# EXECUTIVE SUMMARY



## Introduction and Overview

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

The changes that the college has experienced over the last ten years have been profound. Nearly all have been intentional. In the past ten years, the college has made significant positive changes to its physical environment and decision-making processes. When Lane sought approval of a major bond to address maintenance, construction and equipment needs, everyone understood that improved facilities would outweigh the inevitable temporary dislocations and cramped spaces. The decision to be inclusive and deliberate in updating major plans and the planning system itself has required all to develop capacity to collaborate meaningfully and productively. More recently, the

college also decided to develop a new college governance system that was inclusive, timely and effective, knowing that reaching agreement on a new system would be a long and difficult process, but will provide lasting benefits to the organization.

 The withdrawal of technical support for Lane's old administrative software system was a significant factor in the college's embarking on the Lane Administrative Systems Renewal (LASR) Project, and the college showed foresight and planning in expanding capacity to respond to 21st century information needs and expectations.

To transform students' lives and the college organization, Lane has raised the bar on its diversity efforts and focused several projects, initiatives and processes toward this goal. Lane has taken advantage of retirements to revise its hiring processes and to develop a culture that welcomes, values, and promotes diversity among staff, students and the community. Diversity has become a core value and a strategic goal.

Other changes have also developed Lane's potential to move toward realizing its preferred

future. All members of Lane's new administrative leadership team have been appointed since the last full-scale evaluation; six of these members are new to their positions in the last three years, and five of them are new to the college. This new leadership has provided a dynamic context, receptive to institutional change, but has presented its own set of challenges. The turnover of faculty and staff at all levels has also provided opportunities and pressures. But the addition of new thinking and energy directed toward fulfilling the college vision, mission and core values has tempered the effects of the loss of experience and institutional memory.

## Impact of Budget Cuts

Some significant changes in the past decade have not been of Lane's own making. Perhaps the biggest impact has been created by changes related to revenue shortfalls resulting in budget deficits — certainly not of the college's choosing. The state fund distribution policy has adversely impacted Lane for a number of years, in many ways forcing it to expand in order to maintain the same level of funding. While this expansion improved access for students, it has had deleterious impacts on staffing patterns and the college's ability to invest in physical and human resources. Recent state revenue shortfalls as a result of the economy and the lack of balance in the state of Oregon tax system have caused Lane to take unprecedented steps to balance the budget.

The college is now on the road to fiscal stability, but not without consequences: however necessary, these budget cuts were painful and caused a great deal of anxiety and feelings of insecurity across the college. In the face of these cuts, Lane at first attempted to do the same work with fewer resources. But the reduction in staff, combined with the learning curve associated with LASR and the college-wide planning and governance efforts, together have negatively impacted workload at all levels of the college, and it has become clear that Lane cannot do more work with reduced resources.

## Transformation in a New Context

Transforming the college is a long-term proposition. All at Lane understand that making the kind of systemic change necessary to keep and expand Lane as a vibrant, learning-centered organization does not happen overnight. Rather, such an undertaking is a journey that takes sustained effort over a number of years. In embracing this journey, many are increasingly aware how improvements in one element of the college throw into relief the other work that needs to be done. The college community sees this as part of the transformation process, but it is a challenge to stay focused on the future while dealing with the realities of the present.

Writing a self-study in the midst of Lane's changes has been revelatory. Being only one year away from the worst budget situation ever faced by the college, and recovering from the turmoil associated with that, has provided a particularly acute institutional context for self-study. Lane has always been challenged by its own ambition, and high standards are a positive part of its culture. And usually Lane is successful in achieving its goals. In the last ten years, however, one consequence of continued ambition in the face of stretched resources and cuts has been a decline in morale: college staff can forget to celebrate Lane's many successes, and they can be critical when it falls short of its ideals.

In summary, these elements of institutional transformation have converged to bring the college to this point in its history: becoming a learning college; committing to innovation; weathering the upheavals of the bond and reaping the rewards of an improved learning environment; learning how to work with the entirely new LASR administrative software system; developing planning and governance systems to better reflect core values of learning, collaboration, and integrity; welcoming and responding to new and more diverse faculty, staff, and administration; and beginning to develop solutions to the increased workload brought about by all of these changes. This context provides a lens through which one can view the following institutional assessment.

**Strengths:**
Lane is a learning-centered college with:

- an exceptional faculty and staff who are leaders in innovation and learning. The college holds board membership in the League for Innovation

in the Community College and was chosen as one of only twelve Vanguard Learning Colleges. The college has developed its own learning-centered principles based upon work in the field that puts learning at the heart of all it does. (See Standard 4.)

- many innovative learning options for students. In addition to a varied and comprehensive educational program of courses that fulfill its mission, Learning Communities, Service Learning, Apprenticeship, and Cooperative Education also give students various opportunities to test what they know in interdisciplinary formats and in workplace situations, deepening their knowledge. (See Standards 2 and 4.)

- comprehensive, holistic, and learning-centered services for students. The Student Services staff are dedicated to providing students whatever they may need to support their success: help with high school orientation, registration, retention, counseling and advising, financial aid, student health, drug counseling. The new Student Services Building provides a centralized meeting place for students, and includes a Multicultural Center and Women's Center and Student Life and Leadership offices and meeting space for student activities. (See Standard 3.)

- a core value of diversity that provides the philosophical underpinning for its diversity efforts. The Diversity Team and Hiring Processes Team are focused on improving the college climate for underrepresented groups; the Rites of Passage Summer Academies aim to introduce communities of color to Lane at an early age. The updated Diversity Plan has been reviewed by the board. One of the college's strategic goals for 2004-08 is keyed to diversity efforts: "Create a diverse and inclusive learning college:  develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities." The 2004 Oregon Diversity Institute will be held at Lane's Center for Meeting and Learning in November 2004. (See Standards 1, 3 and 4.)

- a committment to adhere to high ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and services; it its treatment of students, faculty, and staff; and in its relationships with regulatory and accrediting agencies. (See Standard 9.)

Lane enjoys great support from its community, as evidenced by:

- the $42.8 million Bond Levy passed in 1995 for the Construction Project, which provided new buildings, office space and classrooms with instructional and operational technology upgrades to enhance the learning environment (see Standard 8);
- community involvement in the life of the college such as active advisory boards that provide important connection to the workplace for Lane's professional technical programs (see Standard 2);
- and a growing Foundation with events that invite community members to help Lane fulfill its mission and vision (see Standards 6 and 7).

Lane staff are guided in their work by a strong commitment to:

- core values: Lane has become a value-driven institution that puts learning at the center of its work (see Standards 1, 6, 7, and 9).
- collaboration: the culture of inclusion has improved significantly in the last ten years, in areas ranging from budget development to strategic planning (see Standards 1, 6 and 7).
- improvement: the college is constantly reviewing its practices and making them better. Developing a culture of assessment of programs, services and learning is a strategic direction for 2004-08 (all standards reflect this commitment).
- fiscal stability: Lane dealt directly with revenue shortfalls and made decisions to position the college for a more stable financial future and develop capacity to respond to future financial threats (see Standard 7).
- technology: The college has made wise decisions and shown foresight by investing in its network operating system, updates from the bond and new executive oversight of information technology; the Student

Technology Fee provides a stable source of funding for instructional technology, allowing Lane to remain current with technology and in turn provide students with relevant skills and opportunities.

**Challenges:**
- The college is still developing its capacity to effectively use planning and evaluation to provide processes.
- While Lane has adopted the Plan-Do-Check-Act cycle of continuous improvement, there are instructional areas that need to develop further in the area of program- and course-level assessment.
- Workload across the college is a matter of concern. Given the financial constraints of the recent past and the foreseeable future, the college must focus concerted discussions on how to set priorities and manage workload.
- There are discipline areas where the overuse of part-time faculty is a concern. The effects of reliance on part-time faculty on quality and workload are understood, but the budget has forestalled planned action in this regard.
- The college library is in need of collection materials, staffing and space.
- The college governance system, developed over the course of a year in a collaborative process with representatives from all employee groups, is still untested. Concerns about implementation include workload.
- The college continues to face budget challenges caused by state and national trends in higher education funding.
- Indoor environmental quality issues have affected staff and morale, and will continue to be addressed.
- Creating an inclusive climate for all and increasing diversity on campus are ongoing challenges.

**Improvement Plans:**
- The new unit planning process, in which divisions and departments evaluate and plan their work by aligning their work with the college's Strategic Plan, has the potential to improve the college's capacity to use systematic planning and evaluation to improve processes. (See Standards 1 and 2.)

- The college continues to develop tools for assessment of programs and courses. (See Standard 2.)
- The college continues to review workload issues in instructional, administrative and support areas.
- A Labor Management Sub-Committee is addressing the issue of appropriate levels of full- and part-time faculty and will develop a plan that takes into account the impact on enrollments. (See Standard 4.)
- A Library and Information Commons is one of Lane's three proposed state capital construction projects. (See Standard 5.)
- The new governance system implementation has assessment embedded in its charters; continuous improvement is a function of each council. (See Standard 6.)
- The college continues its process of "right-sizing" to address budget and workload issues. (See Standard 7.)
- The college has processes for addressing indoor environmental quality. (See Standard 8.)
- The college will implement diversity initiatives as financially feasible. (See Standards 1, 3 and 4.)

## Lane Community College History

Lane Community College celebrates its 40th anniversary this year. The college is proud of its contributions to the educational needs of the community. Lane grew from a tradition of vocational-technical education begun by the Eugene Vocational School in 1938. In May of 1941, First Lady Eleanor Roosevelt visited the Eugene Vocational School aircraft factory. (See Figure ES-1.) Predicting the future of "Rosie the Riveter," the First Lady "expressed a great interest in training young women and suggested that in a short time women would be permitted to train for actual work in defense industries" (Register-Guard May 1, 1941).

Lane maintained the vocational tradition admired by the First Lady and expanded to a comprehensive mission at its founding in 1964; by fall 1965, Lane offered 295 credit and 32 non-credit classes in 14 locations throughout the district. Since that time, Lane has grown to serve a 4,600 square-mile area from the Cascade

*Figure ES-1: First Lady Eleanor Roosevelt visits Eugene Vocational School, May 1941 (Photograph: Karl Rose, Register-Guard. Used by permission).*

Mountains to the Pacific Ocean — larger than the states of Delaware and Rhode Island combined. The college is located at its main 30th Avenue campus in Eugene; at the Downtown Center; Outreach Centers at Cottage Grove and Florence; and at seven Community Learning Centers at area high schools.

The district has a population of approximately 325,000. In recent years, more than 30,000 people take one or more classes at Lane each year (unduplicated headcount), attesting to the local perception that everyone in Lane County goes to Lane Community College at some point in their lives. In 2003-04, the college offered classes with a total student FTE of 10,700. The total annual college general operating budget for 2003-04 was $71,024,572.

## Mission

Lifelong learning is a key element of Lane's comprehensive mission, as can be seen from the scope and variety of programs and services Lane makes accessible to students (see Catalog). Lane is a learning-centered community college that provides affordable, high-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 (see Standard 2).

## Student Characteristics

A total of 4,804 students took classes full time in 2003-04; 5,362 students attended part time for a total of 10,166 credit students. Fifty-five percent of students are women; 45 percent are men. The average age of Lane's credit students is 27 years. Caucasian students comprise 88.4 percent of credit students; 1.5 percent are African American; 3.2 percent Asian; 3.8 percent Hispanic; 3.1 percent Native American.

Of non-credit students, 78.5 percent are Caucasian; 1.5 percent African American; 3.2 percent Asian; 15.1 percent Hispanic; and 1.8 percent Native American. The average age of non-credit students is 45.

## Financial Aid

In 2003-04, 6,331 credit students received $31,894,809 in financial aid, most of it from federal sources.

## Staff Characteristics

Lane employs 1,005 staff, managers and faculty: 437 contracted classified staff; 52 managers; seven management support staff; 248 contracted and approximately 261 part-time faculty (Fall 2003). The college is overseen by a seven-member elected Board of Education.

## Eligibility Requirements

Lane Community College meets the revised eligibility requirements for accreditation as outlined below. Further detail is provided in the standards.

**1. Authority**
The college is authorized by the State of Oregon to operate and grant degrees. We are defined as a Community College in accordance with OAR 589-001-0300, and are recognized in the official State Directory.

**2. Mission and Goals**
Lane Community College has clearly defined vision, mission, and goal statements; it devotes most of its financial resources to supporting these objectives (see Standard 7).

**3. Institutional Integrity**
Lane's governance system provides stakeholders who are most affected by decisions a timely opportunity to be informed and involved in deliberations in order to influence the formulations of decisions. As evidenced by Board Policies A.030 on Treatment of Staff, D.020 on Sexual Harassment, D.060 on Equal Opportunity in Employment, D.070 on Equal Opportunity in Admissions, D.100, as well as College Online Policy and Procedure Systems regarding Affirmative Action, Disabilities, Harassment based on Race/Ethnicity, and Sexual Harassment, Lane is governed and administered with respect for the individual in a non-discriminatory manner. (See Standard 9.)

**4. Governing Board**
Seven elected, unpaid persons comprise the Board of Education and have primary authority for establishing policies governing the operations of the college and adopting the college's annual budget. Their charge is to oversee the development of programs and services that they believe will best serve the needs of the people of the Lane District. Lane's board has the authority to establish policies and adopt a budget. (See Standard 6.)

**5. Chief Executive Officer**
President Mary Spilde is the chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. As per Board Policy B.050, the President is appointed by the Lane Board of Education. As per Board Policy B.010 neither the President, nor any current employee of the college, can serve on the board. (See Standard 6.)

**6. Administration**
Through its Process Redesign and Administrative Reorganization, the college has developed and maintains administrative and support services necessary to achieve its mission and meet its goals. Lane provides adequate administrative resources to achieve its Vision, Mission, and Core Values, and to fund college support services (see Standards 6 and 7).

**7. Faculty**
Lane employs a core of 248 full-time, professionally qualified faculty (Fall 2003). Through the college's governance structure, faculty are involved in the formulation of institutional policy, including academic planning, curriculum development and review, student academic advising, and institutional governance. Lane's faculty are evaluated in a periodic and systematic fashion. Faculty are contracted to workloads that reflect the mission and goals of the institution and the talents and competencies of faculty, while allowing time and support for professional growth and renewal. (See Standard 4.)

**8. Educational Program**
Congruent with its mission, Lane offers a broad range of educational programs leading to four associate degrees: the associate of arts/Oregon transfer, the associate of science, the associate of general studies, and the associate of applied science. All Lane educational programs are based on recognized fields of study, require effectiveness in the use of library and information resources, and are approved by the Oregon Department of Community College and Workforce Development as sufficient in content and length. Lane provides a rich environment for faculty and student interaction. (See Standard 2.)

**9. General Education and Related Instruction**
Lane's three transfer programs require substantial and coherent components of general education:

- AAOT: of 90 credits required, 61 are in general education.
- AGS: of 93 credits required, 54 are in general education.
- AS: of 93 credits required, 73 are in general education.

Lane's professional technical degree programs leading to an associate of applied science degree require at least 21 credits of general education and distribution requirements, out of a minimum of 90 credits. Lane's certificate programs all require at least nine credits of related instruction in communications, computation, and human relations. (See Standard 2.)

### 10. Library and Learning Resources

Lane's library provides resources, technology, and services appropriate for the college's mission and educational programs. In addition to its book collection of over 67,000 volumes, Lane's library uses technology to help students develop skills for using information effectively. The library has online course and reserve materials, online tutorials and major research databases for student and faculty research. Reciprocal borrowing privileges augment the library's holdings. Lane's liaison program ensures consideration of all credit and non-credit programs and allocation of resources thereto. (See Standard 5.)

### 11. Academic Freedom

According to the faculty contract and published college operating procedures, academic freedom of inquiry and expression is supported by the college. Faculty and students are free to examine and to test all knowledge appropriate to their discipline. (See Standards 4 and 9.)

### 12. Student Achievement

Lane publishes General Education and Core Ability outcomes in the print catalog. Learning outcomes for most professional technical degrees and certificates are published online. Expected learning outcomes will be published in the print catalog. Methods of measuring and improving student learning continue to be examined and implemented. (See Standard 2.)

### 13. Admissions

Lane Community College holds that admissions shall be open, within budgetary limitations, to all applicants who are qualified according to its admission requirements. Students who enroll for high school or alternative school credit must comply with Oregon Revised Statutes 339.010 (Compulsory School Attendance Law). (See Standard 3.)

### 14. Public Information

Lane publishes its catalog in both paper and electronic form. Among other matters, the catalog makes clear the institution's purposes and objectives by publishing Lane's vision, mission, and core values. The catalog also contains accurate information regarding admission requirements and procedures, academic rules and regulations, costs and refund policies, programs and courses, students' rights and responsibilities (including grievance procedures), academic credentials of faculty and administrators, and attendance and withdrawal policies. Board policies and College Online Policy and Procedure Systems (COPPS) are published on Lane's Website. The COPPS policy on the course catalog ensures that it is updated following procedures to ensure accuracy. In order to "to ensure the dissemination of accurate, clear and consistent information to the community," COPPS policy on Marketing and Public Relations requires that the Marketing and Public Relations Department "oversees college advertising, produces most college-wide publications, provides public relations and marketing advice to other departments, and reviews and approves certain public relations and marketing activities undertaken by other college departments." (See Standard 2; Policy 3.1.)

### 15. Financial Resources

Lane can document its funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget and manageable level of debt. Lane's budget is prepared on a modified accrual basis of accounting (revenues reported when earned; expenditures reported when the liability is incurred; taxes accounted for on a cash basis). The result is that carryovers of financial obligations from year-to-year are precluded and projections of anticipated revenue are not inflated. (See Standard 7.)

### 16. Financial Accountability

Lane's financial records are externally audited annually by Kenneth Kuhns & Co., certified public accountants whose offices are located in Salem, Oregon. Lane's audit reports have been clean for the past ten years. (See Standard 7.)

### 17. Institutional Effectiveness

Lane maintains an office of Institutional Research, Assessment and Planning which tracks the college's effectiveness through reports such as Enrollment Reports, Lane Community College Facts, Key Benchmarks, Lane Community College Profile, and Student Outcomes reports. (See Standard 1.)

### 18. Operational Status

Lane Community College has been in operation since 1964, offering a variety of educational programs and classes. Lane Community College has been accredited since 1968.

### 19. Disclosure

Lane Community College agrees to disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation function.

### 20. Relationship with the Accreditation Commission

Lane Community College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, Lane agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. Lane understands that the Commission treats institutional self-study reports and evaluation committee reports as confidential; however, Lane itself may choose to release the documents.

## Progress Since the 1994 Self-Study Report

In December 1994, the accreditation of Lane Community College was reaffirmed following a comprehensive self-study and full-scale evaluation visit. In reaffirming accreditation, the Commission on Colleges requested a written progress report in four key areas. The college has undertaken initiatives to address identified concerns; major ones are summarized below.

1. *In formulating its short-term financial strategy, the college must keep foremost its mission "to provide affordable education" and that goal should not be overlooked in the face of financial exigency. The institution must ensure that special fees do not have a cumulative negative impact on the student population it serves.*

For many years, the college has held its tuition rates down in the face of budget cuts and other financial pressures. However, legislators and the voting public have made it impossible for the college to maintain its comprehensive mission without raising tuition. Tuition increases in the last four years came only after considerable sacrifices and discussions with stakeholders, including the students themselves, who preferred tuition increases as the only alternative to program cuts.

The college makes efforts to offset the impact of these increases through financial aid: Lane distributes more financial aid than any other community college in Oregon. The Student Technology Fee was initiated with the support of the student body as the best means to ensure high-quality, continually updated instructional technology. In 2003, the Board of Education passed a non-refundable $15 per quarter transportation fee for main campus credit students and $5 fee for all other students. This fee provides free bus passes for main campus credit students and helps fund parking lot improvements on the main campus and at the outreach centers. (See Standard 7 for an extended discussion of Lane's budget.)

2. *The facilities plan needs to be updated and made more visible to the college public. This plan, once updated and prioritized, must be communicated and shared with faculty.*

The college has developed significantly better communication and collaborative processes in this area. For the past ten years, facilities planning has occurred primarily around the $43 million Bond Project, which is nearing completion (see Standard 8). The Bond Project User Groups (PUGs), comprised of faculty, staff and managers from across campus, participated in the design of all new areas on

campus. Communication for the bond was overseen by a designated coordinator; signs and postings on the web and in the Daily staff newsletter kept all staff apprised of changes; and the project manager reported to the Board of Education on all bond issues and projects completed.

Since the Bond Project, the Facilities Management Team (FMT) has continued its review of the Facilities Plan. The FMT is a representative group, comprised of the vice president for instruction and student services; associate vice president for information technology; two faculty selected by Faculty Council; one classified selected by Classified Council; one classified from the "trades" group; one manager selected by Management Senate; and one student selected by Associated Students of Lane Community College. The Facilities Plan update was accomplished by inviting divisions and departments to identify their facilities needs through 2014.

As part of its new governance system, the college now has a representative Facilities Council which is responsible for planning, policy and evaluating effectiveness. Each council will develop appropriate methods for dialogue and communication with the college community prior to, during, and following its deliberative process. Each council will be responsible for coordinating with the other governance councils and the College Council. (For more about the new functional councils' work and the new governance system, see Standard 6.)

3. *In view of the increased demand for additional classroom and office space, as well as other facilities, the college must proceed to update the facility utilization study and to develop a prioritized plan for the numerous maintenance, remodeling and construction projects. A similar plan for the prioritization, acquisition, and/or replacement of materials and equipment throughout the college should be included in the master plan.*

A Facilities Master Plan was completed in 1996 and guided the $42.8 million Bond Project, resulting in new buildings and additional

classroom and office space; many buildings were refurbished. The identification of equipment needs, along with specifically planned acquisition of schedules has been completed. Approximately $5 million worth of college equipment needs were met with the Bond Project funds. The Capital Repair and Improvements Priority List from the Facilities Management Team provides a process for needs to be addressed in a prioritized and timely manner with involvement from all stakeholders. The charter for the FMT calls for annual review of the Facilities Plan and a Five-Year Plan; the review includes adequacy of facilities for instructional functions.

Lane's use of classroom and office space has improved considerably in the past ten years. Lane purchased Resource 25, a space-management software tool, as part of its Lane Administrative Systems Renewal Project (LASR; see Standards 7 and 8.). This tool enables the college to analyze utilization of space. The Facilities Management and Planning Office and the Scheduling Office have produced the first set of reports that enables the college to easily evaluate room utilization. Schedule 25 enables the college to schedule classes and to utilize available space much more efficiently. The Space Assignment Committee, first convened in 2003, is a cross-campus committee intended to address space needs and align space assignment with college-wide utilization needs. Recurring funds have been budgeted for deferred maintenance and equipment.

4. *There appears to be collegiate participation in the development of the Institutional Effectiveness Measurement Plan. However, there is a perception that the Plan has an external orientation and faculty have expressed varying levels of acceptance. Faculty and staff involvement in the formulation and use of assessment tools and procedures are necessary to ensure that assessment instruments also possess an internal orientation that provides for program-specific planning and review (Educational Program and its Effectiveness).*

As reported in the Progress Report for 1997, many new projects and approaches to assessment have been developed since this recommendation. To coordinate efforts and ensure a faculty orientation, a faculty coordinator of student outcomes, assessment and curriculum development position was created. The coordinator's responsibilities have included forming and leading an initial assessment team which developed an assessment plan for the college. The team also completed a case study involving interviews with faculty in every division on faculty attitudes to assessment and areas for professional development in this area.

The Strategic Learning Initiative (SLI), a faculty/administration partnership to systemically improve the learning environment, began its Assessment Coaching Team Project from 1998-2000. The focus of this project was to train twenty faculty assessment "coaches" who could foster assessment efforts in their disciplines. These coaches provided expertise on assessment at the program and classroom levels. The Advanced Technologies area in particular developed its assessment techniques through the coaching project.

In April 2000, Lane was selected as one of twelve colleges from an applicant pool of close to 100 in the U.S. and Canada to participate in the Vanguard Learning College Project, a five-year League for Innovation in the Community College project focused on learning-centered approaches to education. The Vanguard Project gave the college a focus for its work on learning outcomes. The college chose to focus on the general education core abilities: defining them and ensuring that Lane's courses prepare students for them. The college now does annual comprehensive graduate assessment of core abilities, recording students' assessment of the importance of these abilities and the effectiveness of Lane courses at developing these abilities.

In its 1999 Interim Report, the college received a commendation for its "very strong commitment to the redesign and refocusing of [the college] to an institution where student learning is the pole star and assessment is the engine of change." (See Standard 2.)

5. *While the college is providing related instruction in both special, separate classes and as an embedded part of the trade curricula, the latter should be displayed so as to be readily discernable.*

The related course requirements for the professional technical programs have clearly been identified and labeled in both the college catalog and class schedule. All AAS programs have specifically identified courses that meet the related requirements. All courses are now taught by qualified discipline faculty in the sponsoring departments for related instruction. The college no longer embeds related instruction in its professional technical courses.

6. *The faculty and staff need to embrace the organizational change that is occurring and should be encouraged to assume their responsibilities and roles in creating a team-oriented and participatory organization.*

Through implementation of many initiatives, Lane has embraced collaborative, team-oriented approaches to all of its work. Collaboration in developing the learning environment has occurred through the Strategic Learning Initiative (SLI), which includes Learning Communities, Service Learning and several other projects designed to foster learning-centered approaches to transforming students' lives. To support learning, the Students First! process redesign fundamentally changed how services to students are delivered. Its success depends upon the closely linked, collaborative nature of the student service areas (see Standard 3). From financial aid advisors to counselors, the faculty, classified staff and managers of Student Services work as a high-functioning team to offer comprehensive services and provide a holistic approach to serving students.

Strategic planning at Lane has also developed in a more collaborative fashion. Representatives from all employee groups, including leadership of the classified and faculty unions, developed the current Strategic

Plan. Communication about the plan was provided throughout the process through reports made by email and to the Faculty and Classified Councils.

In Spring 2004, the college adopted, and the board approved, a new governance system which, when fully implemented in 2004-05, will formally involve all stakeholders in the process of planning and governing the college. (See Standard 6.)

There are 33 committees, councils and teams that provide a framework for teamwork and collaboration across all areas of the college. In the past ten years, most members of the college community have developed a high expectation of inclusion and participation. The most obvious challenge at this juncture is to provide resources to support this participation when it involves time away from primary responsibilities. Workload has become a serious issue as budget cuts have meant reductions in all areas.

7. *Through its normal recruiting and hiring processes, the college must seize the opportunity to translate its affirmative action plans into reality, especially with the anticipated turnover of faculty due to retirements.*

The college has made increasing diversity in hiring a high priority. Since 1998, of 248 contracted faculty positions there have been 163 retirements in the contracted faculty, with 65 contracted faculty leaving for various other reasons. The Lane Diversity Plan (1995 and 2003); the Future Faculty Task Force Report (1995); and the Committee to Focus Efforts to Create and Maintain a Diverse Faculty (2002-04) began to develop strategies and discuss issues related to Lane's hiring processes. A mandatory hiring training for all hiring committee chairs has improved college-wide understanding of affirmative action goals and procedures; diversity experts and advocates are available to guide hiring committee processes; Human Resources has improved its hiring calendar to be more responsive to national schedules.

In May 2003, the Executive Team chartered a Hiring Process Team to review and revise the college's hiring processes; the team made policy and procedural recommendations. Several of these recommendations have already been implemented.

Institutional Research, Assessment and Planning has tracked Lane's progress with Affirmative Action. In 1995, employees of color at Lane were as follows: 25 Faculty (5.0 percent); 29 Classified Staff (6.9 percent); and two Managers (2.9 percent), for a total of 56 employees of color, or 5.7 percent of all employees. In Fall 2003, 96 people of color were employed by the college, or 9.8 percent of all employees: 45 faculty (9.1 percent); 43 Classified Staff (9.8 percent) and eight Managers (16.0 percent). This is a significant improvement. (See Standard 4; Policy 6.1.)

8. *Faculty and administration should work in a collegial relationship to implement the Commission's requirement for consistent and continual faculty evaluation. It may also be desirable to strengthen the part-time faculty with a formal orientation and/or initiate a mentoring program to complement the evaluation process.*

Evaluations of all Lane faculty are completed on a three-to-five-year rotational cycle. All evaluations of contracted and part-time faculty are up-to-date as of Fall 2004. After much discussion, the administration and the Lane Community College Education Association (LCCEA) have agreed upon a Faculty Evaluation Handbook. This handbook outlines the criteria and procedures for two distinct types of evaluation. The Developmental Evaluation is triggered every three years as a normal part of faculty professional development. There are three parts to these evaluations: peer or self-evaluation; student course evaluations; manager observation and evaluation. True to their names, these evaluations are intended to build on faculty strengths, identify areas for development and improvement, and provide a collegial opportunity for self-reflection and growth. The second type of evaluation, the Corrective

Evaluation, is a response to indications of performance deficiencies requiring significant intervention. Their outcomes shall be a clarification of the validity of deficient performance indications, a clarification of performance expectations, and/or an Improvement Plan if indicated by the evaluation.

To improve orientation to both full-time and part-time faculty, Lane developed Faculty Connections, one of several Strategic Learning Initiatives. This is a two-day orientation for which all attending faculty are paid; it has been mainstreamed into the college budget. (See Standard 4.)

9. *Efforts to move toward a visionary college structure must necessarily incorporate improved communication and interaction with all areas of the campus that will ensure shared discussions, involvement, and a willingness to make modifications in response to faculty and staff reactions, so that the entire Lane community will have an investment in the success of this change.*

As noted in the response to recommendation number six above, the college has made great strides in developing a more collaborative and team-based approach to its work. The college restructuring has "flattened" the administrative structure, which has had some positive effects on communication: the division chairs have frequent direct contact with associate vice presidents, keeping them apprised of college-wide issues. Division meetings and standing committees are also essential methods of keeping communication lines open. President Spilde convenes all-college gatherings as an important means of communicating with the entire campus community. She has also sent out emails each term with updates on the budget or other important news.

There is a high expectation of involvement and participation across campus. As with many organizations in the past ten years, email communication at Lane provides excellent access to information instantaneously. The Daily electronic newsletter is emailed to every staff member; it enjoys high readership. The Daily provides official announcements, event information, job vacancy notices, construction and technology updates, college-wide committee meeting schedules and Board of Education meeting summaries, to name a few. There is also space for staff classified ads. The Lane website is another major resource for college staff and students. The Banner information management system, available online through the college website, provides the structure for communicating and conducting all Lane's scheduling and business functions.

The Self-Study Coordinating Team made use of the college's email system and website in the self-study review process. For the past two years, self-study documents have been available on the website, and in Spring 2004 members of the college community emailed responses directly to the Standard Chairs by sending an email to *SelfStudyAccreditation@lanecc.edu*.

Lane's communication challenges mirror its strengths: because the college has improved in its communication technology, there is an ever-increasing demand for faster and more appropriate response on the part of staff. Workload is a challenge in this respect. In the 1999 Commission Interim Report, the evaluator noted that Lane had "a very full plate." This is characteristic of Lane's ambitious goals. The college will continue to review and prioritize its goals to address workload issues related to achieving its mission.

## The Self-Study Process

The Lane Self-Study began in Summer 2002 with leadership provided by Cheryl Roberts, Vice President for Instruction and Student Services and Accreditation Liaison Officer, and Russell H. Shitabata, Instructor of English and faculty co-chair of the Self-Study. When Dr. Roberts resigned in January of 2004, Associate Vice President for Instruction Sonya Christian took her place as the Accreditation Liaison Officer. The work was organized by a Self-Study Coordinating Team, which oversaw planning, production, review sessions and deadlines; the Steering Committee, comprised of the chair for each

standard, members of the Executive Team, the representatives of the faculty and classified unions and students; and more than a hundred participating members of the ten Standard Teams whose data collection and analysis culminate in this report (see Self-Study Organization at the front of the report). The tenth standard is Standard 5-Technology, which uses the commission's Standard 5 elements and indicators to organize a systematic self-study of instructional and operational technology on campus.

Constructive criticism was a guiding principle of the self-study. In the first year of the self-study, standards teams met and made preliminary assessments of alignment of college practice with commission standards. These assessments, or "Compliance Audits," were entered into a comprehensive data base designed by a member of the Coordinating Team. The compliance audits provided important information about themes as they emerged from the self-study process. Many plans for improvement in all standards areas were already in process, and others were developed.

Several activities across campus engaged the entire college community in the process of self-study. In the Fall 2002 and Fall 2003 all-college in-services, the Coordinating Team conducted sessions to invite the college community to reflect on how their daily work links to the mission, vision, and core values of the college. The Spring Conferences for 2003 and 2004 focused on Lane's core values of learning and diversity. In Spring 2003, two feedback sessions were organized for faculty to review initial compliance findings for Standard 4.

The departure of the Vice President posed a challenge to the self-study organization, but by April 5, 2004, the first draft of the report was posted on the Lane website for college review; full paper copies were distributed to college leaders and each contracted faculty member received copies of Standards Two and Four. The Coordinating Team visited divisions, councils and teams throughout the month of April to explain the results; provide a roadmap to key issues of concern; and encourage the college community to provide feedback. President Spilde and the Coordinating Team also held two all-staff

meetings to share information, respond to questions, and receive feedback. All feedback was considered and reviewed in an all-day self-study retreat, and most ideas and suggestions were integrated into Draft Two. A second draft was posted on the website June 8 and a second review retreat provided the opportunity for final comments to be considered for integration into the report.

Drafts of the Self-Study and all feedback are available in the Exhibit Room.

## The Self-Study Survey

After the first draft of the self-study was published, the Coordinating Team proposed a brief survey as a "check" to the initial findings of the self-study. Some of the major themes that emerged from the self-study involved issues of assessment, governance, workload, indoor environmental quality, and personal safety. When the Coordinating Team members visited divisions and teams during the feedback process, they distributed a Likert opinion survey to check whether the self-study themes were in line with the perceptions of the college community. Results of that survey are cited throughout the self-study report, and complete methodology and data are available in the Exhibit Room.