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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

PREFACE

As members of the Strategic Planning Committee, we are pleased to present Lane's most recently developed Strategic Directions. These are now included as part of the updated Strategic Plan for the College. We feel that these new directions, developed over months of thoughtful discussion in a spirit of collaboration and respect, reflect our best thinking about how to focus the work of the College in the next three to five years.

In its work, the committee sought to articulate a set of directions that linked with the College's vision, mission and core values, and set the parameters for developing essential and achievable goals. We took care to provide continuity with Lane's history and values, while clarifying a picture of the College we could create together. As part of the updated Strategic Plan, these Strategic Directions will significantly enhance our ability to provide effective, comprehensive educational programs and services that meet the learning needs of our community.

Quality education is at the heart of the Plan. Translating this overarching principle of quality into directions led us to concentrate on three areas of the College: Transforming Students' Lives; Transforming the Learning Environment; Transforming the College Organization. These directions are dynamic and interrelated, as are all areas of the college, and it is likely that this interrelatedness will be reflected in the next step of this process: breathing life into these directions by setting priorities and outlining specific goals which will focus our work at Lane for the next three to five years. The directions and the goals will be works-in-progress, guiding our work but always subject to review and updating as we continue to respond to the needs of the communities we serve.

Lane's staff and many community members contributed to the development of our Strategic Plan, and it will be through all of our efforts that Lane's Vision—Transforming Lives Through Learning--will be actualized. This Plan will enable us to maintain our traditional strengths while providing structure for our future as a learning college.

The Strategic Planning Committee:

Kate Barry, Management Council

Bob Baldwin, LCCEF

Sonya Christian, Executive Team

Roger Gednalske, ASLCC

Marie Matsen, Executive Team

Anne McGrail, Faculty Council

Dave Keebler, Management Steering Committee

Ted Lay, facilitator

Cheryl Roberts, Executive Team

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Marcia Sexton, ASLCC

Mary Spilde, President

Craig Taylor, Executive Team

Annick Todd, College Council

Deborah Watkins, Classified Council.

December 22, 2003

Student Opinion Survey – Lane’s Additional Questions Project Summary

Background

Every two years all Oregon community colleges conduct a student opinion survey to assess perceptions of college environment and services. The survey has been authorized and supported by the Oregon Community College Deans of Students Association. The first statewide administration of this survey occurred in the fall of 1993 using the standard *Student Opinion Survey* questionnaire developed by American College Testing (ACT). Following that first survey project, the Oregon Council of Community College Institutional Researchers developed a customized Northwest Edition of the standard ACT instrument. This new survey instrument has been administered to Oregon community college students during spring terms of 1996, 1998, 2000 and 2002.

Besides the standardized ACT survey instrument which is used by all Oregon community colleges for this biennial student survey project, additional questions unique to each college can be included with this project. This report contains findings from the additional questions developed by Lane staff for the spring 2002 survey. The methodology and findings of the survey project are briefly summarized below. Readers are encouraged to review the detailed graphic and tabular presentations of findings derived from the additional questions as well as respondent comments that follow this summary. The survey instrument used in this project follows the detailed presentations of findings.

Survey Methodology

Survey Instrument

During spring term 2002, drafts of possible additional questions to be included with the *ACT Student Opinion Survey (Northwest Edition)* were submitted to Institutional Research, Assessment & Planning (IRAP) by Lane staff who wanted to investigate particular issues. IRAP staff reviewed questions and offered suggestions that would clarify and focus questions. The final 35 additional questions were compiled in a three-page format and distributed along with the standard ACT Student Opinion Survey.

Data Collection

At the end of the third week of spring term 1,253 student packets containing the *ACT Student Opinion Survey (Northwest Edition)* and Lane’s additional questions were delivered to 58 instructors of credit courses. These 58 sections were a stratified random sample of spring term credit sections. The following criteria were used to select sections:

- at least one section was selected from each department
- the number of sections selected in a department was based on student FTE in the department
- no instructor was selected more than once

- morning, afternoon and evening courses were selected in approximately the ratio such classes were offered spring term.

Instructors were asked to distribute survey packets to students at the end of a class session sometime during the fourth or fifth weeks of the term and then to collect completed surveys from students during the next meeting of the class. Fifty-four instructors returned packets of completed student surveys. A total of 600 completed student surveys were returned to IRAP for a student survey response rate of 48%. IRAP staff loaded responses to the 35 additional questions and then submitted all of the ACT survey forms to a central collection point at Chemeketa Community College where they were grouped with completed surveys from all other Oregon community colleges before being sent off to ACT for processing. Findings from the ACT survey instrument should be available from ACT September 2002.

Comparison of Survey Respondents with Lane Student Population

Based on characteristics of age, ethnicity/race, and gender, the survey respondents were representative of Lane’s student population enrolled in credit classes. The following three charts are comparisons of survey respondents with all credit students on these three characteristics.

| Ethnic/Racial Group: | ACT Student Opinion Survey | | | All Credit Students |
|---|-----------------------------------|--------------------|----------------------|--------------------------------|
| response category | # of responses | % of all responses | % of valid responses | % of credit students fall '01* |
| African-American or Black | 9 | 1.5% | 1.8% | 1.4% |
| Native American | 4 | 0.7% | 0.8% | 3.1% |
| Caucasian or White | 426 | 71.0% | 87.3% | 85.9% |
| Mexican-American, Mexican origin | 12 | 2.0% | 2.5% | included w/ Latino or Hispanic |
| Asian American, Oriental, Pacific Islander | 26 | 4.3% | 5.3% | 5.5% |
| Puerto Rican, Cuban, other Latino or Hispanic | 11 | 1.8% | 2.3% | 4.1% |
| other | 35 | 5.8% | na | na |
| I prefer not to respond | 60 | 10.0% | na | na |
| blank | 17 | 2.8% | na | na |
| total | 600 | 100% | 100% | 100% |

* Data for fall 2001 credit students from Lane’s *Facts 2000/2001* brochure.

Example: For students who completed the survey and reported their ethnic/racial group, 1.8% (9 students) indicated they were African-American or Black. For Lane students enrolled in credit classes during fall term 2001, 1.4% reported they were African-American or Black.

Age Groups:**ACT Student Opinion Survey****All Credit Students**

| response category | # of responses | % of responses | % of valid responses | % of credit students '00-01* |
|-------------------|----------------|----------------|----------------------|------------------------------|
| 18 or under | 28 | 4.7% | 4.8% | 6.0% |
| 19 | 78 | 13.0% | 13.2% | |
| 20 | 67 | 11.2% | 11.4% | |
| 21 | 56 | 9.3% | 9.5% | 34.0% |
| 22 | 31 | 5.2% | 5.3% | |
| 23 to 25 | 76 | 12.7% | 12.9% | |
| 26 to 29 | 50 | 8.3% | 8.5% | 30.0% |
| 30 to 39 | 109 | 18.2% | 18.5% | 13.0% |
| 40 to 61 | 93 | 15.5% | 15.8% | 15.0% |
| 62 or over | 1 | 0.2% | 0.2% | 1.0% |
| blank | 11 | 1.8% | na | na |
| total | 600 | 100% | 100% | 100% |

* Data for 2000-01 credit students from *Lane Profile 2000-2001*.

Example 1: For students who completed the survey and reported their age, 4.8% (28 students) were 18 years or younger. For Lane students enrolled in credit classes during 2000-01, 6.0% were 18 years or younger.

Example 2: For students who completed the survey and reported their age, 34.1% were 19, 20, or 21 years old (13.2% + 11.4% + 9.5%). For Lane students enrolled in credit classes during 2000-01, 34.0% were 19, 20, or 21 years old.

Gender:**ACT Student Opinion Survey****All Credit Students**

| response category | # of responses | % of responses | % of valid responses | % of credit students fall '01* |
|-------------------|----------------|----------------|----------------------|--------------------------------|
| male | 248 | 41.3% | 42.4% | 45.0% |
| female | 337 | 56.2% | 57.6% | 55.0% |
| blank | 15 | 2.5% | na | na |
| total | 556 | 100% | 100% | 100% |

* Data for fall 2001 credit students from Lane's *Facts 2001/2002* brochure.

Example: For students who completed the survey and reported their gender, 42.4% (248 students) were male. For Lane students enrolled in credit classes during fall term 2001, 45.0% were male.

A summary of findings from Lane’s additional questions is presented below. More detailed graphic and tabular presentations of responses to all questions are presented in the Findings section of this report. Respondents’ comments follow the tables and graphs. All percentages reported in this Summary section are “valid” percentages (i.e., surveys with no response for a particular question were not included in the percent calculation).

Lane Services: Student Health Services

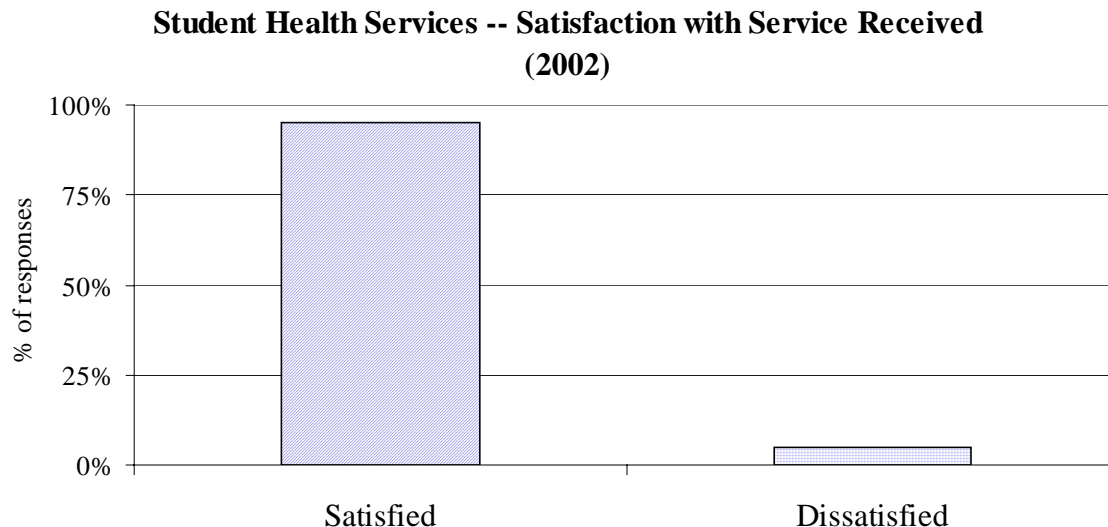
A majority of survey respondents reported they had “Never” used Lane’s Student Health Services (73% in 2002, compared to 74% in 2000), but among those who had used Student Health Services 95% reported they were satisfied with the service they received (compared to 94% in 2000).

- 66% reported they were “Very satisfied” with the service they received (compared to 65% in 2000) and
- 29% were “Somewhat satisfied” (compared to 29% in 2000).

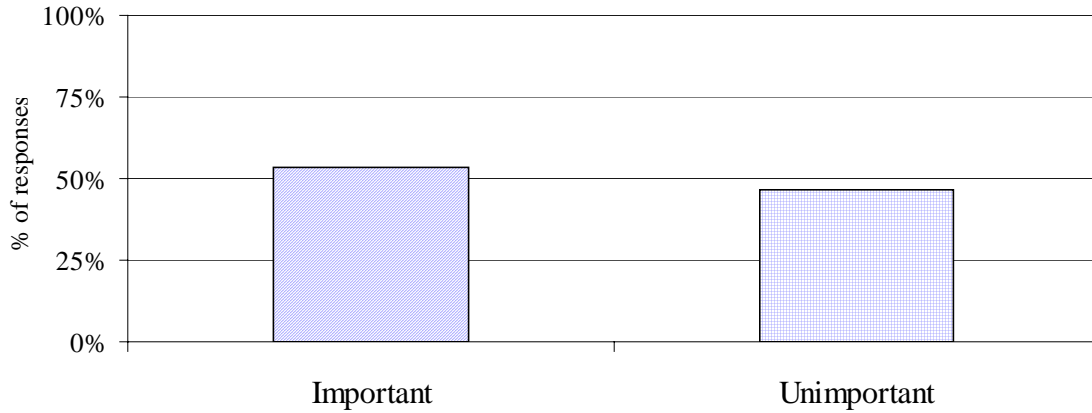
Among all survey respondents, 54% reported it was important to have Lane’s Student Health Services available during the evening or on weekends (compared to 55% in 2000).

- 22% reported it is “Very important” to have Student Health Services available evenings or weekends (compared to 19% in 2000)
- 32% reported it is “Somewhat important” (compared to 36% in 2000)

See pages 1 – 3 in the Findings section for details related to Student Health Services.



Student Health Services -- Important to have Available Evening and or Weekends? (2002)



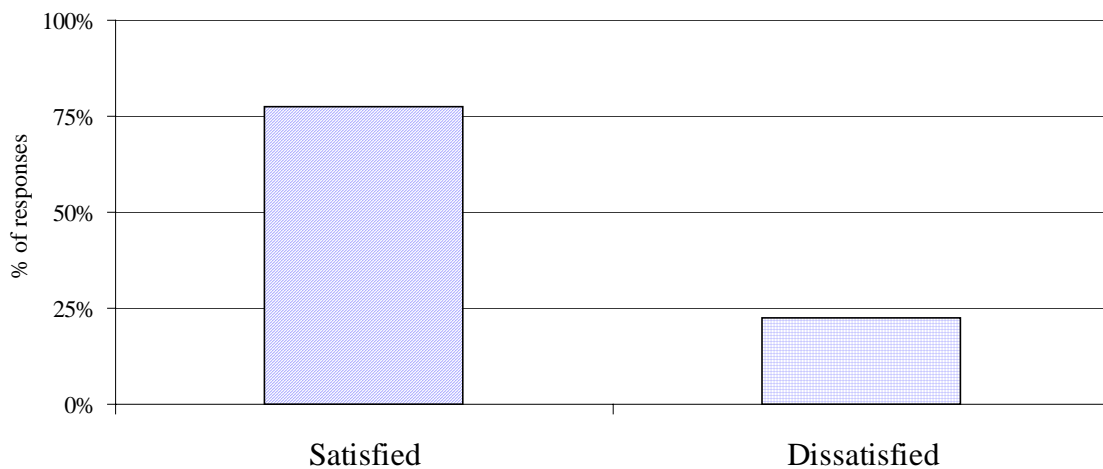
Lane Services: Disability Services

A majority of survey respondents reported they had “Never” used Lane’s Disability Services (93% in 2002, compared to 95% in 2000), but among those who had used Disability Services 78% reported they were satisfied with the service they received (compared to 78% in 2000).

- 48% reported they were “Very satisfied” with the service they received (compared to 33% in 2000) and
- 30% were “Somewhat satisfied” (compared to 44% in 2000)

See pages 4 – 5 in the Findings section for details related to Disability Services.

Disability Services -- Satisfaction with Service Received (2002)



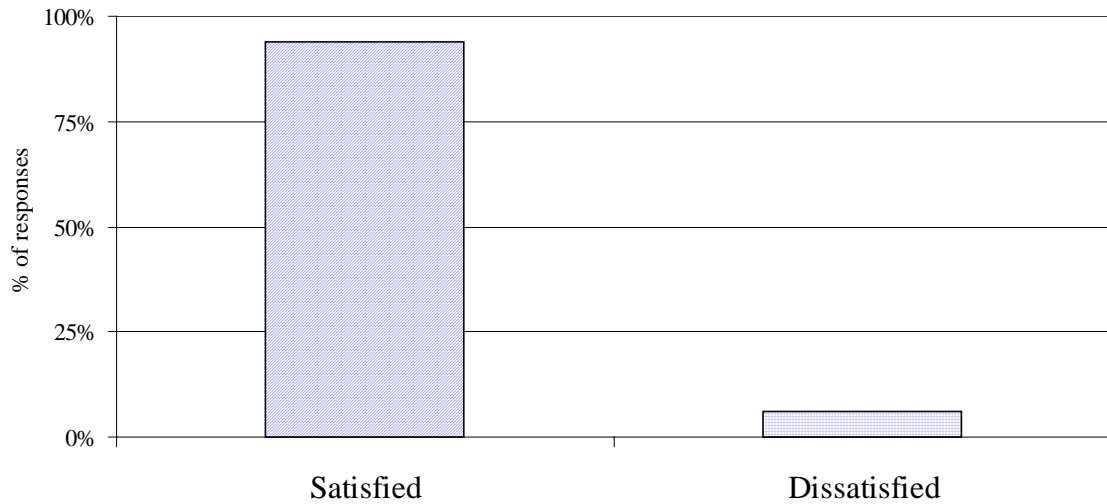
Lane Services: Tutoring Services

The percent of students who used Lane’s Tutoring Services increased (42% in 2002 compared to 37% in 2000), and among those who had used Tutoring Services 94% reported they were satisfied with the tutoring they received (compared to 90% in 2000).

- 47% reported they were “Very satisfied” with the tutoring they received (compared to 50% in 2000) and
- 47% were “Somewhat satisfied” (compared to 40% in 2000)

See pages 6 – 7 in the Findings section for details related to Tutoring Services.

Tutoring Services -- Satisfaction with Tutoring Received (2002)



Lane Services: Recovery Center

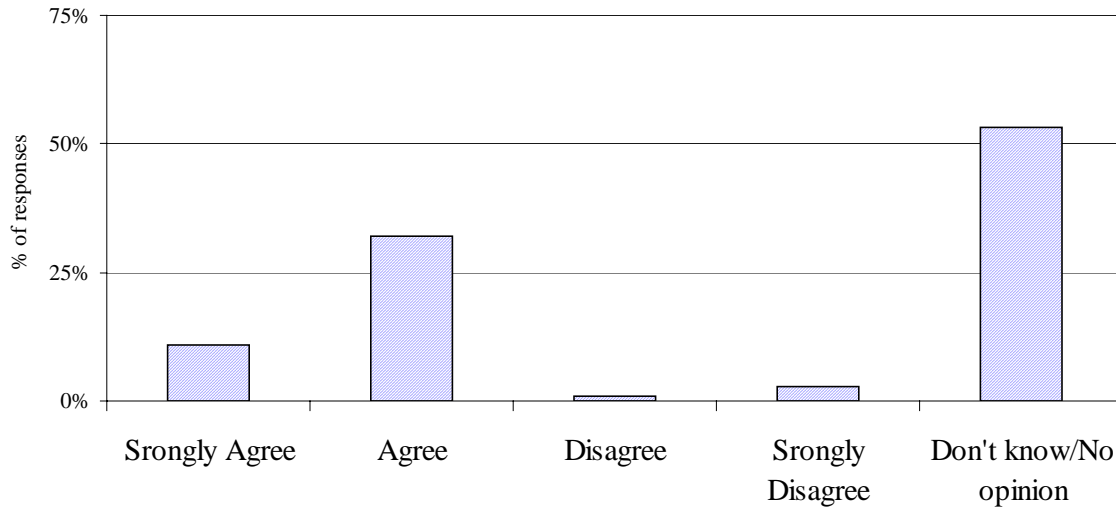
A majority of survey respondents (80% in 2002, compared to 78% in 2000) reported they did not know that Lane had a Recovery Center on campus for information and referral, support, and counseling about substance abuse and related issues that affect students and families.

Among those who were aware of the Center, 43% reported they agreed that the Center effectively supports recovery (compared to 40% in 2000).

- 11% reported they “Strongly agree” (compared to 20% in 2000)
- 32% reported they “Agree” (compared to 21% in 2000)
- 53% reported they did not know or had no opinion (compared to 55% in 2000).

See pages 8 – 9 in the Findings section for details related to Lane’s Recovery Center.

Recovery Center Effectively Supports Recovery? (2002)

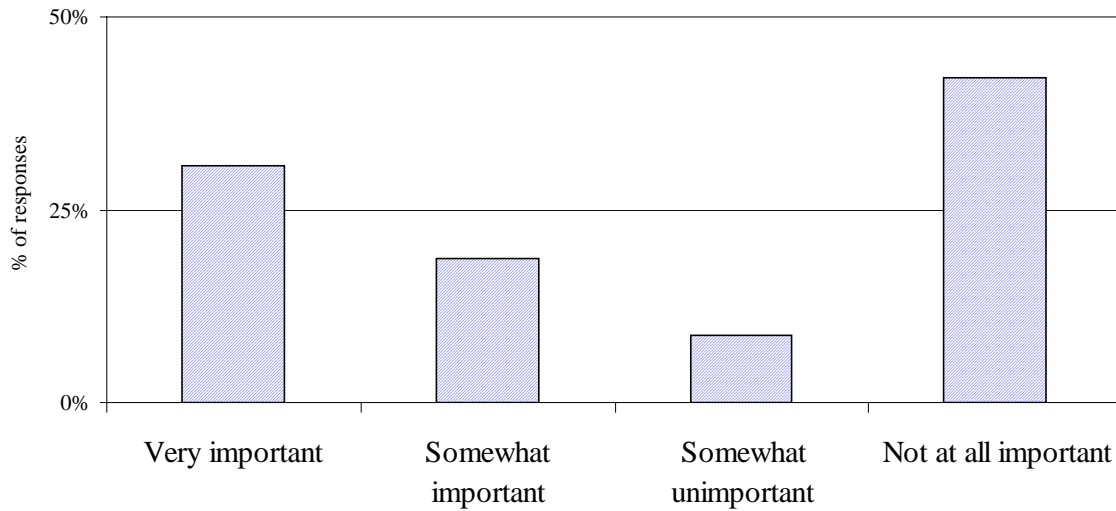


Lane Services: Childcare on Main Campus

Forty-nine percent of survey respondents reported it was important to them to have childcare available on main campus (compared to 52% in 2000), and 42% reported childcare on main campus was “Not at all important” to them (compared to 41% in 2000).

See page 10 in the Findings section for details related to childcare on main campus.

Importance of Childcare on Main Campus (2002)



Lane Services: Advising and Counseling

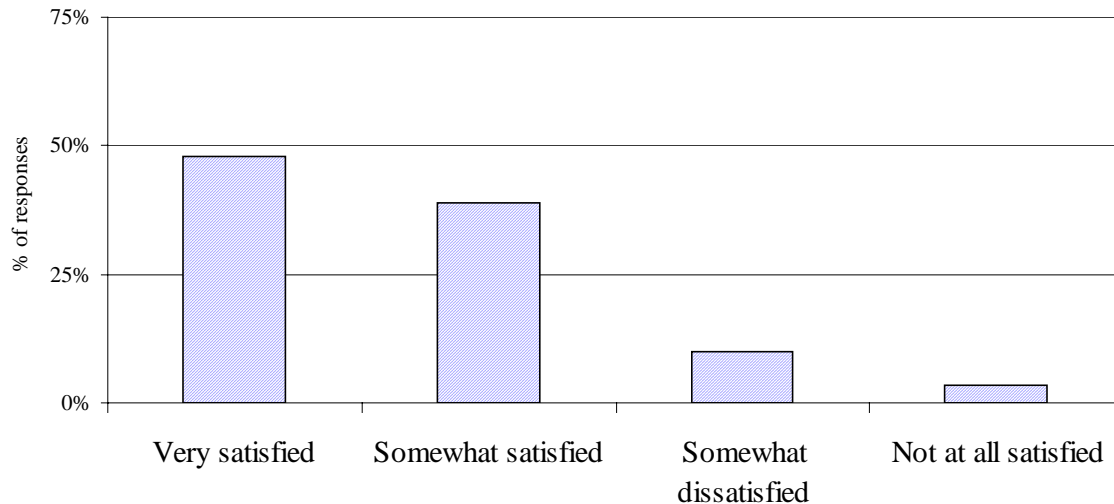
A majority of survey respondents (79% in 2002) reported they had met with a Lane advisor or counselor during the 2001-02 school year. Most respondents (63%) had “1 to 2 meetings”, 29% reported they had “3 to 5 meetings”, and 8% reported they had “6 or more meetings” during the year.

Among those who had met with an advisor or counselor during 2001-02, 87% reported they were satisfied with the quality of service they received:

- 48% reported they were “Very satisfied”
- 39% reported they were “Somewhat satisfied”
- 10% reported they were “Somewhat dissatisfied”
- 3% reported they were “Very dissatisfied.”

See page 11 - 13 in the Findings section for details related to counseling and advising services.

Satisfaction with Advising / Counseling (2002)



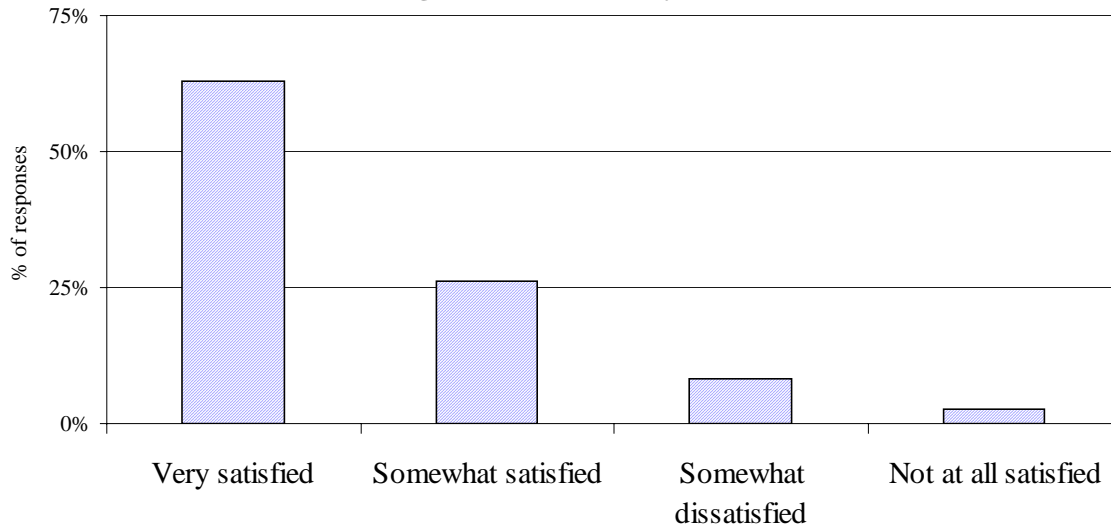
Lane Services: Annual Registration System

A majority of survey respondents (67% in 2002) reported they had used Lane’s annual registration system.

Among those who had used Lane’s annual registration system, 89% reported they were satisfied with “the opportunity it provides for getting into classes early”:

- 63% reported they were “Very satisfied”
- 26% reported they were “Somewhat satisfied”
- 8% reported they were “Somewhat dissatisfied”
- 3% reported they were “Very dissatisfied.”

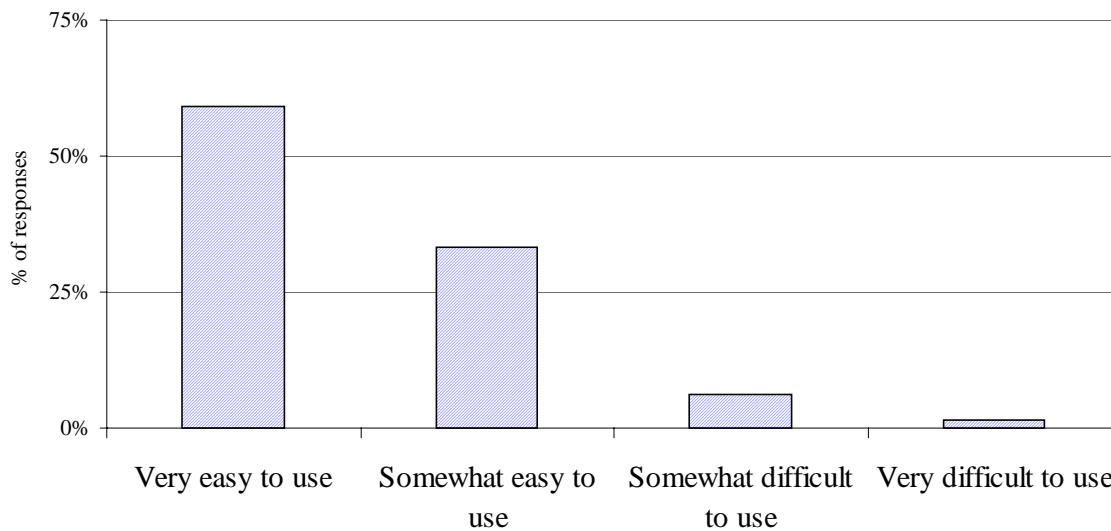
Satisfaction with Opportunity Annual Registration Provides for Getting into Classes Early (2002)



Among those who had used Lane’s annual registration system, 92% reported it was easy to use:

- 59% reported the annual registration system was “Very easy to use”
- 33% reported it was “Somewhat easy to use”
- 6% reported it was “Somewhat difficult to use”
- 2% reported the annual registration system was “Very difficult to use”

Easy to Use Annual Registration System? (2002)



See page 14 - 16 in the Findings section for details related to Lane’s annual registration system.

Lane's Environment: College Environment is Welcoming and Accepting

Overall, a majority of survey respondents (97% in 2002, compared to 96% in 2000) thought the general college environment is welcoming and accepting to all students, regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation.

When responses of students of color are compared to responses of students who reported their ethnic/ racial group was Caucasian or white, there are slight differences:

- 97.1% of white students thought Lane's environment was welcoming and accepting; 395 Caucasian/white students responded (compared to 97.1% in 2000; 368 students responding).
- 96.8% of students of color thought the environment was welcoming and accepting; 92 students of color responding (compared to 95.1% in 2000; 77 students responding).

Among students who reported their ethnic/racial group was Caucasian or White

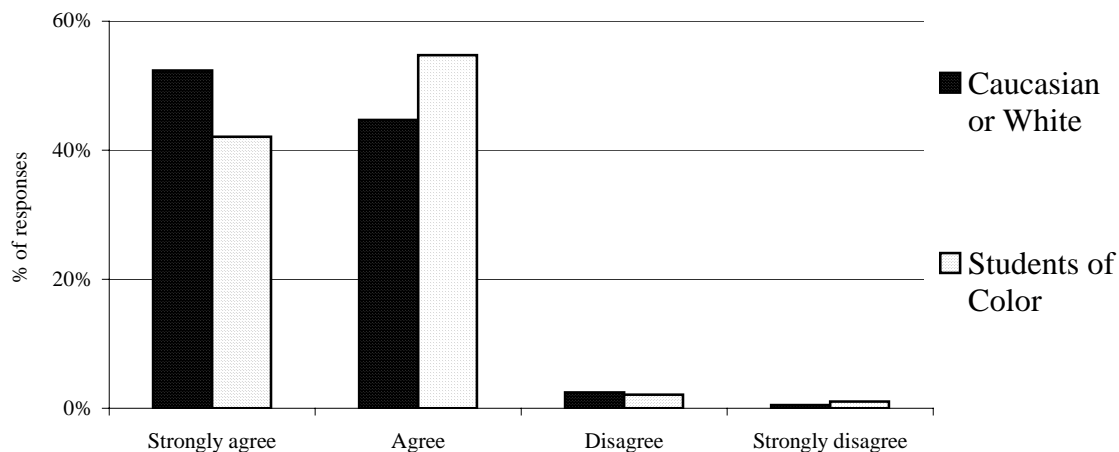
- 52% (N = 213) "Strongly agreed" with this statement (compared to 48% in 2000; N = 181)
- 45% (N = 182) "Agreed" (compared to 49% in 2000; N = 187)
- 2.5% (N = 10) "Disagreed" (compared to 2.4% in 2000; N = 9)
- 0.5% (N = 2) "Strongly disagreed" (compared to 0.5% in 2000; N = 2).

Among students of color (i.e., respondents who reported their ethnic/racial group was African-American; or Native American; or Mexican-American, Mexican origin; or Asian American, Oriental, Pacific Islander; or Puerto Rican, Cuban, other Latino or Hispanic; or "other")

- 42% (N = 40) "Strongly agreed" with this statement (compared to 32% in 2000; N = 26)
- 55% (N = 52) "Agreed" (compared to 63% in 2000; N = 51)
- 2.0% (N = 2) "Disagreed" (compared to 2.5% in 2000; N = 2)
- 1.0% (N = 1) "Strongly disagreed" (compared to 2.5% in 2000; N = 2).

See page 17 in the Findings section for details related to all respondents and the general college environment.

General College Environment is Welcoming and Accepting (2002)



Note: In the graph above, respondents who reported their ethnic/racial group was "other" are included in students of color.

Lane’s Environment: Instructors Strive to Create a Classroom Environment that is Comfortable and Fair to All Students

Overall, a majority of survey respondents (97% in 2002, compared to 96% in 2000) thought “instructors strive to create a classroom environment that is comfortable and fair to all students regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation.”

Overall, when responses of students of color are compared to responses of students who reported their ethnic/racial group was Caucasian or white, there are no significant differences:

- 96.6% of Caucasian/white students thought instructors strive to create a classroom environment that is comfortable and fair to all students; 393 Caucasian/white students responded (compared to 97.1% in 2000; 369 students responded)
- 96.9% of students of color thought instructors strive to create a classroom environment that is comfortable and fair to all students; 93 students of color responded (compared to 92.7% in 2000; 76 students responded).

Among students who reported their ethnic/racial group was Caucasian or White

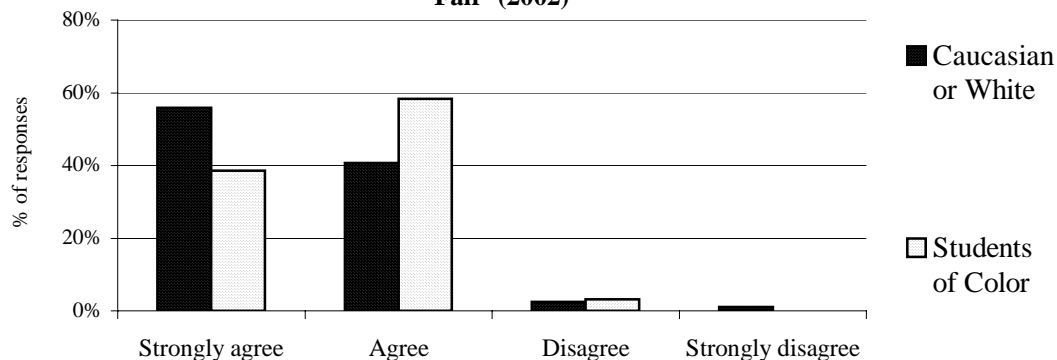
- 55.8% (N = 227) “Strongly agreed” with this statement (compared to 49.5% in 2000; N = 188)
- 40.8% (N = 166) “Agreed” (compared to 47.6% in 2000; N = 181)
- 2.5 % (N = 10) “Disagreed” (compared to 2.6% in 2000; N = 10)
- 1.0 % (N = 4) “Strongly disagreed” (compared to 0.3% in 2000; N = 1).

Among students of color (i.e., respondents who reported their ethnic/racial group was African-American; or Native American; or Mexican-American, Mexican origin; or Asian American, Oriental, Pacific Islander; or Puerto Rican, Cuban, other Latino or Hispanic; or “other”)

- 38.5% (N = 37) “Strongly agreed” with this statement (compared to 37.8% in 2000; N = 31)
- 58.3% (N = 56) “Agreed” (compared to 54.9 in 2000; N = 45)
- 3.1% (N = 3) “Disagreed” (compared to 4.9% in 2000; N = 4)
- 0% (N = 0) “Strongly disagreed” (compared to 2.4% in 2000; N = 2).

See page 18 in the Findings section for details related to all respondents and classroom environment.

Instructors Strive to Create a Classroom Environment that is Comfortable and Fair (2002)



Note: In the preceding graph, respondents who reported their ethnic/racial group was “other” are included in students of color.

Technology: Access to Computers and the World Wide Web

Eighty-eight percent of respondents reported they have access to a computer when they are away from Lane (compared to 80% in 2000) and 81% reported they have access to the World Wide Web when they are away from Lane (compared to 73% in 2000).

- 72% of respondents thought Lane provides students adequate access to computers and related equipment on campus (compared to 73% in 2000).

See pages 19 – 20 and page 23 in the Findings section for details related to computer and World Wide Web access.

Twenty-three percent of respondents reported they would have paid their spring term Lane bill over the Internet if Lane could accept payments over the Internet (compared to 17% in 2000).

See page 22 in the Findings section for details related to paying Lane bills via the Internet.

Fifty percent of respondents reported they would be “Very comfortable” using the Internet to register for Lane classes and 27% reported they would be “Somewhat comfortable” using the Internet to register. Fifteen percent reported they would be “Somewhat uncomfortable” using the internet to register and 9% would be “Very uncomfortable.”

See page 21 in the Findings section for details related to registering for Lane classes via the Internet.

Technology: Lane’s On-line Catalog and Web Pages:

Nearly 8% of respondents reported they “often used Lane’s on-line catalog” (compared to 6% in 2000), while a majority (65%) had “Never” used Lane’s on-line catalog (compared to 68% in 2000).

Nearly 17% of respondents reported they “often used Lane’s web pages” (compared to 8% in 2000), while 30% reported they “Never” used Lane’s web pages (compared to 43% in 2000).

See pages 29 and 30 in the Findings section for details related to students using Lane’s on-line catalog and web pages.

Courses: Importance of Distance Learning Classes and Degrees through Distance Learning

Fifty percent of respondents reported it was important to be able to take on-line/Internet-based courses (compared to 42% in 2000)

- 18% of respondents reported this was “Very important” (compared to 15% in 2000), and 32% reported it was “Somewhat important” (compared to 27% in 2000).

Forty-three percent of respondents reported it was important to be able to take telecourses (compared to 37% in 2000).

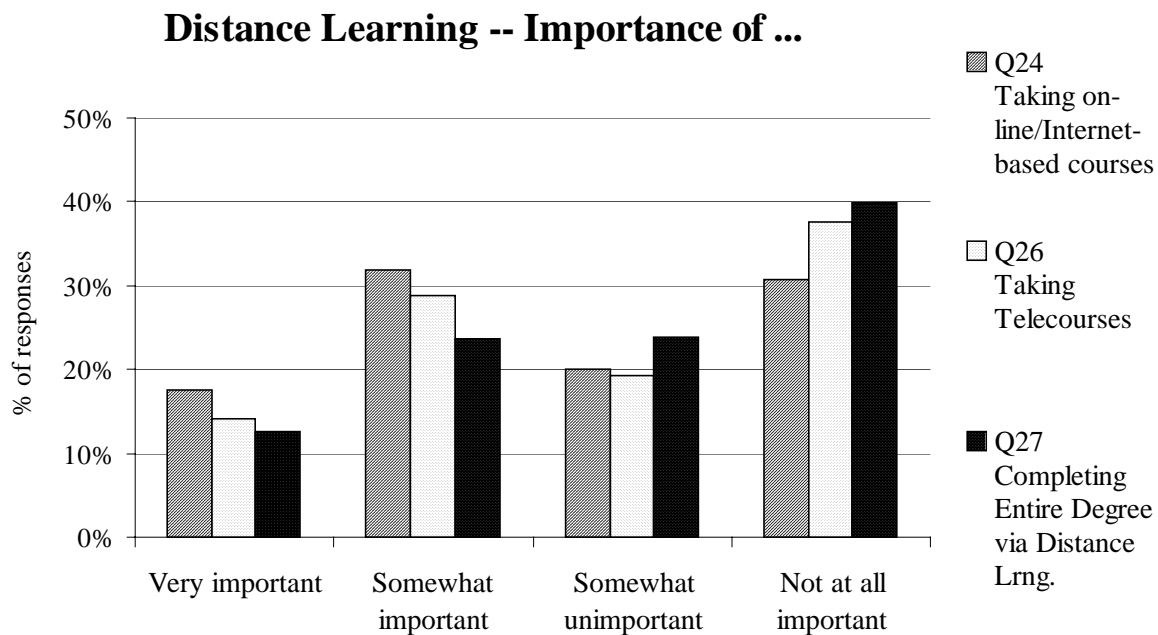
- 14% of respondents reported this was “Very important” (compared to 12% in 2000), and 29% reported it was “Somewhat important” (compared to 25% in 2000).

See pages 24 and 26 in the Findings section for details related to the importance of being able to take distance learning courses.

Thirty-seven percent of respondents reported it was important to be able to complete an entire degree through distance learning (e.g., on-line/Internet-based courses, telecourses, etc.) (compared to 28% in 2000).

- 13% of respondents reported this was “Very important” (compared to 9% in 2000), and 24% reported it was “Somewhat important” (compared to 19% in 2000)

See page 27 in the Findings section for details related to the importance of being able to complete an entire degree through distance learning courses.



Courses: Familiarity with Interdisciplinary Linked Classes

Almost twenty-one percent of respondents reported they were familiar with interdisciplinary linked classes and other learning community opportunities at Lane (compared to 22% in 2000).

- 3.6% of respondents reported they were “Very familiar” (compared to 3.4% in 2000), and 17% reported they were “Somewhat familiar” (compared to 18% in 2000).

Respondents were also asked to briefly explain how they learned about learning communities at Lane. Explanations provided by students who reported they were “Very familiar” or “Somewhat familiar” with learning communities at Lane mentioned the following sources:

- instructors, advisors or other students
- Lane’s class schedule or catalog, flyers, posters on bulletin boards and by accident.

See page 28 in the Findings section for details related to interdisciplinary linked classes and other learning community opportunities at Lane and see pages 35 - 37 for explanations of how students learned about these classes.

Conclusion

Many of the findings obtained from this 2002 project correspond to findings obtained from the 2000 survey. The ongoing nature of this project will help to identify trends in students’ experiences and perceptions that should help Lane staff determine whether policy or program changes are necessary to enhance the learning environment and outcomes for students.

This survey project will be conducted again during spring term 2004. New issues of interest and appropriate questions will be identified and developed prior to that survey.

Appendix B-1: Course Criteria for AAOT Requirements

COURSES MEETING THE AAOT ARTS AND LETTERS REQUIREMENTS SHALL:

- Be a minimum of three credits
- Be regularly numbered offerings (not temporary or independent study)
- Have as their main focus the broad exploration of traditional liberal arts

Arts and Letters qualifying courses shall also meet these criteria:

1. build upon already established basic skills
2. be grounded in theory, which informs practice
3. develop critical thinking or creative application of ideas
4. emphasize the value of artistic expression and human creativity
5. incorporate interactive learning activities, including performance or studio experiences
6. require learning at the level of analysis, synthesis, and evaluation
7. require substantial out-of-class learning, related to course content, on the students' part
8. require readings and research within experiential courses
9. connect course skills to other disciplinary learning
10. develop students' information literacy skills (use of library, internet, etc.)
11. foster recognition of diverse humanity and build respect for human diversity

Courses meeting the AAOT Social Science requirement shall:

- Be a minimum of 3 credits
- Be regularly numbered offerings (not temporary or independent study)
- Have as a main focus the exploration of a social science department discipline

Social Science qualifying courses shall do at least five of the following:

1. Provide opportunities to develop information literacy in the social sciences (the ability to critically analyze, synthesize, and evaluate various forms of information including written texts and other media)
2. Encourage the use of effective communication skills, such as active listening and the clear expression of ideas in speaking and writing
3. Raise awareness of diversity issues and encourage respectful communication across cultural differences
4. Use multiple theoretical approaches of a social science discipline to critically analyze problems and to develop recommendations for problem solving
5. Use multiple methodological approaches of a social science discipline to critically analyze problems and to develop recommendations for problem solving
6. Encourage students to examine individual experiences and perspectives in relationship to course material
7. Encourage multidisciplinary thinking

Appendix B-1: Course Criteria for AAOT Requirements

Courses Meeting the AAOT Science/Math/Computer Science Requirement course shall:

- Be a minimum of three credits
- Be regularly numbered offerings (not temporary or independent study)
- Have the main focus be the systematic study of a branch of science, math or the discipline of computer science

Science/Math/Computer Science qualifying courses shall:

1. Build upon and apply a systematized body of knowledge or principles (through observation and experimentation for science.)
2. Build a foundation to connect skills and knowledge to other disciplinary learning, thus meeting the needs of other programs and degree requirements.
3. Develop ability to symbolically express relationships between figures, forms, and / or quantities.
4. Communicate precisely, technically, quantitatively, and symbolically within a structured system.
5. Use multiple approaches to develop critical analytical thinking that includes synthesis, evaluation, and creative insight.
6. Require inductive and deductive reasoning.
7. Provide exposure to both theory and practical applications.

Courses Meeting the AAOT Ethnic/Gender/Cultural Diversity (EGCD) courses shall:

- Be a minimum of 3 credits
- achieve the same outcomes if course sections are taught by more than one instructor
- Be regularly numbered offerings (not temporary or independent study)
- Have Curriculum Committee approval; if eligible, have applied for other degree requirement status for Arts & Letters or Social Science requirement status

In addition, Ethnic/Gender/Cultural Diversity qualifying courses shall:

1. emphasize elements of critical thinking
2. have as their central focus the study of the unequal distribution of power within the framework of particular disciplines and course content
3. focus primarily on the United States, although global contexts are encouraged
4. provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference
5. provide historical and contemporary examples of difference, power, and discrimination across
6. cultural, economic, social, and political institutions in the United States
7. provide illustrations of ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States
8. provide a multidisciplinary perspective on issues of difference, power, and discrimination
9. incorporate interactive learning activities (e.g.: in-class writing exercises classroom discussion peer-review of written material web-based discussion groups)

Appendix B-2 List of Assessment Projects Completed

ACT Student Opinion Surveys, 1996, 1998, 2000, 2002, 2004
Adult High School Qualitative Study - 1997
Applied Engineering Placement - 1997
Apprenticeship and Training - 2002
Athletics Survey – 2001
Biology Series – 1997, 1998, 1999
Business Technologies – 1998, 1999
Community Perception Study
Continuing Ed Enrollment
Co-operative Education - 1997
Counseling – TRIO – 2001, 2002-03
Course Completion by Division – 2000, 2001, 2002, 2003
Culinary – 2001
Dental Assisting Program – 2002-03
Dental Clinic – 2001
Dental Hygiene – 2000, 2001
Distance Learning Grade Distribution Comparison - 2004
Electronic Engineering - 1999
ESL Transitions Focus Groups - 1999
First Year Nursing – 2002-03
Florence Public Perception – 1999
General Education Assessment – 2002, 2003, 2004
Graphic Design – 1999
Higher Education Research Institute – 1998 Faculty Survey
History Exam Comparisons 1999-2000
International Students - 2000
Learning Communities Study - 2000
Low Reader Survey – 1998, 2001
Math 095 - Sept 2002
Math 111 - 2001
Nursing – 2002-2003
PT Faculty
PT Core Courses Report, 1997, 1998, 1999, 2000, 2001, 2002, 2003
Rites of Passage - 2002
Student Follow-Up Report – Annually 1995-2002
Students of Color – 1995
Study Skills: Math 010, Math 020 – 1999, 2003
Technical Drafting – 1997, 1999
TRIO – 2000, 2001, 2002, 2003
Vanguard Learning College Inventory – 2001
Wellness – 2002, 2003

Appendix B-2 List of Assessment Projects Completed

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>Accounting AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • use computerized and manual systems to record data and prepare accounting statements and reports. • apply accounting theory to analyze accounting information. • use computerized accounting and spreadsheet software. • use critical thinking skills to identify and solve problems in the accounting area. • access library, computing and communications services and obtain information from regional, national, and international networks. • interpret the concepts of a problem-solving task and translate them into mathematics. • formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. |
| <p>Administrative Assistant AAS Office Assistant 1-year Certificate</p> | <p>The graduate of the first year certificate program will:</p> <ul style="list-style-type: none"> • work independently and in teams. • produce high-quality documents and correspondence using a variety of computer software. • operate office equipment, including personal computers. • provide customer service. • communicate effectively orally and in writing, including use of electronic methods. • organize and maintain business files and records both manually and electronically. • maintain simple office financial records. • use appropriate library and information resources to research professional issues. • use critical thinking and analytical skills to solve business problems. <p>In addition to the above outcomes, the graduate of the Associate of Applied Science program will:</p> <ul style="list-style-type: none"> • carry out office administration procedures and management, financial, and Web support functions using technology. • use advanced functions of a variety of computer software to complete complex projects and documents. • have skills to perform in office management level positions. |
| <p>Apprenticeship</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • perform the duties and responsibilities of a chosen trade, craft, or occupation • adapt to new job requirements to qualify for advancement in becoming lead supervisors • develop attitudes conducive to a chosen trade and improve customer relation's skills • develop communication and critical thinking skills allowing them to obtain job advancement • use appropriate library and information resources to research professional issues and support lifelong learning • access library, computing, and communications services and obtain information and data from regional, national, and international networks • represent, analyze and determine rules for finding patterns relating to linear functions, non-linear functions and arithmetic sequences with tables, graphs, and symbolic rules |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>Auto Body & Fender Technology AAS and 2-year Certificate</p> | <p>The student who successfully completes all Auto Body and Fender program requirements will:</p> <ul style="list-style-type: none"> • adhere to OSHA and industry safety standards. • effectively use the latest collision repair equipment as well as refinishing procedures. • repair and refinish automobile bodies to industry standards. • access library, computing, and communications services and obtain information and data from regional and national networks. • interpret the concepts of a problem-solving task and translate them into mathematics. |
| <p>Auto Body & Fender Technology Auto Collision AAS Option</p> | <p>In addition to the outcomes for Auto Body and Fender, the student who successfully completes all Auto Collision Option program requirements will:</p> <ul style="list-style-type: none"> • effectively use state-of-the-art measuring and collision repair equipment. • demonstrate a thorough knowledge of advances in technology in auto collision. • enter the workforce with substantial practical experience in collision repair. • repair and reconstruct automobile bodies to industry standards. |
| <p>Auto Body & Fender Technology Auto Paint AAS Option</p> | <p>In addition to the outcomes for Auto Body and Fender, the student who successfully completes all Auto Paint Option program requirements will:</p> <ul style="list-style-type: none"> • demonstrate thorough knowledge of advances in technology in auto paint. • effectively use state-of-the-art equipment and materials as well as refinishing procedures. • enter the workforce with substantial practical experience. |
| <p>Automotive Technology AAS and 2-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • use automotive service resources to complete lab projects and become familiar with computer accessed information, internet accessed information and information available in print related to automotive repair. • be able to perform computations for gear ratios, engine displacement, electrical circuits, power output, vehicle alignment angles, conversion between the metric system and standard system, and use of precision measuring tools. • diagnose and repair current vehicles using advanced diagnostic tools and equipment. • successfully complete ASE certification tests. • demonstrate and use industry safety standards. |
| <p>Aviation Maintenance Technician AAS and 2-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • repair and maintain the operating condition of aircraft. • pass the FAA written, oral and practical exams for licensing. • demonstrate and use industry safety standards. • access library, computing, and communications services and obtain information and data from regional, national, and international networks. • interpret the concepts of a problem-solving task and translate them into mathematics. |
| <p>Avionics AAS, 2-year and 1-year Certificates</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • be certified by the Federal Aviation Administration (FAA) to troubleshoot and repair avionics systems in aircraft. • be qualified to do new equipment installations in aircraft and ground-based facilities. • be qualified to provide technical support services for agencies such as the FAA and government agencies using aviation oriented navigation/communications systems. • demonstrate extensive skills in the use of the library as a resource center. Students will be required to obtain technical information applicable to the general field of aviation and information specific to theory of operation, maintenance and inspection schedules as required by the FAA for aviation communications, navigation and flight controls systems, both ground based and satellite based systems. Students will be skilled in the use of the Internet and databases |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>Avionics AAS, 2-year and 1-year Certificates (continued)</p> | <p>supported by the FAA and manufacturers.</p> <ul style="list-style-type: none"> • demonstrate math skills essential for the accurate calculations appropriate to DC circuits and AC circuits. Calculations will include all elements fundamental to Ohm's Law, power calculations, frequency, wavelength calculations and phase angle relationships. |
| <p>Computer Applications Specialist 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • have a broad range of skills necessary to be an effective user of information systems. • have core skills in the use of computers, as well as related skill areas: business, mathematics, writing, and the social sciences. • have specialize skills in one of three areas of emphasis: accounting systems, end-user computing or technical documentation. • use appropriate library and information resources to research user support issues, concepts, and tools and support lifelong technical learning • interpret the concepts of a problem-solving task and translate them into mathematical formulas and algorithms • manipulate variables using computer software applications • collect and display data as lists, tables, and charts using computer software |
| <p>Computer Network Operations AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • administer an organization's computer network infrastructure including servers, workstations, printers, and routers and other internetworking devices. • monitor network performance, troubleshoot network problems. • understand fundamental networking theory, terminology, and industry recognized standards. • use appropriate library and information resources to research network management issues and tools and support lifelong technical learning • interpret the concepts of a computer network related problem-solving task and translate them into mathematics |
| <p>Computer Programming AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • write desktop, client/server and web based computer programs using a variety of current tools and technologies. • understand the relationship between computer programs and organizational processes. • analyze a software related problem and design an appropriate solution. • interpret the mathematical concepts of a programming related problem-solving task and translate them into programming logic and expressions • use appropriate library and information resources to research programming tools and technologies and support lifelong technical learning |
| <p>Computer User Support AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • set up, install, configure, and troubleshoot hardware. • install, configure, upgrade, maintain, and trouble-shoot software. • solve problems using recognized problem-solving methods. • write and edit user documentation. • prepare training materials and train end-users. • administer and support computer networks. • assess user needs and recommend computer solutions. • perform computer facilities management tasks. • use appropriate library and information resources to research user support issues, concepts, and tools and support lifelong technical learning • interpret the concepts of a problem-solving task and translate them into mathematical formulas and algorithms • manipulate variables using computer software applications • collect and display data as lists, tables, and charts using computer software |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>Construction Technology AAS and 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • demonstrate basic carpentry skills for the construction industry. • cut, fit, and assemble wood and other materials for building construction. • demonstrate and use industry safety standards. • use blueprint reading skills necessary to the profession. • demonstrate knowledge of laser level and field elevations. • be adequately prepared to enter the workforce in the field of construction. • use appropriate library and information resources to research professional issues. • interpret the concepts of a problem-solving task and translate them into mathematics. |
| <p>Culinary Arts and Food Service Management AAS and 1-year Certificate</p> | <p>The graduate of the one-year certificate program will:</p> <ul style="list-style-type: none"> • develop basic culinary skills, including cooking techniques, baking skills, principles of volume cooking, and food quality standards. • operate equipment including cooktops, food processors, ovens (baking, convection, and conventional), dough mixers, meat slicers, espresso machines, cash register, and a variety of kitchen tools. • access library, computer, and communications services and obtain information and data from regional, national, and international networks. • perform mathematical functions related to food service operations. <p>In addition to the above outcomes, the graduate of the Two-Year AAS will:</p> <ul style="list-style-type: none"> • develop a broad range of culinary and dining room service skills. • develop supervisory and human relations skills. • understand the fundamentals of financial analysis, purchasing and receiving, menu planning and costing, and food and beverage controls. • gain hands-on experience planning and preparing large events in the Center for Meeting and Learning. |
| <p>Dental Assisting 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • demonstrate knowledge and skills required to collect diagnostic data systematically. • demonstrate knowledge and skills required to perform a variety of clinical supportive treatments. • demonstrate knowledge and skills required for business office procedures. • demonstrate knowledge and skills required to access information via dental journals & web sites. • demonstrate knowledge and skills needed to compute mixing amounts for disinfecting and sterilizing solutions, plaque indexing, and inverse square law. |
| <p>Dental Hygiene AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • discern and manage ethical issues of dental hygiene practice. • provide planned educational and clinical services using appropriate interpersonal communication, clinical oral instrumentation skills, and educational strategies. • initiate and assume responsibility for health promotion and disease prevention activities. • use assessment, planning, implementation and evaluation in the provision of the process of dental hygiene care for the general dental patient and special needs populations. • use electronic data bases and library reference materials to retrieve evidence based dental research for literature critic, application to patient care and community dental health education or planning • use mathematical and statistical concepts to analyze dental research for application to dental populations and community dental health planning. |
| <p>Diesel Technology AAS and 2-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • be able to explain and identify various technologies used in the repair of on- and off-highway vehicles. • use lab station simulators to diagnose and troubleshoot system components. |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>Diesel Technology, Lift Truck Materials Handling AAS Option</p> | <ul style="list-style-type: none"> • demonstrate checks and adjustments on heavy equipment chassis and power trains, including on highway automatic transmissions. • demonstrate diesel engine overhaul procedures using industry standard tooling and equipment including disassembly, failure analysis, assembly, and operation of engine on a dynamometer. • demonstrate industry troubleshooting procedures to diagnose electrical systems including starting, charging, air conditioning, electronic control systems and lighting. • demonstrate industry troubleshooting procedures to diagnose hydraulic systems used on off- and on-highway vehicles including forklifts, crawlers, excavators, and hydraulic assist transmissions. • demonstrate and use industry safety standards. • access library, computing, and communications services and obtain information and data from regional and national networks. • demonstrate basic math skills using formulas to find force, pressure, area, and volume. <p>The lift-truck material handling option graduate will also:</p> <ul style="list-style-type: none"> • demonstrate general maintenance, diagnosis, and testing of hydraulic systems on forklifts, loaders, and equipment with hydraulic assist transmissions. |
| <p>Drafting AAS and 1-year Certificate</p> <p>Drafting AAS (continued)</p> | <p>The graduate of the one-year program will:</p> <ul style="list-style-type: none"> • demonstrate basic competence in the use of at least one CAD software program. (Setup a drawing, create and modify text and geometry, use associative, dimensioning correctly, create, store, and use blocks or symbols, manage object properties including linetype and layer, create objects in three dimensions, and print or plot drawings using a correct scale.) • demonstrate basic graphical literacy. • explain basic standard practices in architectural and mechanical drafting. • access information from public libraries, research libraries, online sources, appropriate codes and standards, professional organizations, and vendor catalogs. • interpret the concepts of a problem-solving task and translate them into mathematical language, and solve using mathematical operations. <p>In addition to the above outcomes, the graduate of the two-year program will:</p> <ul style="list-style-type: none"> • use graphic principles in the solution of problems relating to drafting and/or design. • produce drawings in accordance with industry standards appropriate to their particular emphasis area (architectural or mechanical drafting), e.g., ANSI/ASME, AIA, building codes. |
| <p>Early Childhood Education AAS, 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • plan and carry out developmentally appropriate curriculum activities for children, from infants through kindergarten. • choose age appropriate guidance methods to enhance the child's development of self-worth, self-esteem, problem-solving skills and abilities for day-to-day life. • design and effectively use environments that maximize children's abilities to make choices, explore personal power, develop empathy and caring behaviors, learn responsible roles for the classroom and appropriate relationships with others. • assist parents with skill-building in the areas of guidance, nutrition, and appropriate activity choices, and work effectively in a variety of roles with children and families. • Facilitate the operation of programs ranging from working with children and families to administration and management. • Student will develop research skills and confidence to access information using print and computer resources, specifically the Internet, the library's on-line catalog and basic library reference sources. • Student will master application of basic mathematics to use in everyday life and business transactions, including measurement, introduction of probability and statistics, reading graphs and tables, and signed numbers |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>E-Business AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • work independently and in teams. • carry out office administration procedures, management support, and Web support functions using technology. • produce high-quality documents, correspondence, and Web pages. • provide customer services. • lead or co-facilitate Web production teams. • access library, computing and communications services and obtain information from regional, national, and international networks. • interpret the concepts of a problem-solving task and translate them into mathematics. • formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. |
| <p>Electronic Technician AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • demonstrate the ability to generate and read schematic drawings and apply that knowledge to understand the operation of a physical circuit. • construct, modify, and test an operational multistage digital or analog circuit. • examine defective circuits, investigate possible causes of the defect, and determine how to troubleshoot and repair the circuit. • follow the flow of an automated manufacturing process, recognize the transducers used to monitor a process and, using programmable controllers (PLCs), ladder logic, and robotics, create, test and troubleshoot an automated process. • demonstrate the operation of a microprocessor based system, write low level code, assemble and troubleshoot a personal computer. • access library, computing, and communications services and obtain information and data from regional, national, and international networks. • interpret the concepts of a problem-solving task to troubleshoot a faulty circuit. |
| <p>Emergency Medical Technician-Paramedic AAS and 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • administer first aid treatments. • transport sick or injured persons to medical facility. • work as a member of an emergency medical team. • access library, computing, and communications services and obtain information and data from regional, national, and international networks. • formulate questions that can be addressed with data and collect, organize, and present relevant data to answer them. |
| <p>Employment Skills Training <1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • prepare for employment in a short period of time, through an individualized program of academic coursework. • experience on-the-job learning as appropriate. • access library, computing and communications services and obtain information and data from regional, national, and international networks • formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them • interpret the concepts of a problem-solving task and translate them into mathematics |
| <p>Energy Management AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • evaluate the energy use patterns for residential and commercial buildings and recommend energy efficiency and alternative energy solutions for high-energy consuming buildings. • understand the interaction between energy consuming building systems and make recommendations based on that understanding. • construct energy evaluation technical reports and make presentations for potential project implementation. |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>Energy Management Renewable Energy AAS option</p> | <ul style="list-style-type: none"> • use appropriate library and information resources to research professional issues and support lifelong learning • access library, computing and communications services and obtain information and data from regional, national, and international networks • collect and display data as lists, tables, and plots using appropriate technology (e.g., graphing calculators, computer software) • develop and evaluate inferences and predictions that are based on data • determine an appropriate scale for representing an object in a scale drawing • interpret the concepts of a problem-solving task and translate them into mathematics <p>The graduate of the Renewable Energy Technician Option also will:</p> <ul style="list-style-type: none"> • appropriately size and recommend renewable energy system types for particular situations. • understand and put into practice the installation protocol for Photovoltaic and Solar Domestic Hot Water Systems. |
| <p>Fabrication/Welding Technology AAS and 1-year Certificate</p> <p>Welding Processes 1- year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • use blueprint reading skills, cost estimating, applied science of materials, and mathematics necessary to the profession. • apply knowledge of forming, fitting, and welding processes. • develop manufacturing plans for commercially viable metal products. • demonstrate advanced fabrication techniques and welding processes and application including GTAW, programmable, plasma cutting, structural and pipe fitting, metallurgy, quality control procedures, and business operation. • demonstrate and use industry safety standards. • use appropriate library and information resources to research professional issues and support lifelong learning. • use mathematical formulas to calculate area, volume, and weight of metal objects. |
| <p>Fitness Specialist AAS and 2-year Certificate Fitness Technician 1- year Certificates</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • demonstrate interpersonal skills in the areas of leadership, motivation, and communication. • understand and apply basic exercise principles related to applied kinesiology, physiology, injury prevention, conditioning, resistance training, and functional training. • administer various fitness assessments including the measurement of cardiovascular endurance, body composition, flexibility, muscular strength and endurance. • design and demonstrate safe and effective exercise programs for individuals, groups, and special populations within current fitness industry standards and best practices. • utilize appropriate library and information resources to apply current fitness industry research and support lifelong professional education. • apply and interpret basic algebraic formulas to fitness assessment data and exercise programming. |
| <p>Flight Technology AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • be certificated by the FAA as commercial pilot and prepared for entry-level position as a pilots and flight instructor in the air transportation industry. • have knowledge and skills to qualify as a pilot crew member for corporate flight departments. • be able to manage a flight department for a corporate operator. • Students will be skilled in accessing a multitude of library accessible resources for applications information and topical research projects. Students will be skilled in the use of local and national libraries and databases. • Students will accurately use systems of measure, skillfully perform unit conversions and be skilled in computational analysis defining operational performance. Students will accurately use performance tables, charts and graphs. Students will use interpolation to derive implied values. Students will be skilled |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| | <p>in the use of aviation specific manual and electronic calculators to determine time, rate and trends.</p> <p>The graduate may also transfer to a four-year university preparing for a professional degree.</p> |
| <p>Graphic Design AAS, 2-year Certificate</p> | <p>The graduate will</p> <ul style="list-style-type: none"> • design and produce a variety of projects including advertising, publications, and websites. • demonstrate proficiency in software applications used in the industry. • demonstrate knowledge of pre-press technology and practices. • demonstrate knowledge of standard professional standards. • use appropriate library and information resources to research design issues, concepts, and tools, and support lifelong technical learning • manipulate variables using computer software applications |
| <p>Health Records Technology 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • process, analyze, and distribute healthcare information. • organize, analyze, and technically evaluate health record content for completeness and accuracy. • prepare health data input for computer processing of reports. • abstract health records and assign code numbers to diagnoses for indexing health data, and process claims for insurance reimbursement. • answer legal, governmental, and insurance company inquiries and compile statistical data. • consult with medical and administrative staffs to ensure the data is accurate, up-to-date, and secure. • be involved in administration, reimbursement, quality assurance, utilization review, and risk management. • use library resources for research and written assignments for a variety of classes. • perform basic mathematics functions as necessary to prepare health data reports. |
| <p>Hospitality Management 1-year Certificate</p> <p>Hospitality Management AAS</p> | <p>The graduate of the One-Year Certificate program will:</p> <ul style="list-style-type: none"> • understand broad hospitality and food service concepts. • be knowledgeable of the travel and tourism industry and the operation of hospitality services. • become familiar with front desk operations including reservations, room assignments, management statistical reports, and handling financial operations. • become acquainted with the hospitality industry through field trips to local motels, hotels, and convention centers. • access library, computer, and communications services and obtain information and data from regional, national, and international networks. • perform mathematical functions related to hospitality operations. <p>In addition to the above outcomes, the graduate of the two-year AAS will:</p> <ul style="list-style-type: none"> • operate equipment used in the industry—including point of sales systems, computers, and computer software. • manage conferences, specials events, and trade shows. • supervise housekeeping operations. • manage property in hospitality operations and resorts. • develop strong customer service skills and practices. • demonstrate strong communications, problem-solving, and human relations skills. |
| <p>Human Services AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • be able to communicate effectively with others. • be comfortable working with people from diverse backgrounds. • assess an individual or a family's needs. |

Appendix B-3: Learning Outcomes of Lane Professional/Technical Programs, 2004-05

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| <p>Human Services AAS (continued)</p> | <ul style="list-style-type: none"> • develop a plan of action and link people with community resources. • use appropriate library and information resources to research professional issues and support lifelong learning. • formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them |
| <p>Human Services: Criminal Justice AAS and 1-year Certificate</p> <p>and</p> <p>Human Services: Juvenile Corrections 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • provide supervision for juvenile offenders. • facilitate in the treatment process and crisis intervention. • provide social and life skills training. • maintain records and documentation. • engage in support services. • monitor and ensure a secure environment. • use appropriate library and information resources to research professional issues and support lifelong learning. • formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them |
| <p>Legal Assistant AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • use and understand basic legal terminology and concepts. • customize legal terminology and concepts in written and oral communications for use in the legal environment. • be able to prepare legal documents, letters, and pleadings. • understand and have basic skills in legal research, interviewing, client relations, billing, legal analysis, and trial preparation. • use appropriate library and information resources to research professional issues and support lifelong learning • access library, computing and communications services and obtain information and data from regional, national, and international networks • use critical thinking skills • use logical problem solving techniques • use billing computation skills |
| <p>Manufacturing Technology AAS and 2-year Certificate</p> <p>Manufacturing Technology, CNC AAS option</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • demonstrate the use of all standard machine tools employed by the modern machine shop. • use a 3 Axis CNC milling machine with a G-code controller and a 2 Axis CNC lathe with G-code controller. • demonstrate and use industrial safety standards for safe operation of all machine tools. • access library, computing, and communications services and obtain information and data from regional and national networks. • use basic math skills, formulas and right angle trigonometry. |
| <p>Medical Office Assistant 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • prepare patients for examination or treatment, take temperatures, measure height and weight, and accurately record information in the patient chart. • sterilize instruments and stand by to assist as the physician examines or treats patients, or performs in-office surgeries. • give medical care to patients, under the physician's supervision, such as giving injections and drawing blood. • perform certain diagnostic testing in the laboratory. • perform administrative duties, which include managing an appointment schedule, organizing patients' medical records, performing medical transcription, bookkeeping procedures, and processing insurance claims. • use library resources for research and written assignments for a variety of classes. • perform mathematic equations associated with medication dosages as well as basic mathematics to process medical insurance claims. |

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| <p>Multimedia Design and Production AAS</p> <p>and 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • design computer applications incorporating multiple forms of media such as text, graphics, audio, video, and animation. • understand the concept, potential and implications of communicating ideas using computer-based interactive media technology. • become proficient in developing and applying effective visual design strategies for creating interactive multimedia, animation, games, web sites, and computer-based training for delivery over the Internet and CD-ROM. • have additional skills in one or more emphasis area: software, design, or media. • use appropriate library and information resources to research media issues, concepts, and tools, and support lifelong technical learning • manipulate variables using computer software applications |
| <p>Nursing AAS</p> <p>Practical Nursing</p> <p>1-year Certificate</p> | <p>Upon completion of the first year of the curriculum, the student will demonstrate the following competencies with the stable patient and/or under supervision in complex nursing situations:</p> <ul style="list-style-type: none"> • utilizes the nursing process to plan and implement safe and effective health care. • provides established health teaching as part of routine patient care. • utilizes effective verbal and written communication. • coordinates care for a group of patients. • recognizes and assumes responsibility for functioning within the professional, ethical, and legal frame work of practical nursing. • use appropriate library and information resources to research issues, concepts, and tools, and support lifelong technical learning • perform mathematic equations associated with medication dosages, including intravenous dosages <p>The associate degree graduate will demonstrate the following associate degree nursing competencies:</p> <ul style="list-style-type: none"> • utilizes the nursing process to plan and implement safe and effective nursing care. • participates in health teaching and discharge planning. • initiates and maintains effective verbal and written communication. • coordinates care for a group of patients. • recognizes and assumes responsibility for functioning within the professional, ethical and legal framework of nursing. |
| <p>Occupational Skills 1-year Certificate</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • gain knowledge and skills which prepare for employment in a chosen occupation. • improve communication, human relations, and critical thinking and problem-solving abilities. • complete occupation-specific classes and work site education/training. • access library, computing and communications services and obtain information and data from regional, national, and international networks • formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them • interpret the concepts of a problem-solving task and translate them into mathematics |
| <p>Respiratory Care AAS</p> <p>Respiratory Care AAS</p> | <p>The graduate will:</p> <ul style="list-style-type: none"> • provide treatment, management, control, and care of patients with deficiencies and abnormalities associated with respiration. • provide patients with therapeutic use of medical gases, air and oxygen administering apparatus. • appropriately use environmental control systems, humidification and aerosols, medications, ventilatory control. • supervise postural drainage, chest physiotherapy and breathing exercises. • perform cardiopulmonary resuscitation, and measures and maintenance of natural, artificial, and mechanical airways. |

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| Respiratory Care AAS (continued) | <ul style="list-style-type: none">• use appropriate library and information resources to research media issues, concepts, and tools, and support lifelong technical learning• formulate questions that can be addressed with data and collect, organize, and present relevant data to answer them |
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Appendix B-5:
Course Criteria for Human Relations requirement in AAS and Certificate Programs

Required Human Relations Courses for AAS and Certificates shall:

- Be a minimum of 3 credits
- Be regularly numbered offerings (not 199 or 299 temporary or 298 independent study)

Additionally, AAS and certificate Human Relations qualifying courses shall:

- Incorporate interactive learning activities
- Be well founded in theory
- Connect course skills to practical application
- Require significant out-of-class practice of skill

Human Relations courses for AAS and Certificates require students to demonstrate competency in at least three of the following outcomes:

1. Describe and utilize appropriate communication skills including non-verbal communication and active listening.
2. Describe the characteristics of an effective work team, the typical stages of team development, and how to be a capable team member.
3. Understand the issues involved in working with people from different cultural backgrounds and how to work effectively in a diverse workplace.
4. Describe and demonstrate the rules of “principled negotiation” and conflict resolution.
5. Understand what sexual harassment is, how to prevent it, and how to deal with it if it occurs.
6. Identify character traits associated with being an ethical person and use a systematic method for making ethical decisions and behaving ethically.
7. Describe and give examples of how to effectively manage workplace stress and anger.
8. Identify their individual work style (i.e., where they like to focus their attention, the way they like to take in information and the way they like to make decisions), and the strengths and weaknesses of that style.

Lane Community College

| Standard Seven -Finance Table 1 Current Funds Revenues - Public Institutions Only | | | | | | | | | | | | |
|--|------------------------|---------------|------------------------|---------------|--------------------------|---------------|---------------------------|---------------|------------------------|---------------|------------------------|---------------|
| Source (IPEDS Report) | ACTUAL | | | | | | PROJECTED | | | | | |
| | Year 1 (June 30, 2001) | | Year 2 (June 30, 2002) | | Year 3** (June 30, 2003) | | Year 4*** (June 30, 2004) | | Year 5 (June 30, 2005) | | Year 6 (June 30, 2006) | |
| | Amount | %* | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Tuition and Fees | 16,471,248 | 17.0% | 17,477,871 | 17.3% | 20,888,674 | 22.4% | 24,674,000 | 20.6% | 25,562,000 | 21.3% | 26,400,000 | 20.8% |
| Government Appropriations | | | | | | | | | | | | |
| Federal | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| State | 29,760,562 | 30.7% | 30,632,906 | 30.3% | 19,646,961 | 21.1% | 32,912,500 | 27.5% | 26,857,000 | 22.4% | 26,857,000 | 21.1% |
| Local | 14,610,335 | 15.1% | 15,168,757 | 15.0% | 16,247,883 | 17.4% | 16,751,000 | 14.0% | 17,362,797 | 14.5% | 18,501,198 | 14.6% |
| Government Grants & Contracts | | | | | | | | | | | | |
| Federal | 12,893,338 | 13.3% | 16,054,578 | 15.9% | 17,012,465 | 18.3% | 22,377,058 | 18.7% | 25,538,298 | 21.3% | 28,699,538 | 22.6% |
| State | 2,640,628 | 2.7% | 3,346,305 | 3.3% | 3,260,406 | 3.5% | 3,702,224 | 3.1% | 4,012,113 | 3.3% | 4,322,002 | 3.4% |
| Local | 189,452 | 0.2% | 173,107 | 0.2% | 581,387 | 0.6% | 706,584 | 0.6% | 902,551 | 0.8% | 1,098,519 | 0.9% |
| Private Gifts, Grants, Contracts | 1,173,989 | 1.2% | 2,014,091 | 2.0% | -**** | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Endowment Income | 33,552 | 0.0% | 23,254 | 0.0% | -**** | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Sales and Services of Educational Activities | 197,282 | 0.2% | 195,636 | 0.2% | -**** | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Auxiliary Enterprises | 8,435,066 | 8.7% | 9,020,489 | 8.9% | 7,844,387 | 8.4% | 10,191,335 | 8.5% | 10,776,758 | 9.0% | 11,362,181 | 8.9% |
| Hospitals | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Other Sources | 10,663,621 | 11.0% | 6,963,991 | 6.9% | 7,672,669 | 8.2% | 8,381,347 | 7.0% | 9,090,025 | 7.6% | 9,798,703 | 7.7% |
| Independent Operations | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Total Current Funds Revenues | 97,069,073 | 100.0% | 101,070,985 | 100.0% | 93,154,832 | 100.0% | 119,696,048 | 100.0% | 120,101,543 | 100.0% | 127,039,141 | 100.0% |

* Percentage of Total Current Fund Revenues ** Most recent fiscal year for which audited financial statements are available *** Budget for Current Year

**** The IPEDS report changed for 2003 due to GASB 34 & 35

Lane Community College

Standard Seven -Finance Table 2 Current Funds Expenditures and Mandatory Transfers - Public Institutions Only

| Functions (IPEDS Report) | ACTUAL | | | | | | PROJECTED | | | | | |
|--|------------------------|---------------|------------------------|---------------|--------------------------|---------------|---------------------------|---------------|------------------------|---------------|------------------------|---------------|
| | Year 1 (June 30, 2001) | | Year 2 (June 30, 2002) | | Year 3** (June 30, 2003) | | Year 4*** (June 30, 2004) | | Year 5 (June 30, 2005) | | Year 6 (June 30, 2006) | |
| | Amount | %* | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Education and General Expenditures | | | | | | | | | | | | |
| Instruction | 40,741,235 | 46.9% | 42,326,553 | 44.6% | 38,554,409 | 41.3% | 43,158,476 | 43.0% | 45,721,378 | 42.6% | 47,147,153 | 41.9% |
| Research | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Public Service | 3,574,052 | 4.1% | 4,656,776 | 4.9% | 4,566,641 | 4.9% | 4,541,270 | 4.5% | 4,810,947 | 4.5% | 4,960,971 | 4.4% |
| Academic Support (Excluding Libraries) | 2,059,845 | 2.4% | 2,496,651 | 2.6% | 2,606,676 | 2.8% | 2,541,901 | 2.5% | 2,692,848 | 2.5% | 2,776,822 | 2.5% |
| Library Expenditures | 952,808 | 1.1% | 1,004,040 | 1.1% | 926,438 | 1.0% | 1,023,154 | 1.0% | 1,083,912 | 1.0% | 1,117,713 | 1.0% |
| Student Services | 6,908,376 | 7.9% | 7,487,247 | 7.9% | 7,629,186 | 8.2% | 7,815,656 | 7.8% | 8,279,777 | 7.7% | 8,537,973 | 7.6% |
| Institutional Support | 8,748,173 | 10.1% | 8,886,133 | 9.4% | 10,110,013 | 10.8% | 9,845,263 | 9.8% | 10,429,909 | 9.7% | 10,755,156 | 9.6% |
| Plant Operations & Maintenance | 4,606,320 | 5.3% | 4,909,174 | 5.2% | 5,240,537 | 5.6% | 5,236,280 | 5.2% | 5,547,228 | 5.2% | 5,720,213 | 5.1% |
| Scholarships and Fellowships | | | | | | | | | | | | |
| Awards from Unrestricted Funds | 181,392 | 0.2% | 293,963 | 0.3% | 887,346 | 1.0% | 960,188 | 1.0% | 1,313,165 | 1.2% | 1,666,142 | 1.5% |
| Awards from restricted Funds | 9,482,760 | 10.9% | 12,327,669 | 13.0% | 13,221,367 | 14.2% | 15,415,872 | 15.3% | 17,285,176 | 16.1% | 19,154,479 | 17.0% |
| Educational and General Mandatory Transfer | 764,120 | 0.9% | 1,131,884 | 1.2% | -**** | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Total Educational and General Expenditures/Mandatory Transfers | 78,019,081 | 89.8% | 85,520,090 | 90.1% | 83,742,613 | 89.8% | 90,538,060 | 90.1% | 97,164,341 | 90.4% | 101,836,621 | 90.6% |
| Auxiliary Enterprises (Including Transfers) | 8,908,566 | 10.2% | 9,372,357 | 9.9% | 9,563,076 | 10.2% | 9,935,843 | 9.9% | 10,263,098 | 9.6% | 10,590,353 | 9.4% |
| Hospitals (Including Transfers) | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Independent Operations (Including Transfers) | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Total Current Funds Expenditures & Mandatory | 86,927,647 | 100.0% | 94,892,447 | 100.0% | 93,305,689 | 100.0% | 100,473,903 | 100.0% | 107,427,439 | 100.0% | 112,426,974 | 100.0% |

* Percentage of Total Current Fund Revenues ** Most recent fiscal year for which audited financial statements are available *** Budget for Current Year

**** The IPEDS report changed for 2003 due to GASB 34 & 35