Provosts/CIA - Winter -Fall 2006. 4. Support the implantation of the revised AAOT and the General education outcomes- Fall 2007 and 2008. 5. Develop and maintain statewide process that identifies steps to ensure lasting and meaningful consultation among campuses and sectors regarding changes to General Education curriculum that focuses upon student needs.
<p>Articulation of Majors, Dual Enrollment, New Degree Pathways, and Advanced Placement</p> <p><i>Baldwin van der Bijl,</i> <i>Clackamas CC</i> <i>Dave Woodall, OIT</i></p>	<ol style="list-style-type: none"> 1. Review progress and articulation tables with Provosts' Council and CIA to have articulation agreements for all medium-to-high areas of transfer. Fall 2005. 2. Request Provosts and CIA to review the awarding of credit for advanced placement. Fall 2005. 3. Dual Enrollment framework with attention paid to comprehensive geographic coverage and high student transfer majors including engineering adopted. – November 2005 4. Monitor that dual and co-enrollment framework are implemented consistently across the state—Winter 2006. 5. Provosts and CIA recommend uniform standards for awarding credit for Advanced Placement to EDP. Winter 2006 6. EDP reviews suggested new degree pathways. Winter 2006 7. EDP approves Advanced Placement Proposal and recommends to Joint Boards Unified Education Enterprise (UEE) Committee. Spring 2006 8. Develop and maintain statewide process that identifies steps to ensure lasting and meaningful consultation among campuses and sectors regarding articulation of majors and dual enrollment that focuses upon student needs. Connect this work with SB 342 statewide pathways. – Winter 2006 9. Statewide Web-based Articulation Table updated (see Student Data Transfer Process).Spring 2006

Excellence in Delivery and Productivity Work Plan – Draft
KEY WORK FOR PROVOSTS/CIA/CSSA

Topic	Excellence in Delivery and Productivity Process
Online Delivery <i>Liz Goulard, Chemeketa CC</i> <i>John Miller, EOU</i> <i>Salam Noor, ODE</i> <i>Joanne Truesdell, CCWD</i>	<ol style="list-style-type: none"> 1. Support the development of a virtual HS and develop post secondary connections and alignment – Begin November 2005 and complete Fall 2006. 2. Review and support the next step in the Community College Online development- December 2005 and complete Fall 2006. 3. Discuss and recommend the needed next steps to provide distance learning for degree/career pathways- Winter and Spring 2006.
Acceleration for High School Students <i>Cheryl Falk, Chemeketa CC</i> <i>Joanne Truesdell, CCWD</i> <i>Salam Noor, ODE</i> <i>Earl Potter, SOU</i>	<ol style="list-style-type: none"> 1. Encourage, guide and monitor the implementation of SB 300- Fall 2005 and Winter 2006. 2. Invite DOE to be at each meeting to assist in the coordination, communication and advocacy- Fall 2005 through Fall 2006 meetings. 3. Assist with the evaluation of SB 300 implementation – Spring-Fall 2006. 4. Give input to the report on SB 300 that identifies barriers, successes, and refinements- Fall 2006.
Retention <i>Dave Mc Donald, WOU</i> <i>Linda Reisser, PCC</i> <i>Jem Spectar, WOU</i> <i>Diane Watson, Linn-Benton CC</i> <i>Amanda Richards, CCWD</i>	<ol style="list-style-type: none"> 1. Focus efforts upon first-generation, low-income, minority, older, working, and transfer students. 2. Review where CSSA and OUS are on the Student retention recommendations of how best to invest to improve student retention in 2005-2007. Winter 2006. 3. Provosts, CIA and CSSA support and report back on the Student Success Conference-February 9 & 10, 2006.. 4. Pursue resources for a Center for Student Success—Ongoing. 5. Review and propose to Joint Boards a common research agenda about retention with CIA, CSSA, and OUS – Winter-Spring 2006. 6. Develop/advocate for policy packages to increasing college-going rates for all Oregonians with an emphasis on preparing for the changing demographics of the state's future college students Winter-Spring 2006. 7. Give input to the State Board of Education Policy paper – December 2005 8. Address the critical role of high school preparation and college performance – Ongoing

Staff to EDP: Connie Green, CCWD and OUS to be determined.

Appendix D

Oregon Community College Association Goals aligned with the Oregon Community Colleges Presidents' Planks

DRAFT Revision 9 OREGON COMMUNITY COLLEGES 2005-2006 Goals

Oregon Community College historic ties and partnerships with K-12 Systems, Universities, Businesses and Community leaders establish a natural unifying force for student-centered approaches, systems, and responses. The Oregon Community College Association Goals and Strategies frame Oregon Community College Association 2005-2006 goals and related strategies.

2005-2006 Goals and Strategies

Goal 1: Access

Create the opportunities for and remove barriers to lifelong access to learning that meets the changing needs of Oregonians.

1. Assure seamless access to college opportunities (college presidents at each campus)
 - a. Address “ownership” by high school students who are ready to be ‘free’ implementation of SB300 and preparation for daughter of SB300
 - b. Bring more potential students ‘on campus’ including high school students
 - c. Deliver more college courses and information to high school students
 - d. Provide open door to four year opportunities at our colleges
 - e. Give free courses to high school students related to placement scores
2. Assure diverse population access to college opportunities (college presidents at each campus)
 - a. Identify strategies for rural access and access for isolated communities and individuals
 - b. prepare state level assessment of how meeting needs of low income adults
 - c. Identify access barriers: children, financial aid
 - d. Identify objectives for isolated/rural access for delivering technologies
3. Undertake state wide marketing campaign re-value/public good of public education (CCWD)
 - a. Provide state level knowledge (continuously updated) about what is available at all colleges.
 - b. Go back to ‘self-improvement funding: resist legislative restrictions to local college needs

OPC Planks:

Universal access for all Oregon citizens to college opportunities requires:

- a. Development of partnerships with all school districts.
- b. Advocate for student access and affordability.

- c. Support the Council of Instructional Administrator's (CIA's) work to aid in the development and improvement of a. and b. above.
- d. d. Identify Presidents' Council representatives to Excellence in Delivery and Productivity and to the Joint Boards alignment subcommittee to represent colleges' interest and to provide appropriate connection to statewide efforts.
- e. e. Ask the Oregon Community College Association (OCCA) to craft and communicate a message to legislators regarding our progress on this issue and to bring to the OCCA Board any issues to consider for inclusion in the legislative agenda.

Champion: Joe Johnson

Goal 2: Governance

Create a governance structure that reinforces local control to serve local needs while maximizing responsiveness and collaboration across the educational enterprise at the local and state levels

- a. preserve locally elected boards that have authority to approve budgets, set tuition, hire exec and respond to local community educational needs, (OCCA)
- b. Develop advocacy messages to communicate benefits of local control (OCCA)
- c. Advocate for local control (OCCA)
- d. Monitor/develop (if necessary) legislation to assure continuation of local control. (OCCA)
- e. Initiate internal discussion about appropriate governance structure at state level (OPC)
- f. Develop cc position on state governance structure (OCCA)
- g. Communicate and advocate for community college governance position (OCCA)

OPC Planks:

- a. Assure that the principles of local control; locally elected governing board, local taxation, local capital levy and bonding authority, and program responsibility; are maintained.
- b. Seek state guidelines that ensure compliance with state and federal regulations that serve the interests of individual colleges.
- c. Encourage statewide programs that enhance access, promote economic and workforce development for community colleges.
- d. Ensure consistency and comparability of degrees and certificates to avoid costly and ineffective duplication of services.
- e. Assure local control and service to local constituencies through development of statewide programs, policies, procedures with the advice and recommendations of local colleges.

Champion: Greg Hamman

Goal 3: Quality

Provide quality education responsive to the community that is demonstrated by student and community satisfaction and success

1. Develop statewide master menu of quality indicators in the areas of workforce, economic development, transfer, personal development, remediation, community development and professional technical (CCWD)
2. Assist each college in selection and customized from the menu of quality indicators (CCWD)
3. Collect data to measure progress and success relative to those indicators (each college, coordinated by CCWD)
4. Develop case statements for leveraging enhances state and local support; use data and trends for continuing improvement benefiting students and community. (OPC)

OPC Planks:

Oregon community college presidents will support the Joint Boards Articulation Commission (JBAC) and EDP and our community college representatives to those bodies in their work on our behalf to assist students transferring between and among community colleges and universities and in implementation of the requirements of SB 342. That support will include the following:

- a. Oregon Transfer Module's implementation
Provide leadership for continued implementation at individual institutions while working with JBAC and CCWD to monitor the impact and make necessary changes.
- b. Revision of the Associate of Arts Oregon Transfer (AAOT) Degree
Ask CIA to be actively involved with JBAC to review the current AAOT and to bring policy issues to Presidents' Council.
- c. Proficiency-based AAOT
Ask CIA to be actively involved with JBAC to create the new proficiency-based AAOT and to bring policy issues to Presidents' Council.
- d. ATLAS
Support efforts of Oregon University System and CCWD to secure funding for the implementation of the statewide ATLAS system.

Champion: Ralph Orr

Goal 4: Workforce

Community Colleges must be the foundation upon which the state of Oregon constructs a comprehensive workforce development strategy.

- a. Community Colleges must craft a well-reasoned statement that supports our workforce role (OPC)
- b. Allies for workforce agenda must be identified (CCWD)
- c. Designation as the workforce foundation must be pursued as an aggressive political strategy involving legislative, gubernatorial, commissioners, industry, and unions. (OCCA)
- d. Identification of a lead president to monitor the work of the implementation by Joint Boards and EDP.(OPC)
- e. Request to OCCA for communication of a message to legislators regarding our progress on this issue and report to the OCCA board any issues to consider for inclusion of the data system in the legislative agenda. (OPC)

f. Ensure colleges report appropriate data to the office of Community Colleges and Workforce Development (CCWD) to demonstrate our success in this arena. (Presidents at each campus)

OPC Planks:

e. Career Pathways

Engage with CIA in order to guide development underway of effective career pathways

f. Ask OCCA to craft and communicate a message to legislators regarding our progress on These issues and to bring to the OCCA board any issues to consider for inclusion in the legislative agenda.

Champion: Jim Sorenson

Goal 5: Community Focus

OCCA will assure Oregon communities are our customers by leveraging local, state and federal support for community-based cultural and social enhancement needs through:

- Improving student retention rates for our diverse community cultures, (presidents at each college)
- Establishing state links to local investments and impacts, (CCWD)
- Increasing college collaborations to meet common local needs, (CCWD)
- And advocating legislation that will promote flexibility and adaptation to community educational need (OCCA).

OPC Planks:

Oregon community college presidents will support efforts to increase college-attendance rates for all Oregonians and improve student retention rates. To that end, we will:

- a. Schedule reports from the College Student Services Administration (CSSA)/ Excellence in Delivery and Productivity (EDP) workgroup on student retention as they work on implementation of best practices and their assessment statewide.
- b. b. Ask OCCA to craft and communicate a message to legislators regarding our progress on this issue and to bring to the OCCA board any issues to consider for inclusion in the legislative agenda.
- c. c. Support colleges' Adult Education directors' initiatives with CCWD to address adult literacy in Oregon.

Champion: Rita Cavin

6: Collaboration

Foster and reward collaboration to ensure efficient, effective and sustainable partnerships among Oregon's Community Colleges and their stake holders.

1. Eliminate transfer barriers to provide educational seamlessness (CCWD; presidents at each college campus)
 - a. Development of Knowledge, skills and abilities based transferable outcomes
 - b. Development of universal database/system of sharing

- i. One stop shop of who offers which
 - ii. Readily available and transferable student data that can be easily viewed in a a standardized format.
- 2. Leverage and program development (centers of excellence among colleges to assure capacity and resource availability) (CCWD)
 - a. academic
 - b. workforce
- 3. Create relationships between community, business, and colleges (presidents at each college; CCWD)
 - a. Responsive workforce development without boundaries
 - b. Reciprocal underwriting of institutional programs
- 4.. Engage college stakeholders in development and discussion of political agenda and resources

OPC Planks:

- 2. Work with OCCA to craft and communicate a legislative message regarding community college initiatives and future needs..
- 3. Capture opportunities for a Federal interface for Oregon collaborative action
- 4. Expansion of student opportunity through maintenance and expansion of all current partnerships

Champion: Cam Preuss-Braly

Goal 7: Funding

Build a predictable, sustainable, adequate funding stream for community college operations, capital and student financial assistance that meets the post-secondary education and training needs of all Oregonians

- 1. Develop a funding model that is tagged to other states (OCCA; CCWD)
- 2. Identify other sources of funding (foundations, local, federal grants and partnerships) (OCCA; CCWD)
- 3. Establish a benchmark dollar amount that meets capital needs each biennium (OPC; OCCA).
- 4. Get the message out to the public that resources are not sufficient to meet needs(OPC, OCCA, CCWD, presidents at each college campus).

OPC Planks:

- a. Create subcommittee of President’s Council responsible for identifying investment opportunity areas and making recommendations back to the Joint Boards budget work group.

- b. Connect this work with the “managing growth” conversations for the State Board of Education.

Champion: Greg Hamman

Background

Oregon's seventeen community colleges provide the primary point of access to higher education for Oregon citizens. Community college education leads to direct employment, transfer to four-year universities, basic skill acquisition, customized training, workforce development, English-as-a-Second-Language, and life-long learning opportunities for our growing population.

Oregon citizens' community college investment leads to a vibrant economy and quality of life through a better educated citizenry, a better trained workforce, and less dependence on social services. This investment is one key to Oregon's competitive advantage, providing the state a favorable position when attracting new employers and investments, and facilitating the expansion of current employers in need of a locally trained workforce.

We are responsive to our communities, as local and state labor needs change.

We provide affordable and accessible education for students pursuing one-year certificates and two-year associate degrees.

We are the first choice for students whose long-term goal is a bachelor's degree.

We retrain incumbent workers with new skills needed for promotions and provide unemployed workers new skills for emerging markets.

The Oregon Community College Presidents Council met in retreat format at Welches, Oregon on August 26 through the 28, 2005 to evaluate the unique community colleges currently hold in the Oregon Educational Enterprise and adopt Plank statements. The Oregon Community College Association Strategic Planning Workshop adopted seven goals and strategies that incorporated the President's Council work and advanced the issues that must be addressed to reinvest in a system that provides unparalleled value, time and time again, to the State of Oregon. The 2005-2006 Oregon Community College Goals and Strategies address our unique leadership role and response to the new Educational Enterprise opportunities.

Appendix E
Student Affairs Plan

Student Affairs Council

2004-05

Strategic Plan

Tony McCown, Student & Chair

Donna Koechig, Associate Vice President of Instruction and Student Services & Vice Chair

Roxanne Atter, Classified

Sonya Christian, Vice President of Instruction and Student Services

Debby Ganser, Faculty

Shirley Lukacs, Classified

Theya McCown, Student

Mary Parthemer, Manager

Susan Reddoor, Faculty

Dan Timberlake, Manager

Background:

The Student Affairs Council formed in fall 2004 as part of Lane Community College's new governance system and was chartered to develop, review, and evaluate plans and set directions for student affairs in accordance with the vision, mission, core values, learning principles, and strategic plan of the college. The scope of work of the Council includes:

- ❑ Develop, review, and evaluate a strategic plan for student affairs;
- ❑ update the student affairs strategic plan according to the guidelines of the college-wide planning system;
- ❑ set new student affairs directions that align with the mission, core values, learning principles and strategic plan of the college;
- ❑ review and provide input regarding college-wide student affairs policies; and
- ❑ ensure the college's alignment with accreditation Standard 3: Students.

Development Process for the Student Affairs Strategic Plan:

The Student Affairs Council met on a frequent basis (bi-weekly, then weekly beginning in April) during 2004-05 to examine Lane's student affairs as related to the assigned scope of work. Initially, the Council reviewed national and state best practices related to student affairs as well as current Lane activities. Documents reviewed included: the Success and Goal Attainment report, accreditation¹ guidelines, accreditation report, Council for Student Services Administrators best practices, Institutional Research, Assessment, and Planning data, League of Innovation data-pooling project, K-12 initiatives, Standard 3 self-study and response, Student Services Director's goals, Lane's Strategic Directions and Core Values, Noel-Levitz publications, Excellence and Delivery and Productivity Work Plan, Foundation of Excellence draft Dimensions and a variety of articles related to student affairs. In addition, solicitation of input from groups across campus occurred and incorporated where appropriate.

The Student Affairs Council analyzed strengths and gaps in Lane's student affairs through the information gleaned from the review process. This resulted in formulating four goal areas for the Student Affairs Plan: (1) Assessment; (2) Recruitment; (3) Engagement and Retention; and (4) Transition and Goal Attainment. The Council believes developing these goal areas will set directions for student affairs that are in accordance with the vision, mission, core values, learning principles, and strategic plan of the college.

¹ The Northwest Association of Schools and Colleges governs the accreditation process on a decadal basis. Lane completed the latest accreditation report in the 2003-04 school years, capped off with an accreditation team visit in October 2004 and an accreditation report completed in January 2005.

Global Themes:

As the Student Affairs Council developed the Student Affairs Strategic Draft Plan, several overarching themes emerged that cut across all goal areas. The Council proposes consideration of the following themes in all goal development.

- ❑ Provide a welcoming environment to all and at every point of contact in order to engage students to Lane and the educational process.
- ❑ Facilitate student participation so that students have a voice in decisions affecting them.
- ❑ Share responsibility for promoting student success across the institution, and recognize that the most effective outcomes occur with collaboration and partnerships.
- ❑ Achieve continual improvement through ongoing assessment and the incorporation of best practices.
- ❑ Promote diversity and cross-cultural competencies among students and staff.

Student Affairs Strategic Plan Draft Review:

The Student Affairs Council is requesting discussion and feedback from the campus community on the Student Affairs Plan. There has been an effort to keep the Plan at a policy/planning level so that departments and units will have discretion in how to achieve the goals. We request that staff from across campus review the plan, request clarification if needed, and provide feedback. The Student Affairs Council will then incorporate feedback and finalize the Student Affairs Plan to submit to the College Council.

Goal I: Assessment

Develop a systematic process for assessing student affairs.

1. Assess the student experience from pre-enrollment through goal completion.
 - A. Utilize best practices in assessment of student affairs.
 - B. Evaluate individual student's needs and risk factors prior to enrollment to develop effective academic plans.
 - C. Develop a systematic process that allows students the ability to provide feedback for every class each term and to have the results of the feedback accessible to students.
2. Commit to a culture of routinely assessing programs, services, and learning to encourage continuous quality improvement.
 - A. Regularly assess the effectiveness of services and programs at achieving their functional objectives.
 - B. Periodically and systematically evaluate the appropriateness, adequacy, and utilization of student services and incorporate the results as a basis for improvement.
 - C. Ensure that assessment results are the foundation for planning, resource allocation, decision-making, and ongoing improvement of programs, services and policies.
3. Assess the general college environment, including adequate academic and non-academic spaces for students.
 - A. Conduct a regular campus climate survey of students and utilize the results to monitor progress in:
 - i. Creating safe and inclusive spaces for students and staff.
 - ii. Fostering mutual respect and an appreciation of differences.
 - iii. Promoting diversity and cross-cultural competency.
 - iv. Encouraging a climate that promotes individuals freedom of respectful expression on controversial moral, social, political, and religious issues.

Goal II: Recruitment

Develop a proactive, coordinated, and intentional approach to student recruitment.

1. Develop a campus-wide, coordinated, and targeted marketing strategy to enhance enrollment and image in the community.
 - A. Increase marketing efforts that promote student success in programs, services, and activities e.g., summer bridge programs, courses, seminars, mentoring, learning communities, workshops, and orientations.
 - B. Increase international student enrollment.
 - C. Expand and promote thematic cohorts e.g., Rights of Passage, Transition to Success, Learning Communities, First Year Experience, and promote to increase enrollment.
 - D. Improve Lane's web site as an effective recruitment tool.
2. Create a Welcoming, Inclusive, and Responsive Environment.
 - A. *Meet industry standards in customer service e.g., wait times, length of lines, number of contacts necessary to get results, positive attitude, and helpfulness.*
 - B. *Incorporate student input to expand offerings that enrich college life.*
 - C. *Respond to workforce demands for specific skill sets and educate potential students about workforce trends.*
3. Enhance Recruitment Efforts.
 - A. *Develop strategies that create seamless transitions to Lane Community College from high schools and the community.*
 - B. *Provide a comprehensive recruitment system for tracking and following up with potential students after initial contact.*

Goal III: Retention and Engagement

Retain students through comprehensive strategies designed to enhance students' engagement in the academic and social life of the college.

1. *Develop policies and practices to increase student persistence.*
 - A. Increase, within term, rates of completion in classes with passing grades.
 - B. Increase term-to-term retention.
 - C. Increase year-to-year retention.
 - D. Increase the number of students who, by the end of their first three terms, have explicit academic goals and plans for reaching them.
 - E. Address barriers that impede student persistence.
2. *Enhance the Lane workforce to best promote student success.*
 - A. Provide professional development opportunities and other support for Lane employees' efforts to create an environment that encourages students' engagement.
 - B. Establish consistent staffing that increases the possibility of students developing ongoing, meaningful relationships with college staff.
3. *Provide assessment-based services and programs.*
 - A. Utilize individual assessment results to help each student develop customized plans that maximize their chances for success.
 - B. Use pooled assessment data to continuously improve Lane's systems of supporting student success.
 - C. Utilize evolving best practices to ensure programs are continuously updated and improved.

4. *Ensure success-oriented systems and experiences.*

- A. Develop coordinated systems between recruitment, admissions, and retention functions to engage and retain students.
- B. Provide experiences e.g., Early Orientation and Registration, First Year Experience, cohort groups, learning communities, for students that facilitate social connections and orient them to services and academic programs
- C. Enhance regular, ongoing communication between the college and students, and among students.
- D. Create physical spaces that promote academic and social engagement for students i.e. lounges, study areas, recreational areas.

Goal IV: Goal Attainment/Transition

Develop systems to create and support effective transitions to Lane Community College and then to other educational programs or jobs.

1. *Strengthen relationships with high schools, transfer institutions, community partners, and employers to enhance the student's preparation for and success in college, career, civic engagement, and community involvement.*
 - A. Strengthen and expand partnerships with K-12 system to improve high school students' academic preparation for and transition to college.
 - B. Create bridge programs and services for targeted populations e.g., ESL/IESL, GED, College Now, non-credit, under prepared students.
 - C. Develop a safe and welcoming campus environment that is inclusive, respects the diversity of Lane's students, and recognizes the potential of each student.
2. *Facilitate effective transitions through college policies, practices, and programs that are intentional and aligned with the college's vision mission, and values.*
 - A. Continuously update and improve policies, practices, and programs so that they are intentional, aligned with the college's vision, mission, and values, and facilitate effective transitions.
 - B. Effectively utilize technology to assist students in achieving educational goals.
 - C. Increase financial opportunities e.g., scholarships, grants, work programs, internships, emergency aid, to support student success and goal attainment.
 - D. Base course offerings on student demand.
 - E. Provide an array of student programs and services that take a holistic approach to conceptualize what students need in order to successfully reach their goals.
3. *Develop and promote a seamless transition for students from Lane to four-year institutions of higher education, maximizing their chances for success and enhancing their personal, social, and academic growth.*
 - A. Provide services e.g., dual enrollment agreements, Oregon Transfer Module, transition classes, transfer workshops, and mentoring, that contribute to a seamless transition for students from Lane to four-year institutions.

- B. Ensure that students have the academic opportunities necessary to obtain their goals in a timely manner.
 - C. Participate in the development of a statewide articulation system that will empower students to transfer to other educational institutions seamlessly.
4. *Create innovative, flexible, and collaborative programs that are responsive to the needs of students and employers and facilitate a smooth transition from college to the workplace.*
- A. Maintain strong partnerships with industry and other community partners to facilitate internship opportunities, cooperative education opportunities, and eventually job placement for Lane students.
 - B. Assist students to explore and determine academic and career paths early in their career development process.
 - C. Offer programs, services, and curriculum for students that help develop the “soft skills” e.g., interpersonal skills, time management, communication, necessary for success in the work place.

Appendix F

Learning Plan

LANE'S LEARNING PLAN: INTRODUCTION & GOALS (draft 16) Dec 2, 2005

(This draft of Lane's Learning Plan has been approved by the Learning Council at the December 2, 2005 meeting, contingent on review by the student representatives.)

Introduction

Genesis of the Learning Plan

In the fall of 2005 the Learning Council was formed as a key component of Lane's new governance system. The Learning Council was chartered to: Develop a strategic learning plan for instruction and learning support; to evaluate the effectiveness of the strategic learning plan; update the plan according to the guidelines of the college-wide planning system; identify new instructional directions that align with the mission, learning principles and strategic plan of the college; formulate policies regarding college-wide instructional and learning support; and ensure the college's alignment with accreditation standards 2, 4, and 5.

Learning Plan Development Process and First Draft Content

Ideas for this plan came from college staff, students and other governance councils; demographic, employment and population data were gathered; and internal and external sources, including Unit Plans, were scanned for both existing and emerging issues and trends. At the conclusion of the data gathering phase Learning Council members participated in a series of retreats and small-group work to create a learning plan draft for discussion and revision by the full college community.

As the Learning Plan took shape two ideas emerged that have implications for both the implementation and success of the plan. The ideas, inspired by Lane's Learning Centered Principles developed in April, 2004, are:

- 1) All college decisions need to be shaped and guided by the needs of learning, and
- 2) All Lane students and staff contribute to learning.

These two ideas are essential to this plan and provide the foundation upon which the Learning Plan should be built. In support of these ideas, the Learning Council committed to increasing the capacity of staff to make learning-centered decisions through the development of learning-centered decision making criteria. As part of the Learning Plan, the Learning Council will take the lead in sponsoring a campus-wide process, which includes all governance councils, that will result in guidelines for making decisions that are learning centered.

Learning Plan Draft Review and Revision

The Learning Council facilitated a campus-wide discussion of the first draft of the Learning Plan during May of 2005 through the use of an electronic bulletin board. In addition, Learning Council members made presentations to most governance councils where ideas and comments about the plan were gathered.

As a result of the campus-wide discussion of the Learning Plan, it became evident that a number of issues needed additional work and would require continued broad-based campus conversations. The Learning Council has committed to continuing work during 2005-06, in cooperation with other governance councils as appropriate, on these issues which include but are not limited to the Instructional Technology Plan, The Assessment Plan, diversity, sustainability and ADA.

Implementation of the Learning Plan

The Learning Plan provides a framework for the work of instruction and learning support for the next three years (2005-2008). Unit plans have informed and will continue to inform the ongoing development of the Learning Plan; this plan should itself inform new rounds of unit planning and decision-making in instructional and student support areas. Responsibility for this implementation process rests with the VP for Instruction and Student Services.

After the Learning Plan is approved by College Council and the Faculty Council, the Office of Instruction and Student Services will develop a work plan for implementation in consultation with the Learning Council.

Evaluation of the Learning Plan

The Learning Council, through its charter, is responsible for evaluating whether the Learning Plan is having the intended effects. An important part of the Council's work during 2005-06 will be to create and implement an evaluation process for the Learning Plan. It is expected that the evaluation process will provide the mechanism for continuous improvement of the Learning Plan, and for reviewing and assessing ongoing implementation of the plan

Learning Goals

Enhancing the Learning Environment

Commit to a culture of innovation in and improvement of the learning environment, testing new directions and incorporating successful innovations into the mainstream of the college.

A. Increase support for innovation in instruction

- Commit to recurring allocation to support innovation in instruction and learning support. (For example: The Strategic Learning Initiative, First Year Experience, Sustainability, Reading Together)
- Develop and implement a system for mainstreaming and supporting successful innovation.

B. Address the need for direct student support from faculty and staff as a crucial element of the learning environment

- Given that direct contact with faculty increases student success, support and encourage efforts of units to achieve an optimal ratio of full time to part time faculty and staff.
- Address the effect of workload issues on the learning environment.
- Expand student access to learning support staff such as tutors, and lab aides.

C. Enhance student success and retention

- Focus on developing ways to enhance the college experience for incoming students and provide a welcoming and safe environment.
- Support instructional delivery which addresses under-preparedness for college learning.
- Incorporate best practices to enhance learning and student motivation especially through faculty-student interactions.
- Increase campus-wide awareness of issues in developmental education. Create a culture of excellence and achievement among students.

D. Curriculum enhancement

- Increase curriculum development funding linked to systemic needs analysis.
- Support cross-discipline and inter-disciplinary efforts such as learning communities.
- Support faculty efforts to help students become active partners in learning.
- Explore alternative formats for learning.
- Encourage increasing use of multiple approaches to pedagogy that allow multiple modalities and maximize accessibility.
- Explore sustainability as a core institutional and instructional value, infused into a wide range of curriculum.

E. Support connected learning through inter-disciplinary and collaborative learning strategies

- Strengthen financial and workload support for learning-related programs and activities that foster inter-disciplinary learning
- Develop effective collaborative connections, smooth transitions and clear articulation between credit and non-credit classes and programs
- Develop flexible organizational structures to respond to change
- Develop flexible scheduling to respond to new instructional formats

F. Facilities enhancement

- Improve non-classroom learning facilities such as the library and computer labs.
- Improve physical classroom facilities.
- Expand student non-classroom space.
- Increase accessibility to network resources.
- Evaluate college-wide classroom scheduling procedures to support student learning based on program and student needs as well as staff workload.

Community Collaboration/Connections

Strengthen relationships with high schools, transfer institutions, community partners, and employers to enhance student preparation for and success in college, career and civic life.

A. Develop and encourage appropriate assessments to ensure preparedness

- Expand assessment of high school students' preparation for college level work through early placement testing.
- Review and renovate general education prerequisites and placement testing at Lane.

B. Enhance student transitions at all levels

- Expand and explore high school connections and curricular articulation.
- Strengthen transitional pathways from developmental and non-credit classes to college credit classes.
- Strengthen articulation of courses and programs to streamline transition to other educational institutions.
- Strengthen courses and programs to streamline transition to the workforce.

C. Facilitate more integrated and connected educational opportunities

- Provide clear educational pathways for students to advance in their careers.
- Encourage cooperation between credit and non-credit courses to strengthen the connection of students to Lane.
- Expand partnerships with local businesses and community groups to provide real-life challenges to students.

D. Create innovative, flexible and collaborative programs that are responsive to current and emerging needs of students and employers

- Offer programs in response to identified current/emerging community employment opportunities.
- Increase opportunities for lifelong learning for demographically increasing populations such as Latinos and seniors.
- Encourage and support workforce and career development activities for disadvantaged groups.

Diversity

Ensure the retention and success of diverse students through building a diverse and inclusive learning environment addressing anti bias/gender/multicultural issues as well as power, privilege and difference.

A. Build capacity to teach curriculum addressing issues of race/class/gender/sexual orientation and other institutionalized systems of inequality.

- Utilize curriculum development funds for development of diversity related curriculum.
- Utilize reassignment time and professional development funds and opportunities (such as in-service and Spring Conference) to develop faculty capacity to respond to evolving diversity needs of the college.
- Create the strategic faculty positions prioritized in the Diversity Plan as funds permit.

B. Improve hiring practices to ensure recruitment and retention of diverse faculty and staff, and create teaching opportunities for faculty of color through processes such as residencies and incentives.

- Build college wide awareness of the experiences of people of color and the structures of power, privilege and difference.
- Develop ways to build community among all members of the college.
- Explore and implement best practices from other institutions.
- Build capacity to achieve the college vision of diversity.

C. Make all learning spaces safe for all students and staff.

- Increase organizational support for training including peer led training.
- Build understanding of safety for diverse communities.
- Support safe and inclusive environment proposals in the Diversity Plan.

D. Assess how well the college serves diverse communities of learners such as ESL students who have recently moved to main campus.

Technology:

Instructional values must be at the center of Lane's technology use. Specific instructional technology choices should be purposeful, appropriate, and driven from individual, departmental, and unit planning.

- A. Implement the Instructional Technology Strategic Plan once approved.
- B. Increase access to student data for assessment of learning.
- C. Organize coordinated support for Instructional technology.
- D. Commit additional resources to the creation, development, and implementation of distance learning courses and degree programs.
- E. Provide on-going technology training for faculty and staff.

Staff Development

The pace of change requires Lane to focus on staff development. The learning-centered principles point to the need for ongoing learning for all staff, and the need for more investment by the college in professional development for all staff.

- A. Provide more overall funding for staff development.
- B. Review the overall staff development program to ensure staff development opportunities are available to all staff groups on an equitable basis.
- C. Recognize the need for training "front-line" student support such as tutors and lab aides
- D. Organize scholarship and other staff development efforts in areas of adult learning and motivation in the context of the current social, economic, and cultural environments.
- E. Expand discipline-oriented faculty professional development, with care to include professional-technical faculty.

Assessment

Commit to a culture of assessment of student learning through assessment of programs, services and learning environments.

- A. Create an Assessment Plan that provides a method for systematic and regular assessment of student learning at the program level and at the institutional level.
- B. Develop and expand systems for assessing the effectiveness of services in supporting students to enhance their learning and achieve their goals.

Appendix G

Lane Community College Student Information

Total Annual FTE by Department: 2003-04 and 2004-05

Dept. #	Department	2003-04	2004-05	FTE Change:	
				number	percent
505	Academic Learning Skills	543.1	508.7	-34.40	-6.3%
506	Ad Basic & Secondary Ed	445.6	376.4	-69.15	-15.5%
611	Advanced Technology	593.9	610.6	16.67	2.8%
621	Art & Applied Design	470.3	466.5	-3.71	-0.8%
480	Business Development Center	207.6	179.3	-28.30	-13.6%
630	Business Technologies	416.4	416.0	-0.41	-0.1%
640	Computer Info Technology	434.2	389.3	-44.91	-10.3%
420	Continuing Education	851.3	798.6	-52.74	-6.2%
510	Cooperative Education	302.7	270.3	-32.38	-10.7%
430	Cottage Grove	138.1	117.0	-21.11	-15.3%
515	Counseling	154.1	129.2	-24.94	-16.2%
452	Culinary Arts & Hospitality	162.1	179.4	17.32	10.7%
660	Family & Health Careers	758.5	747.3	-11.27	-1.5%
613	Flight Technology	97.2	88.3	-8.82	-9.1%
440	Florence	100.7	95.3	-5.32	-5.3%
670	Health & Physical Ed	715.4	683.1	-32.31	-4.5%
650	Lang, Lit & Communication	946.0	937.6	-8.40	-0.9%
525	Library	9.1	7.8	-1.30	-14.2%
680	Mathematics	961.0	877.0	-83.97	-8.7%
622	Music, Dance & Theatre Arts	346.3	318.7	-27.63	-8.0%
690	Science	986.4	950.6	-35.72	-3.6%
700	Social Science	1,033.3	1,000.0	-33.30	-3.2%
550	Women's Programs	31.2	31.8	0.62	2.0%
		10,699.9	10,173.7	-526.18	-4.9%

Notes:

-- FTE reported above includes Co-op which is reported in host department (i.e., courses numbered 280).

-- ESL FTE reported in Academic Learning Skills.

Source = final, end-of-term OCCURS Course files.

Capacity Report Specifications -- F04, W05, Sp05 @ End of First Week

Enrollment > 0 total = 5,718 CRN's

NOTE: Because of the variety of class formats used at Lane, the following types of course sections – see bullets – were excluded to enable a reasonably appropriate analysis of offerings and their capacity:

- No College Now = 5,717 (1 College Now class eliminated)
- No Crosslisted classes 5,168 (548 crosslisted classes eliminated)
- Section Schedule Type is NOT (see following list): = 4,883 (285 eliminated)

I = Independent Study, P = Cooperative ed classes (numbers 280)
M = Medical/Clinical, S = Seminars
N = Conference,

- Link is NOT 'F1' or 'M1' [Chemistry labs] = 4,863 (20 eliminated)
- Course number < 198's or 298's or 183FO's = 4,847 (16 eliminated)

Maximum enrollment = 15-60 = 4,322 (525 eliminated)

Excluded sections

Mx	# of CRN's
0	2
1	12
2	8
3	9
4	5
5	163
6	20
7	2
8	14

Mx	# of CRN's
9	4
10	93
11	4
12	75
13	26
14	44
64	3
65	3
70	3

Mx	# of CRN's
72	5
75	7
80	5
90	1
100	11
104	1
110	4
300	1

Enrollment > 4 = 3,656 (666 eliminated)

Actual Enrollment	# CRN's
1	339
2	140
3	93
4	94

Final set of sections for analysis = 3,656

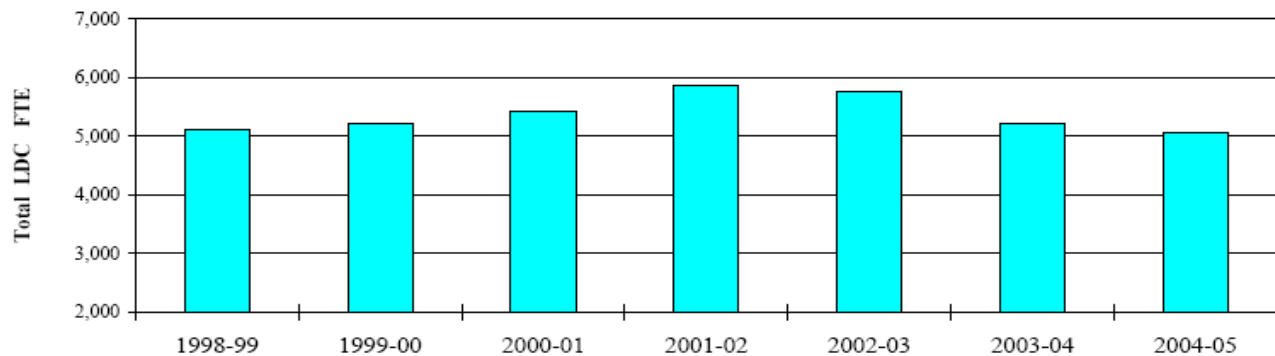
NOTE: This report does not include all sections offered each term; see accompanying page of specifications to understand sections that were not included in this report).

F04, W05, Sp05, F05

Dept	# Sections				Maximum				Enroll at End of Wk 1				% Full			
	F04	W05	Sp05	F05	F04	W05	Sp05	F05	F04	W05	Sp05	F05	F04	W05	Sp05	F05
Academic Learning S	72	50	45	67	1,405	1,000	943	1,299	1,227	876	693	1,214	87.3%	87.6%	73.5%	93.5%
Advanced Technology	56	78	52	42	1,390	1,790	1,303	1,004	957	1,170	805	623	68.8%	65.4%	61.8%	62.1%
Art & Applied Design	57	55	60	63	1,343	1,225	1,362	1,507	1,221	1,163	1,247	1,347	90.9%	94.9%	91.6%	89.4%
Business	41	44	52	48	1,140	1,329	1,676	1,345	949	1,060	1,173	1,149	83.2%	79.8%	70.0%	85.4%
Business Development	8	6	9	15	182	121	238	314	156	71	77	138	85.7%	58.7%	32.4%	43.9%
Computer Info Techn	43	39	36	46	1,356	1,126	1,024	1,348	999	840	784	1,054	73.7%	74.6%	76.6%	78.2%
Continuing Education	185	183	184	199	4,419	4,458	4,261	4,811	2,227	2,328	2,269	2,549	50.4%	52.2%	53.3%	53.0%
Cooperative Education	18	15	12	20	448	366	367	555	293	158	113	330	65.4%	43.2%	30.8%	59.5%
Cottage Grove	26	31	36	29	705	797	898	700	330	381	401	316	46.8%	47.8%	44.7%	45.1%
Counseling	20	22	19	20	699	787	677	699	520	550	439	559	74.4%	69.9%	64.8%	80.0%
Culinary Arts & Hospi	22	17	20	18	640	476	505	571	447	327	317	435	69.8%	68.7%	62.8%	76.2%
Family & Health Care	63	57	55	44	1,680	1,670	1,589	1,257	1,442	1,412	1,318	1,094	85.8%	84.6%	82.9%	87.0%
Flight Technology	15	11	15	13	580	480	650	525	269	164	228	279	46.4%	34.2%	35.1%	53.1%
Florence	43	29	36	47	781	482	620	816	533	269	410	584	68.2%	55.8%	66.1%	71.6%
Health & Physical Ed	99	82	87	82	3,215	2,649	2,877	2,647	2,489	2,045	2,329	2,129	77.4%	77.2%	81.0%	80.4%
Lang, Lit & Commun	182	173	143	174	4,735	4,546	3,779	4,519	4,190	3,810	3,101	3,918	88.5%	83.8%	82.1%	86.7%
Library	2	2	2	2	45	40	50	40	42	40	34	39	93.3%	100.0%	68.0%	97.5%
Mathematics	135	118	102	95	4,572	3,986	3,436	3,186	3,486	2,965	2,676	2,562	76.2%	74.4%	77.9%	80.4%
Music, Dance & Thea	56	60	47	62	1,537	1,644	1,244	1,721	1,203	1,231	1,059	1,245	78.3%	74.9%	85.1%	72.3%
Science	106	113	101	96	2,705	2,820	2,509	2,537	2,417	2,413	2,081	2,041	89.4%	85.6%	82.9%	80.4%
Social Science	129	131	127	131	4,332	4,366	4,347	4,385	4,050	3,926	3,689	3,906	93.5%	89.9%	84.9%	89.1%
Women's Programs	7	6	5	7	210	180	165	193	170	136	142	197	81.0%	75.6%	86.1%	102.1%
	1,385	1,331	1,246	1,320	38,119	36,608	34,550	35,979	29,617	27,407	25,392	27,708	77.7%	74.9%	73.5%	77.0%

No College Now, No Crosslist, No IndStudy, No Co-op, No Chem labs,
 No Num 198's, 298's, 183FO's, Max = 15-80, ENR >4.
 LA=main campus ASLCC fees, LN=main campus no ASLCC.

Lower Division Collegiate (Transfer) FTE

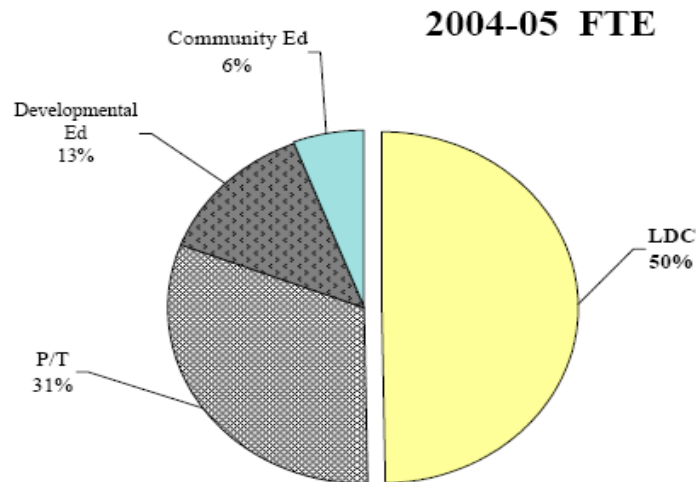


FTE in this reimbursement category are generated by students enrolled in courses in the Lower Division Collegiate (LDC) category. These courses are transferable to a four-year institution and apply toward a Bachelor's degree.

LDC FTE for Lane decreased 3.0% in 2004-05.

An adjustment was made to the method used to calculate FTE for most credit classes for winter and spring terms 1999 which led to a slight decline in FTE for 1998-99.

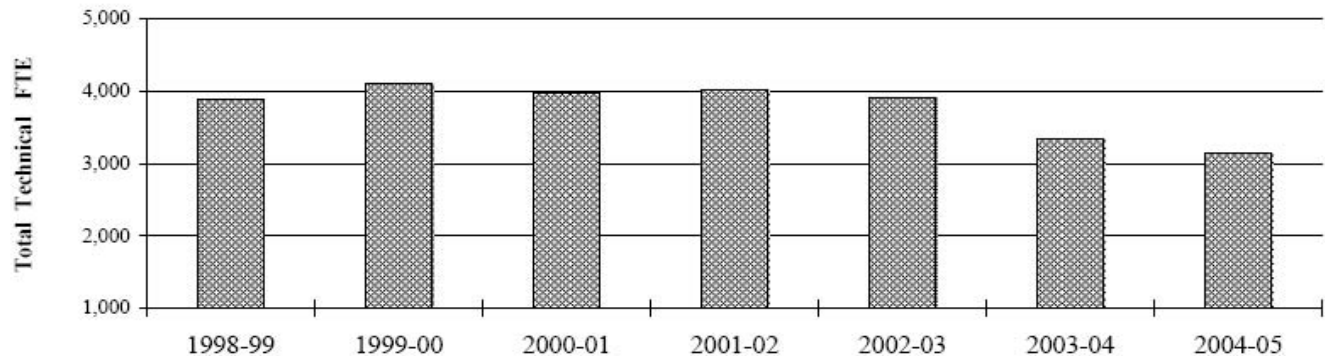
Note: Beginning fall term 2003, courses for fall term are offered over 11 weeks rather than 12 weeks. This resulted in fewer contact hours per course for the term and, therefore, fewer FTE compared to fall terms prior to 2003. The state continues to reimburse colleges on a 12-week basis for fall term under a "hold harmless" agreement.



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total LDC FTE	5,103.3	5,223.1	5,418.6	5,860.9	5,767.9	5,224.7	5,068.0
% of Total Annual FTE	42.6%	42.0%	42.5%	44.2%	46.6%	48.8%	49.8%
Yearly Change	na	2.3%	3.7%	8.2%	-1.6%	-9.4%	-3.0%
Cumulative Change (based on '98-99)	na	2.3%	6.2%	14.8%	13.0%	2.4%	-0.7%

Source: IRZ2202; OCCURS Annual Enrollment Rpt.

Professional and Technical FTE



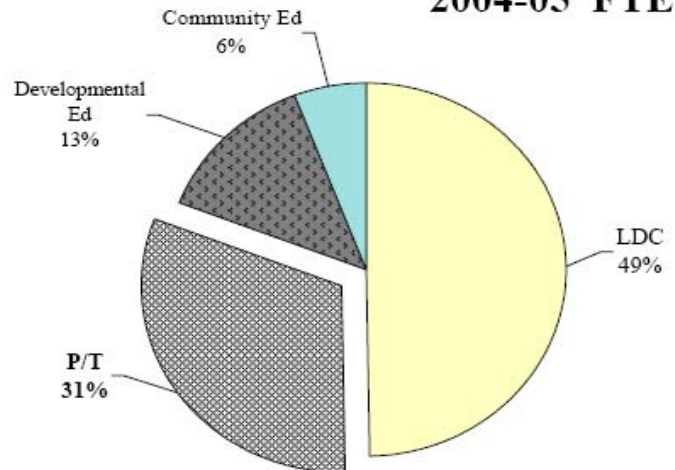
Professional and Technical courses include the reimbursement categories of Preparatory, Supplementary, and Apprenticeship. FTE in this broad group decreased 5.9% in 2004-05.

Tech Prep courses enable high school students to begin to train for a professional technical career while still in high school and to earn college credits while doing so.

An adjustment was made to the method used to calculate FTE for most credit classes for winter and spring terms 1999 which led to a slight decline in '98-99 FTE.

Note: Beginning fall term 2003, courses for fall term are offered over 11 weeks rather than 12 weeks. This resulted in fewer contact hours per course for the term and, therefore, fewer FTE compared to fall terms prior to 2003. The state continues to reimburse colleges on a 12-week basis for fall term under a "hold harmless" agreement.

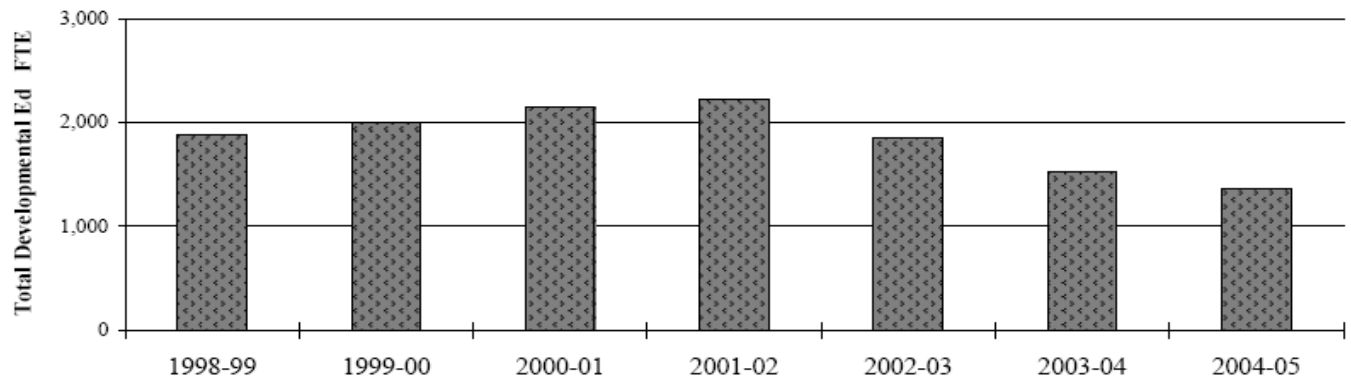
2004-05 FTE



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total Prof. & Tech. FTE	3,893.1	4,109.8	3,973.5	4,009.0	3,902.4	3,341.7	3,143.7
% of Total Annual FTE	32.5%	33.0%	31.1%	30.2%	31.6%	31.2%	30.9%
Yearly Change	na	5.6%	-3.3%	0.9%	-2.7%	-14.4%	-5.9%
Cumulative Change (based on '98-99)	na	5.6%	2.1%	3.0%	0.2%	-14.2%	-19.2%
Preparatory	2,716.9	2,781.8	2,759.2	2,962.4	2,993.7	2,689.4	2,587.8
Supplementary	914.3	911.6	927.9	790.6	695.5	453.9	384.6
Apprenticeship	261.9	416.4	286.4	256.1	213.2	198.5	171.3

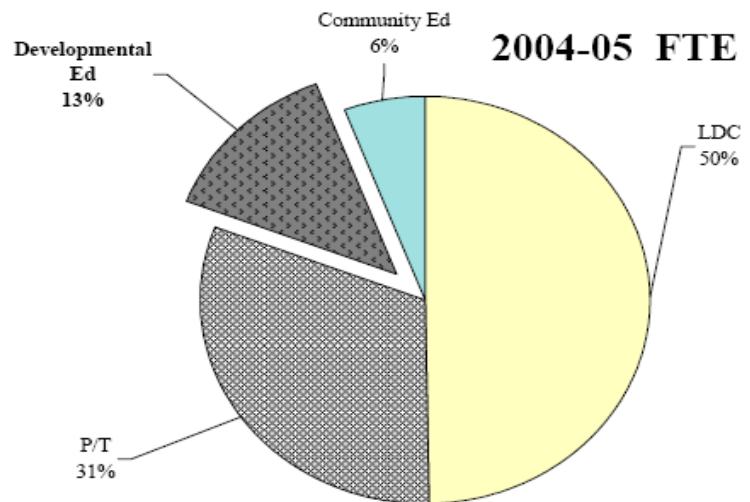
Source: IRZ2202; OCCURS Annual Enrollment Rpt.

Developmental Education FTE



The broad group of Developmental Education includes courses from the following reimbursement categories: English as a Second Language (ESL), Adult Basic Education (ABE), General Education Development (GED), Adult High School (AHS), and Post-Secondary Remedial (PSR).

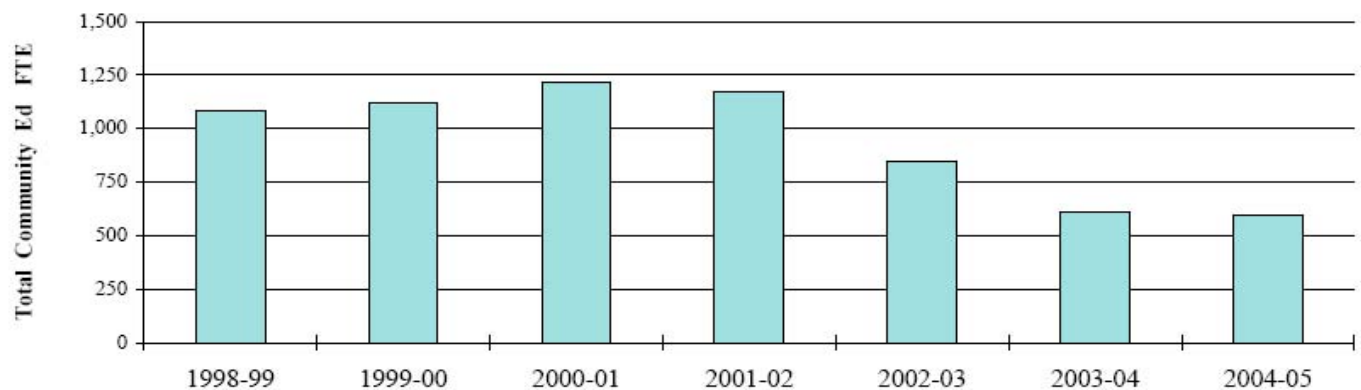
Note: Beginning fall term 2003, courses for fall term are offered over 11 weeks rather than 12 weeks. This resulted in fewer contact hours per course for the term and, therefore, fewer FTE compared to fall terms prior to 2003. The state continues to reimburse colleges on a 12-week basis for fall term under a "hold harmless" agreement.



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total Developmental FTE	1,886.8	1,997.5	2,150.4	2,219.8	1,851.3	1,524.9	1,366.3
% of Total Annual FTE	15.8%	16.0%	16.9%	16.7%	15.0%	14.3%	13.4%
Yearly Change	na	5.9%	7.7%	3.2%	-16.6%	-17.6%	-10.4%
Cumulative Change (based on '98-99)	na	5.9%	14.0%	17.6%	-1.9%	-19.2%	-27.6%
ESL	237.8	308.3	272.1	298.9	308.0	258.0	218.3
ABE	402.6	365.7	540.7	508.6	295.4	259.9	290.7
GED	277.7	278.5	271.4	245.8	276.1	182.0	84.8
AHS	330.6	311.5	283.2	251.2	55.9	-	-
PSR	638.1	733.5	783.1	915.3	915.9	825.1	772.5

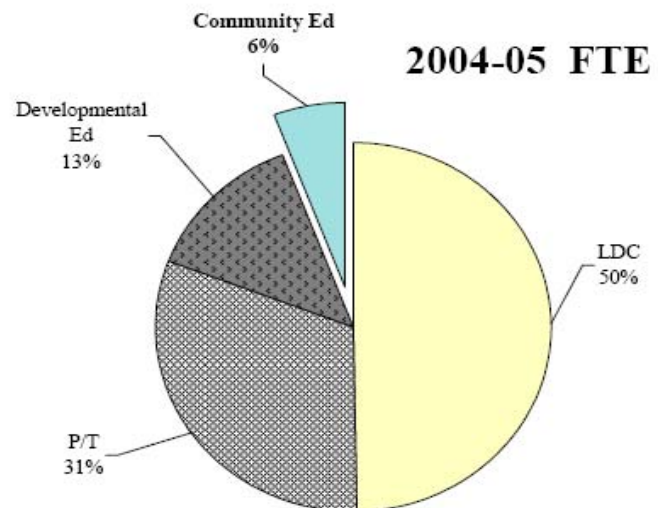
Source: IRZ2202; OCCURS Annual Enrollment Rpt.

Community Education FTE



FTE in this group are derived from courses in the Self-Improvement/Adult Continuing Ed. and Non-reimbursable reimbursement categories (Note: The Self-Improvement category was changed to Adult Continuing Edn. in 2002-03 and classes other than workforce training and health related are no longer eligible for state reimbursement funding). Lane departments contributing to this group include the Business Development & Contract Training, Continuing Education & Educational Outreach, LCC at Cottage Grove and LCC at Florence. Note: Non-reimbursable FTE are derived from a particular category of courses and from out-of-state students enrolling in courses that would otherwise yield reimbursable FTE.

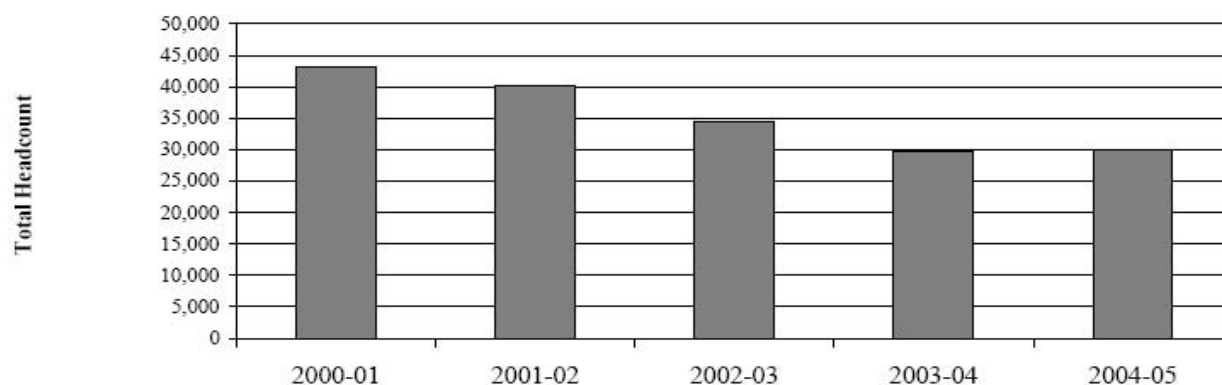
Note: Beginning fall term 2003, courses for fall term are offered over 11 weeks rather than 12 weeks. This resulted in fewer contact hours per course for the term and, therefore, fewer FTE compared to fall terms prior to 2003. The state continues to reimburse colleges on a 12-week basis for fall term under a "hold harmless" agreement.



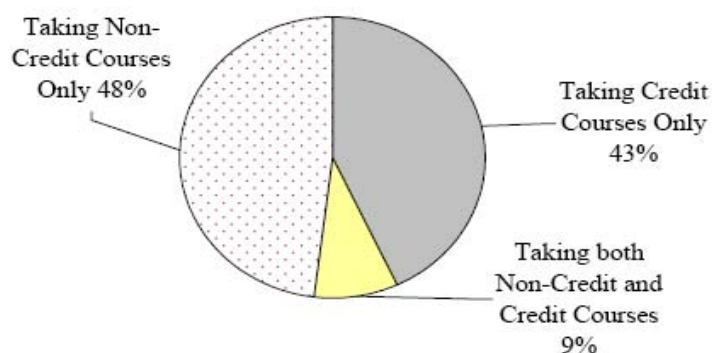
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total Community Ed FTE	1,085.2	1,119.0	1,217.6	1,175.1	842.3	608.2	595.8
% of Total Annual FTE	9.1%	9.0%	9.5%	8.9%	6.8%	5.7%	5.9%
Yearly Change	na	3.1%	8.8%	-3.5%	-28.3%	-27.8%	-2.0%
Cumulative Change (based on '98-99)	na	3.1%	12.2%	8.3%	-22.4%	-44.0%	-45.1%
Self-Improve./Adult Continuing Edn.	925.5	932.5	1,016.3	989.1	696.0	461.7	451.0
Non-Reimbursable	159.7	186.5	201.3	186.1	146.3	146.5	144.8

Source: OCCURS Annual Enrollment Rpts.

Total Headcount



2004-05 Headcount



	2000-01	2001-02	2002-03	2003-04	2004-05
Total Headcount	43,223	40,099	34,394	29,743	29,868
Yearly Change	na	-7.2%	-14.2%	-13.5%	0.4%
Cumulative Change	na	-7.2%	-20.4%	-31.2%	-30.9%

(based on '00-01)

Students were counted as credit students if they were enrolled in credit courses any term they attended Lane in 2004-05.

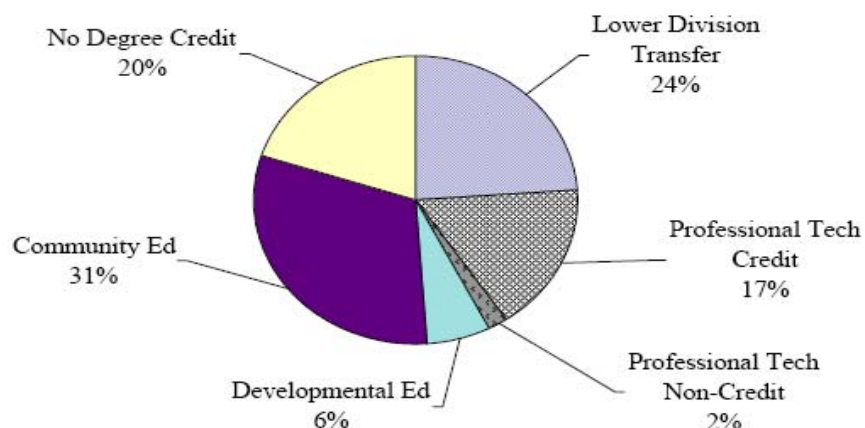
Credit courses include credit, College High, and Tech Prep courses.

Credit courses do not include Adult Basic Ed or non-credit courses.

Source: OCCURS Student Files Unduplicated by Last Term Registered

Program Headcount

2004-05 Programs



Lower Division Transfer programs include students who have declared majors in Transfer programs. These include the AAOT, AS, and AG degree programs and Direct Transfer majors.

Professional Technical programs include credit students who are pursuing professional technical fields or training. Non-credit professional training includes massage therapy, court reporting, and short-term training.

Developmental education students are in programs such as GED, English as a Second Language, and Adult Basic Education.

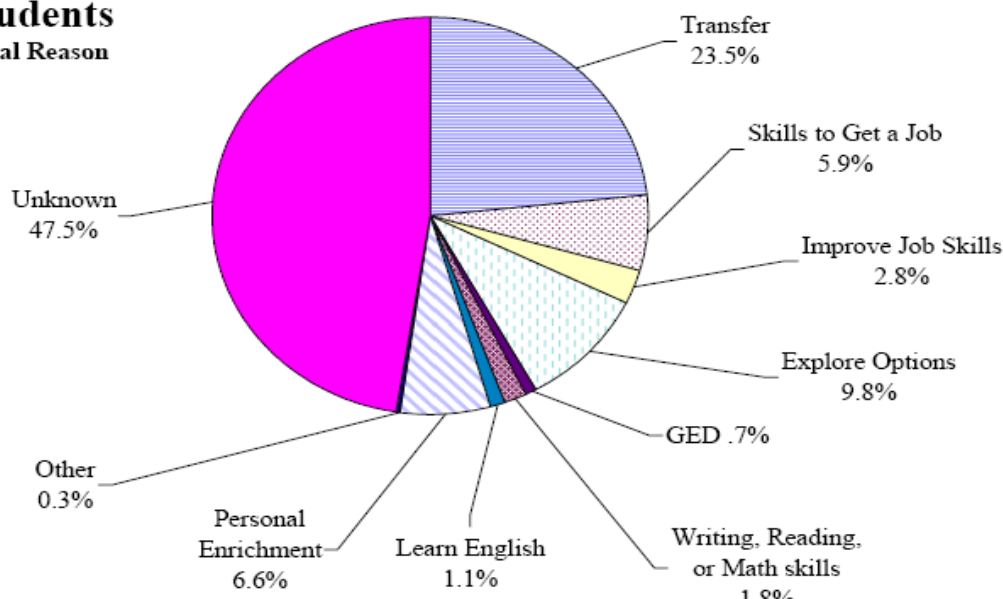
No Degree Credit students are taking credit classes but have not declared a program that includes a degree or direct transfer major.

	2003-04	%	2004-05	%
Lower Division Transfer	7,951	26.7%	7,100	23.8%
Professional Tech Credit	4,904	16.5%	5,011	16.8%
Professional Tech Non-Credit	609	2.0%	620	2.1%
Developmental Ed	2,291	7.7%	1,881	6.3%
Community Ed	9,910	33.3%	9,280	31.1%
No Degree Credit	4,078	13.7%	5,976	20.0%
Total	29,743	100.0%	29,868	100.0%

Source: OCCURS Student Files Unduplicated by Last Term Registered

Main Reason for Attending Lane

**2004-05
Students
Initial Reason**



NOTE 1: In general, non-credit students are not asked about their main reasons for attending Lane.

NOTE 2: Students are asked at the time of admission to indicate their main reasons for attending Lane. The educational goal of a student applying for financial aid is updated at the time of financial aid application. All other students are only subsequently asked to update goals if they have been away from Lane for more than a year and then return.

	2000-01	2001-02	2002-03	2003-04	2004-05
Total Number of Students	43,223	40,099	34,394	29,743	29,868
Main Reason for Attending Lane					
Transfer	6,928	8,293	7,944	7,663	7,009
Skills to Get a Job	1,609	1,790	1,579	1,881	1,758
Improve Job Skills	804	702	535	861	823
Explore Options	2,793	2,671	2,543	3,082	2,931
HS Diploma or GED*	732	787	372	252	218
Writing, Reading, or Math skills	1,849	1,371	830	628	543
Learn English	404	788	833	673	325
Personal Enrichment	945	879	713	1,984	1,981
Other				333	92
Unknown	27,159	22,818	19,045	12,386	14,188

*GED only starting 2003-04

Source: OCCURS Student Files Unduplicated by Last Term Registered