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**Lane Community College @ Cottage Grove**

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**Chapter 0: Alignment with College**

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*How is your unit aligned with the college's goals?*

*Answer this question by describing how your program/unit supports the following:*

➤ Core Values (6)

- Learning  
We provide a wide spectrum of credit and credit-free classes for residents of south Lane County.
- Diversity  
The range of courses and services available at LCC @ Cottage Grove encourage diversity. Examples include Adult Basic and Secondary Education classes, English as a Second Language classes, and classes geared toward the senior population.
- Innovation  
We have developed the infrastructure to support additional distance learning delivery modes within the Cottage Grove facility. We are in the process of connecting to the Educational Services District fiber line so additional courses can be available in Cottage Grove.  
We have developed courses that acknowledge and emphasize the needs of our senior population.
- Collaboration and Partnership  
Partnerships with South Lane School District and the City of Cottage Grove have resulted in a new LCC facility in Cottage Grove.  
We partner with South Lane School District in order to provide aquatic classes for our students.  
We partner with the Oregon Employment department in order to provide employment counseling for veterans.  
The community is well represented on the Cottage Grove Advisory Committee with representatives from the City, School District, local businesses and agencies, and the senior population.
- Integrity  
LCC @ Cottage Grove has always strived to be viewed as an integral part of Lane Community College. We adhere to the policies and procedures of the college.
- Accessibility  
By virtue of our location in south Lane County, we provide enhanced access for residents of the college district.

➤ Strategic Directions (4)

- Achieve Financial Stability  
LCC @ Cottage Grove strives to operate within the department operating budget. Measures are also taken to reduce the cost of building utilities. Contracted classes are offered which help to generate income for the college.
- Enhance College Climate  
Staff members are encouraged to initiate and maintain contact with resources throughout the college as a way of providing better service to students.

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- Build Organizational Infrastructure  
Our role is to support the organizational infrastructure and provide input, as appropriate, for possible changes in it.
- Implement Business, Workforce Development and Extended Learning Reorganization  
As a member of BWEL, LCC @ Cottage Grove strives to cooperate with other departments within BWEL. We also look for ways to enhance efficiencies within BWEL.

➤ Learning Centered Principles (6)

- The Learning College creates substantive change in individual learners.  
LCC @ Cottage Grove provides students with a wide range of courses that enable students to learn new information, concepts, and ideas. The students can then incorporate this new knowledge into their lives in ways that allow for change.
- The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.  
LCC @ Cottage Grove encourages faculty and staff to interact and treat students as adults who are responsible for their choices. We provide a caring environment where students are encouraged to interact with faculty and staff when assistance is desired.
- The Learning College creates and offers as many options for learning as possible.  
LCC @ Cottage Grove provides approximately 100 credit and credit-free courses per term in a variety of instructional formats.
- The Learning College assists learners to form and participate in collaborative learning activities.  
LCC @ Cottage Grove instructors use a variety of teaching methods which involve students in collaborative learning activities. Some of these take place in the classroom while others occur as a result of assignments involving the community.
- The Learning College defines the roles of learning facilitators in response to the needs of the learners.  
LCC @ Cottage Grove instructors are in the process of transitioning into the mind set of learning facilitators. This view of an instructor is certainly an admirable goal. Traditionally based instructors will need time to incorporate this new focus into how they conduct their classes and interact with students.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.  
LCC @ Cottage Grove agrees with this concept and will strive to put into practice improved and expanded learning opportunities as resources permit.

## **Chapter 1: Unit Description**

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*Who are you?*

*Answer this question by providing the following information*

➤ **Unit Mission/Vision**

The mission of Lane Community College at Cottage Grove is to provide southern Lane County residents with accessible, high-quality educational opportunities and services.

Our vision is to provide educational opportunities that meet the goals of all current and future students. Recognizing that a cooperative working atmosphere affects our ability to provide a positive learning environment, we dedicate ourselves to comprehensive and respectful service.

The mission and vision statements were developed by LCC @ Cottage Grove staff in 2000 as part of a staff development process.

➤ **Catalog Description**

Lane Community College at Cottage Grove provides educational services for the southern and eastern parts of the college district.

➤ **History/Significant Program Events**

Lane Community College at Cottage Grove has been in existence since the middle 70's. The credit program experienced solid growth during the first ten years, largely due to enrollment by veterans in credit classes. Credit free classes have also served a significant portion of the south Lane County population over the years. Over the years, the program's student FTE has seen growth and decline on a parallel pattern as to the growth and decline of Lane's student FTE. LCC @ Cottage Grove had seen steady growth in student FTE from the middle 80's until moving into a new facility in 1997. Generally student FTE was about evenly split between credit and credit-free enrollments.

During the next five years student FTE grew at a faster rate. Last year saw the first decline in student FTE as a direct result of a 25% reduction in the program budget and the elimination of a business program, summer classes and weekend classes. As a result of substantial tuition increases for credit-free classes, student enrollment in credit-free classes has declined. A shift by the Oregon Department of Education in funding fewer credit-free classes has also impacted the level of state reimbursable classes held at LCC @ Cottage Grove.

➤ **Degrees and Certificates**

▪ **Two-Year Associate of Applied Science Degree**

Many required courses are available at LCC @ Cottage Grove toward this degree.

Two-Year Associate of Arts Oregon Transfer Degree – students can complete this degree through LCC @ Cottage Grove.

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- **Two-Year Certificate of Completion**

Many required courses are available at LCC @ Cottage Grove towards various certificates of completion.

- **Cooperative Education**

Approximately eight courses are available each term for students wishing to take Cooperative Education classes in south Lane County.

- **Organizational Structure**

Lane Community College at Cottage Grove is in the Business Workforce Development and Extended Learning Division (BWEL) under the leadership of Tim Craig.

- **Staff/Faculty**

Instructors are normally part-time faculty – both for credit and credit-free classes. Credit instructors are certified through the respective academic department on the 30<sup>th</sup> Avenue campus.

All office staff members have been reduced to part-time status due to budget reductions. A summer term is not offered due to the reductions. Staff consist of a .89 FTE department head, a .86 FTE computer lab coordinator, a .86 student advisor, a .86 FTE clerk/receptionist, four time-sheet employees and two part-time employees provided through Counseling for advising and counseling purposes.

The staff provides direct support to instructors in order to enhance student learning opportunities.

Examples of support include assisting with instructor payroll training, student placement testing, student advising, class promotions in a local class schedule produced by Cottage Grove employees, assisting students with enrollment and billing concerns, book sales, and telecourse orientations and testing. Staff also provides students with someone to discuss a variety of concerns related to their course work and/or their personal lives.

## **Chapter 2: Program Outcomes (Curriculum)**

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*What does your program intend to do? What does the learner acquire after completing your program? How does your program contribute to enhancing the core abilities (as defined in the catalogue) of the learner?*

- Program Level: LCC @ Cottage Grove offers a combination of both credit and credit-free classes. It is important to realize that both Cottage Grove and Florence offer courses that represent many programs at Lane.
  - Program Outcomes - It is the intent of management and faculty that students receive the same level of quality instruction and services as students at the Goshen campus.
  - Program accreditations/national standards if applicable - All credit instructors meet accreditation requirements that exist on the Goshen campus.
  - Core Ability Outcomes - It is the intent of management that all students communicate effectively, think critically, and explore academic disciplines. All of the instructors at the Florence Center are part-time and as a result are challenged to stay in focus with trends and training opportunities afforded locations closer to Eugene. In order to stay in-tune we use our Fall In-service as a time to review the college's mission, core values, and strategic plan.
- Course Level:
  - Course Outcomes - It is the intent of our credit and credit-free faculty that our students gain a level of competency and knowledge that leads to student success.
  - Instructional Methods – LCC @ Cottage Grove offers a combination of lecture, distance learning, independent study, cooperative education, and self-paced instruction.
  - Instructional Environment (classroom type/technologies) - The majority of classroom instruction is conducted in a lecture setting. When using the computer labs most instructors use LCD projectors as a teaching tool. The use of video telecourses is also a common method of instruction. We are in the process of setting up IP-Video to broadcast instruction from Eugene to Cottage Grove using the Distance Learning room on main campus.
- Faculty and Staff Contributions
  - Instructors are normally part-time faculty – both for credit and credit-free classes. Credit instructors are certified through the respective academic department on the 30<sup>th</sup> Avenue campus. As a result of being hired on a part-time basis, the primary contribution by faculty is direct instruction.
  - Staff provides direct support to instructors in order to enhance student learning opportunities. Examples of support include assisting with instructor payroll training, student placement testing,

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student advising, class promotions in a local class schedule produced by Cottage Grove employees, assisting students with enrollment and billing concerns, book sales, and telecourse orientations and testing. Staff also provides students with someone to discuss a variety of concerns related to their course work and/or their personal lives.

➤ Advisory Committee

- The Cottage Grove Advisory Committee consists of southern Lane County residents including educators, city leadership, business owners, retired seniors, agency representatives, private citizens and LCC staff.

### Chapter 3: Program Outcomes Data (Student, Fiscal,.....)

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*What were the results of providing your program as it relates to student enrollment, student success, and cost efficiencies? Program self study will also include assessment of program outcomes as defined in chapter 2.*

*\*Provide data that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)*

➤ Enrollment data

- Program Level: Student FTE NA
- Course Level: Student FTE NA
- Student FTE/Faculty FTE ratios 30.6/1
- Capacity Analysis NA

➤ Student Success Data

- Student Retention ratios NA
- Student Completion ratios NA

➤ Demographic profile of students NA

➤ Budget

- General Fund:
  - Actual Costs \$516,943
  - Revenues (Course Fees,.....) \$ 16,092
  - Cost/Student FTE \$2,683
- Restricted Fund: Fund 8 (Grants,.....)
  - Costs – Carl Perkins \$6,412
  - Revenues NA
- Restricted Budget: Fund 9 (~~Tuition-based sections~~, non-reimbursable sections)
  - Costs \$5,765
  - Revenues \$4,290

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➤ Facilities/Equipment

- Space Description - 1) 18,500 square foot facility on River Road on 3 1/3 acres of land. The land was donated by South Lane School District. Contains 3 computer labs, 7 classrooms, math lab, distance learning room, student resource room, five faculty offices, four staff offices, student service counter, student lounge, bookstore, staff workroom, and staff breakroom. The parking lot has 66 spaces. 2) 4,400 square foot facility on 5<sup>th</sup> Street. Contains 4 classrooms and 2 offices spaces.
- Utilization Ratios (actual/available) - Daytime use of the facilities is underutilized. Estimate there is 60% utilization during the day. Evening use of the facilities is at near capacity.
- Equipment Inventory - Primary equipment consists of approximately 85 IBM compatible computers, 10 Macintosh computers and 11 networked printers for both instruction and administrative purposes. There are 4 LCD projection units and 5 telecourse viewing stations for instructional use.
- Replacement Cycles – Three to 5 year cycles on the computers, 4 to 6 years for printers, 5 to 6 years for projection units, and 3 to 4 years for telecourse viewing stations.



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- Other basic approaches you might take \*:
  1. Needs Assessment
  2. Satisfaction Assessment
  3. Assessing Learning Outcomes
  4. Environmental Assessment
  5. Assessing Cost Effectiveness
  6. Dropouts Assessment (program or college)
  7. Post-Completion Follow-up Assessment
  
- Methods of assessment you might use:
  1. Qualitative Assessment
  2. Quantitative Assessment
  3. Pre tests/post tests
  4. Portfolio assessment

## **Chapter 4: Analysis of Expected Performance versus Actual Performance**

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*Did you meet your expectations?*

*\*Compare the expectations outlined in Chapter 2 to the data you provided in Chapter 3. How effective were you at meeting your goals? Was your performance what you thought it would be? What can be done to improve?*

*You also might find it effective to provide a summary analysis of the program using:*

- Strengths
  - Geographic location to serve south Lane County.
  - Commitment of staff to provide quality service to students.
  - Partnerships within the community.
  - Efficient use of resources.
  - Utilization of current technology.
  - Availability of courses required for the AAOT.
  - Provides many students, both credit and credit-free, with their first contact with the college.
  - Courses developed for senior citizens.
- Weaknesses/Opportunities
  - Potential of developing additional instructional opportunities for students via distance learning.
  - Potential of developing additional instructional opportunities for the general public and accelerated high school students due to the opening of the new high school adjacent to LCC @ Cottage Grove.
  - Willingness of South Lane School District for allow a fiber connection between the new high school and our facility. This will allow Cottage Grove to participate in IP Video classes offered throughout the college district.
  - Potential for serving the community with weekend classes.
- Conclusions
  - LCC @ Cottage Grove serves a vital link between the college and south Lane County residents. Recent budget reductions have reduced the current service level. In light of those reductions, student FTE for 2002-03 was met at the projected level. There is potential to cultivate additional partnerships and utilize existing partnerships to enhance services to area residents.

*Possible perspectives to take when conducting analysis:*

1. How effectively you fulfilled you mission?
2. How efficiently you used the resources you were given?
3. How well did the students meet the program outcomes?
4. How well are you utilizing current technology?

## **Chapter 5: Program Initiatives to Improve Performance – 1<sup>st</sup> Initiative**

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*“How do you propose improving future performance?”*

*\*When proposing an initiative(s), use the following structure for each initiative proposed:*

### Initiative Title – Distance Learning Connectivity

- Describe Initiative
  - Why do it? It would expand options for students in south Lane County and help support the required enrollment necessary for Distance Learning classes.
  - What will the product of this initiative be? Connection of LCC @ Cottage Grove with the ESD network so that Distance Learning courses can be available at the Cottage Grove facility.
  - What is the need or intended use? A variety of classes including transfer, professional technical, and enrichment, will be available through this delivery model.
  - Is it feasible? Yes.
  - What would be the campus location of this request/project? LCC @ Cottage Grove.
  - How many students (per year) will benefit? Approximately 150.
  - How will students benefit? This will provide students with course options currently unavailable in Cottage Grove.
- Describe the resources needed
  - Fiber cable needs to be run between the Cottage Grove building and the new high school.
- List the possible funding sources – TACT, Carl Perkins and general fund.
  - Can this project be partially funded? No.
  - If so, what minimum cost?
- ORG code: 43001 PROG code: 111000; Carl Perkins ORG code: 430300 PROG code: 150000
- How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?
  - The project will expand course options for students in south Lane County. Student retention will be enhanced due to the increased access to college courses. This is a key aspect of the college's mission.

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**IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:**

- Category of request:
  - Maintain existing technology
  - Increase student access to technology - The project would enable students access to new courses that would otherwise be unavailable.
  - New technology – The technology is not new, but it would be new for Cottage Grove students.
- How does this request fit in with other unit or college technology plans?

This request would allow Cottage Grove to integrate with distance learning technology supported by the 30<sup>th</sup> Avenue campus and various Community Learning Centers.
- Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

Network wiring & installation = \$8,000. Multimode Fiber to Category 5 Enhanced Wire Media Convert = \$2,000.

**IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:**

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

A significant percentage of our credit students are special population students. LCC enrollment information can provide specific detail.
- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Special Populations Student Results:  
Offering distance learning courses will enhance student access and success. Due to the ability to combine enrollments from various locations within the college district, students will have access to more classes and a wider range of classes. This will help ensure that students can complete their program goals due to the increased access to classes.

Professional Development Goal:  
Cottage Grove staff will be able to participate in more professional development functions which will enable them to provide enhanced services to students. Staffing limitations preclude our staff from attending most professional development functions.
- Describe how this project might show collaboration with Lane County high schools.

The fiber connection utilizes the Lane County Educational Services District. This connection serves Lane County high schools and some of our Community Learning Centers.

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## Chapter 5: Program Initiatives to Improve Performance – 2<sup>nd</sup> Initiative

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*“How do you propose improving future performance?”*

*\*When proposing an initiative(s), use the following structure for each initiative proposed:*

### Initiative Title – Writing Tutors

- Describe Initiative
  - Why do it? This service provides a comparable service that is available on the 30<sup>th</sup> Avenue campus. It also helps ensure students’ success in their course work.
  - What will the product of this initiative be? Students will enhance their writing skills and thus improve their classroom performance.
  - What is the need or intended use? Tutoring services in writing are unavailable to south Lane County students without this initiative.
  - Is it feasible? Yes.
  - What would be the campus location of this request/project? LCC @ Cottage Grove.
  - How many students (per year) will benefit? Approximately 120.
  - How will students benefit? See the previous responses.
- Describe the resources needed
  - Funding for tutors.
- List the possible funding sources – Carl Perkins and general fund.
  - Can this project be partially funded? Carl Perkins has funded the cost of this service for 2003-04. We are requesting a continuation of funding for the service. Department funds will be utilized to fund any difference between Perkins funding and the total cost of the service.
  - If so, what minimum cost?
- ORG code: 430300 PROG code: 150000; Carl Perkins ORG code: 430300 PROG code: 150000
- How does this project articulate with the college’s vision, mission & goals and contribute toward meeting the President’s/Board’s approved goals?
  - This project will assist students in achieving success in their course work. Student retention will be enhanced due to the increased academic success. This is a key aspect of the college’s mission.

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**IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:**

- Category of request:
  - Maintain existing technology
  - Increase student access to technology
  - New technology
- How does this request fit in with other unit or college technology plans?
- Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

**IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:**

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

A significant percentage of our credit students are special population students. LCC enrollment information can provide specific detail.
- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Student Skills Gain:  
Tutoring in composition skills will improve the academic and technical skills of students enrolled in vocational and technical education programs. It will assist students achieve a higher level of success and learning in their course work.

Special Populations Student Results:  
As mentioned above, a significant percentage of our credit students are special population students. Low writing ability is a major barrier to success for this population. Tutoring in writing skills by writing faculty members is a significant opportunity for students who face this barrier. It will result is a higher level of achievement for these students.
- Describe how this project might show collaboration with Lane County high schools.

NA

## Chapter 5: Program Initiatives to Improve Performance – 3<sup>rd</sup> Initiative

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*“How do you propose improving future performance?”*

*\*When proposing an initiative(s), use the following structure for each initiative proposed:*

### Initiative Title – Additional Courses

- Describe Initiative
  - Why do it? New opportunities exist as a result of the new hospital in Cottage Grove and our proximity to the new high school.
  - What will the product of this initiative be? It will expand options for students in south Lane County. It will develop new partnerships with the school district and the hospital.
  - What is the need or intended use? Providing two courses per term that will target the health care field and high school seniors who want additional options for obtaining college credit during their senior year.
  - Is it feasible? Yes.
  - What would be the campus location of this request/project? LCC @ Cottage Grove.
  - How many students (per year) will benefit? Approximately 90.
  - How will students benefit? This will provide students with course options currently unavailable in Cottage Grove.
- Describe the resources needed
  - Funding for curriculum development and instruction.
- List the possible funding sources – General fund.
  - Can this project be partially funded? Yes.
  - If so, what minimum cost? It is a sliding scale which is directly tied to the number of classes that could be offered.
- ORG code: 430300 PROG code: 150000
- How does this project articulate with the college’s vision, mission & goals and contribute toward meeting the President’s/Board’s approved goals?
  - It will provide expanded course options for students in south Lane County. Student retention will be enhanced due to the increased access to college courses. This is a key aspect of the college’s mission.
  - South Lane School District is in the process of defining, with the assistance of community input, goals for the district. One focus area is on providing secondary students with enhanced educational opportunities. An emphasis is being placed on students who want to continue their education beyond high school. The college can be a key player in meeting this need.

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**IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:**

- Category of request:
  - Maintain existing technology
  - Increase student access to technology
  - New technology
- How does this request fit in with other unit or college technology plans?
- Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

**IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:**

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?
- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?
- Describe how this project might show collaboration with Lane County high schools.



## **Chapter 5: Program Initiatives to Improve Performance – 4th Initiative**

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*“How do you propose improving future performance?”*

*\*When proposing an initiative(s), use the following structure for each initiative proposed:*

### Initiative Title – Upgrade Computer Lab to Windows XP

- Describe Initiative
  - Why do it? The existing lab’s operating system is outdated and does not reflect the operating system standard the college is moving toward in the instructional labs.
  - What will the product of this initiative be? It will reduce staff time because Windows XP is a more stable system. It will provide students with a more productive classroom environment and reflect the operating system that is typically found on personal computers and in many workplace computers.
  - What is the need or intended use? See the previous two statements.
  - Is it feasible? Yes.
  - What would be the campus location of this request/project? LCC @ Cottage Grove.
  - How many students (per year) will benefit? Approximately 300.
  - How will students benefit? See the second statement above.
- Describe the resources needed
  - Windows XP operating system and 128 MB RAM upgrade at each station.
- List the possible funding sources – General fund.
  - Can this project be partially funded? No.
  - If so, what minimum cost?
- ORG code: 430300 PROG code: 150000
- How does this project articulate with the college’s vision, mission & goals and contribute toward meeting the President’s/Board’s approved goals?
  - This project will emphasize a learning centered environment where the infrastructure needed for productive computer based learning can take place with a minimum of interference due to outdated operating system issues. This is a key aspect of the college’s core values related to learning.

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**IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:**

- Category of request:
  - Maintain existing technology – in one sense a Windows XP upgrade is an enhancement of existing hardware technology (with the exception of a RAM upgrade). In another sense, a Windows XP upgrade allows us (with the addition of the RAM upgrade) to get extended use of our existing hardware in the computer lab.
  - Increase student access to technology – students will have access to the current operating system. This will also minimize computer “glitches” that are a result of the old operating system.
  - New technology – see the response to the first statement above.
- How does this request fit in with other unit or college technology plans?

The college has been migrating instructional labs to Windows XP.
- Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

OETC upgrade price for Win XP is \$53.50/station plus \$20 for the CD and \$5 for shipping. Cost is \$1,416 for 26 stations.  
128MB RAM upgrade for 26 stations is \$1,300.  
Total cost is \$2,716.

**IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:**

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

A significant percentage of our credit students are special population students. LCC enrollment information can provide specific detail.
- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Student Skills Gain:  
The vocational and technical components of our computer classes would be strengthened by virtue of having the current operating system installed in the computer lab. It would provide students experience with the operating system that is now found on most home personal computers and in many business systems.

Special Populations Student Results:  
It would reduce the “down” time as a result of a more stable operating system. This would benefit both students and staff who have to respond to these issues. It would allow students to focus on their course work and not be bothered with access to computer issues that occur with the current operating system.
- Describe how this project might show collaboration with Lane County high schools.

There is the potential of the high school using our computer lab if it was upgraded to Windows XP.

## **Chapter 6: Evaluation of Initiative Process**

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*Was your initiative(s) successful? How do you know?*

*\*This chapter is not relevant until next year when we have completed the first iteration of the planning cycle and can evaluate how it worked.*

➤ Overall Effectiveness of the Program Plan

Significant Change # 1

- Planned (prior initiative) or Unplanned
- Costs/Benefits
- Future Actions

Significant Change # 2

- Planned (prior initiative) or Unplanned
- Costs/Benefits
- Future Actions

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**Vision**

Transforming lives through learning

**Mission**

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

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***Lane's Core Values***

**Learning**

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

**Diversity**

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

**Innovation**

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

**Collaboration and Partnership**

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

**Integrity**

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

**Accessibility**

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

### ***Strategic Directions***

Continuing on the journey to become a learning college requires: Placing students and their learning at the heart of what we do, and creating conditions where everyone can do their best work. Therefore, to focus the college during the next 18 months, we need to implement the following four goals:

- Financial stability
  
- Building organizational infrastructure
  - Self-study
  - LASR
  - Mainstream innovation
  
- College climate
  - Human Resource Systems
  - Student Retention
  - Relationships
  
- Implementation of BWEL reorganization
  - Bring the conference center to profitability
  - Reinvigorate contract training and linking with Continuing Ed and linking Continuing Ed with credit units

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***Learning-Centered College Principles***

1. Creates substantive change in the learners.
2. Engages the learner as a full partner.
3. Creates many options for learning.
4. Assists learners to participate in learning activities.
5. Defines the role of the learning facilitator.
6. Success occurs when improved and expanded learning can be documented for the learner.

Asks the questions:

*How does this action/decision improve & expand learning? How do we know?*

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**General Education and Core Abilities**

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

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

**Core Abilities Outcomes Statements**

Students completing general education will:

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