STANDARD TWO

Educational Program and Its Effectiveness

Part I: Introduction and Overview

History

Well-known for quality learning experiences, Lane fulfills its mission as a comprehensive community college. Lane's educational program embodies the core values of the college: Learning, Diversity, Innovation, Collaboration and Partnership, Integrity, Accessibility.

Many of the current professional technical programs were originally offered at the Eugene Vocational School, and at its founding in 1964, the College continued the tradition of quality vocational and professional offerings (Figure 2-1). By June 1964, Lane had gained state approval for transfer collegiate coursework, as well as for programs in Airframe and Powerplant Mechanics, Auto Body and Fender, Automotive Mechanics, Diesel Mechanics, Electronic Engineering, Technical Drafting, Business Education, and Practical Nursing—programs still training students today for technical and professional careers. Lane's programs have been designed in response to community needs through careful tracking of employment in the community, and through community connection with advisory committees.

Offerings

Today Lane offers three transfer degrees; 34 applied degrees with five additional degree options; eight two-year and 16 one-year certificates in professional-technical program areas; workforce development, BizCenter services and contract training; adult developmental education; continuing education; and personal enrichment classes. Lane provides classes at the main campus in Eugene, the Downtown Center and the Wildish building, Outreach Centers at Florence, Cottage Grove, and seven high school Community Learning Centers (CLCs), as well as job sites around the county. In 2003-04, each term the college scheduled over 1,800 sections of credit classes and approximately a thousand non-credit classes.

Figure 2-1: "Rosie the Riveters" — women in the Aviation Mechanics Shop, Mel Gaskill, instructor, Eugene Vocational School, c. 1941-1945. The women worked in pairs — the riveter used a gun to shoot rivets through the metal and fasten it together, and the bucker used a bucking bar on the other side of the metal to smooth out the rivets (Source: Lane Archives).

A wide variety of Lane's professional preparation programs have achieved specialized accreditation, and students also have alternative program choices within many fields at Lane, including health occupations, art, trades, and social science careers. Health occupation choices, for example, include licensed practical and registered nurse options; dental assistant and dental hygienist; and tracks for emergency medical technician, medical office assistant and respiratory therapist. Figure 2-2 illustrates the per cent of FTE in 2003-04 by type of class.

The college continues to learn more about how better to assess learning. In 2000, when Lane was selected by the League for Innovation in Community Colleges as one of twelve colleges to participate in the Vanguard Learning College Project, the college developed a comprehensive plan to address key Vanguard objectives. These included the importance of determining and documenting learning outcomes to improve learning. The 2004-08 Strategic Plan reflects the college's determination to strengthen assessment. The Assessment Coaching Team project of the Strategic Learning Initiative (SLI) has provided

training for assessment experts who work with faculty to select appropriate alternative assessment methods, help define outcomes, and develop rubrics to assist in assessment.

Evaluation

Lane's programs and disciplines undergo review and redefinition in response to changing needs, changing resources, and continuous quality improvements. The unit planning process launched in 2003-04 is designed to improve on previous instructional planning efforts. Evidence provided by assessment of programs now informs budgeting decisions in a coordinated academic planning process. Annually, each department assesses its work, sets goals for the academic year, and requests funds for related initiatives which must be aligned with the college's strategic directions. Unit plans include an assessment component to ensure the continuous improvement of offerings. For the 2003-04 unit planning cycle, the unit plans were reviewed and emerging themes across all plans were identified. The Unit Planning Design Team has assessed the first year of unit planning and based on feedback, made some changes, which will be implemented in Fall 2004.
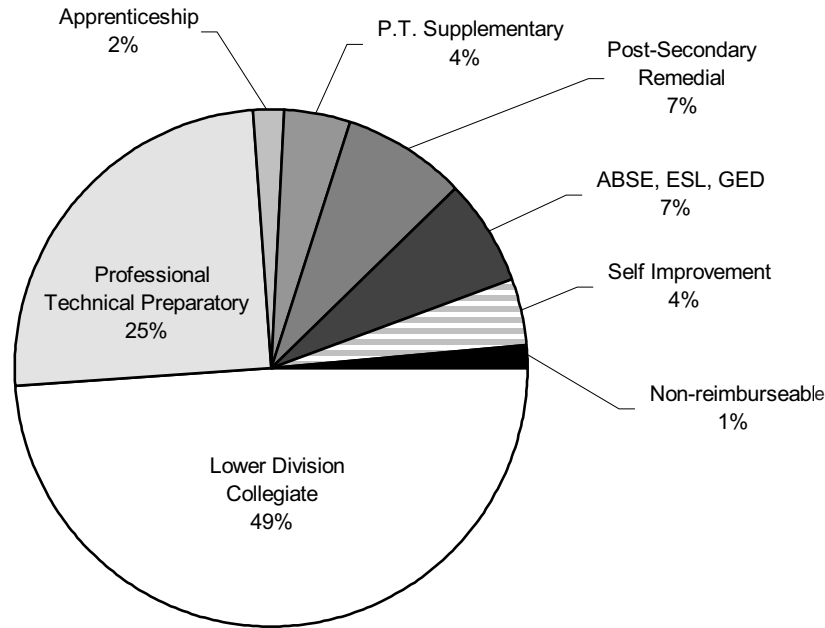
Figure 2-2: Percent of FTE 2003-04 by Type (of Total FTE 10,700) (Source: IRAP).

In the context of an overall strategic plan, the unit planning process has enhanced staff engagement with the mission, vision, and core values of the college (1.A, see Standard 1).

Part of the job of the Learning Council, one of the new governance committees, will be to synthesize a framework for strategic directions. Beginning in Fall 2004, the Learning Council will use unit plans to develop a college-wide learning plan. This plan will then be forwarded to units, which will in turn develop their next unit plans with the larger learning goals of the college in mind, providing a recursive process between units and college-wide initiatives and planning, so synthesis and testing will guide updating of the next set of plans. Through unit planning, faculty now review evidence about program effectiveness, identify strengths and challenges, and plan initiatives for change that will be forwarded through the budgeting process.

In addition to yearly unit assessment, each program will also undertake comprehensive self-study on a five-year rotating basis. Currently, programs in Advanced Technology are piloting a five-year review process.

Changes in Curriculum

The past decade has brought many changes in Lane's curricular offerings that parallel local and national shifts from an industrial and manufacturing economy to a service and information-technology economy. Some programs have been discontinued in the last decade because career opportunities are not as available or entry-level wages are not high enough to warrant investment in training: agricultural equipment technology or radio broadcasting are examples. New programs preparing students for service- and information-economy positions during this period have included fitness technology, Emergency Medical Technician (EMT)-Paramedic technology, a renewable energy option on the energy management degree, and multimedia design technology. Figure 2-3 lists the program additions and deletions since 1994.

Effectiveness

All Lane offerings are evaluated for effectiveness on a regular basis. Examples include the Dental Hygiene program, whose students in Spring 2004 placed tenth in the nation on their board exams; last year the Adult Basic Secondary Education program received a commendation as a model for the state in assessing outcomes; and in Spring

DEGREES AND CERTIFICATES DISCONTINUED SINCE 1994:	NEW DEGREES AND CERTIFICATES SINCE 1994:
Agricultural and Industrial Equipment Technology, AAS and 2-year Certificate	Avionics AAS, 2-year and 1-year Certificates
Broadcasting/Visual Design and Production, AAS and 1-year Certificate	Computer Applications Specialist 1-year Certificate
Business Management AAS	Computer User Support AAS
Chemical Dependency Counselor Training AAS	Diesel Technology, Lift Truck Materials Handling AAS Option
Early Childhood Education, Nanny Option AAS option	E-Business AAS
Electronics Technician AAS	Emergency Medical Technician-Paramedic AAS, 1-year Certificate
Food Service AAS	Employment Skills Training, <1-year Certificate
Industrial Maintenance AAS, 1-year Certificate	Energy Management Renewable Energy AAS option
Microcomputer Information Systems 1-year Certificate	Fitness Specialist AAS and 2-year Certificate
Microelectronics Manufacturing AAS	Fitness Technician 1-year Certificate
Office Administration: Accounting Clerk 1-year Certificate	Health Information Technology AAS *(not offered due to funding constraints)*
Office Assistant: Fast Lane Option 1-year Certificate	Hospitality Management 1-year Certificate
Police Academy 1-year Certificate	Human Services: Juvenile Corrections 1-year Certificate
Radio Broadcasting AAS and 1-year Certificate	Microelectronics Manufacturing AAS
Real Estate AAS and 1-year Certificate	Multimedia Design and Production AAS and 1-year Certificate
Recreational Vehicle Service Technician 1-year Certificate	Occupational Skills 1-year Certificate
Sales and Marketing 1-year Certificate	Welding Processes 1-year Certificate

Figure 2-3: Programs Discontinued and Added 1994-present (Source: Office of Instruction and Student Services, 2004).
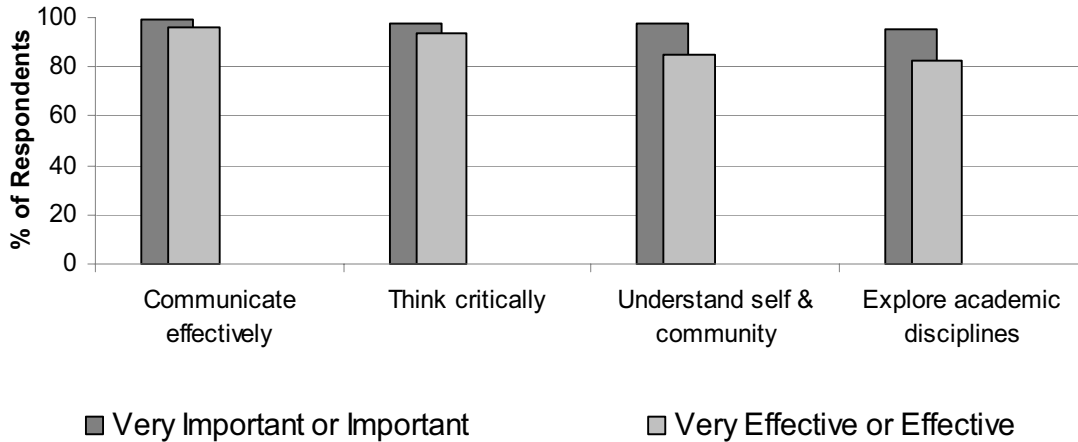
Figure 2-4: Importance of Lane's General Education Core Abilities and Effectiveness of Lane Courses (Source: IRAP, 2003).
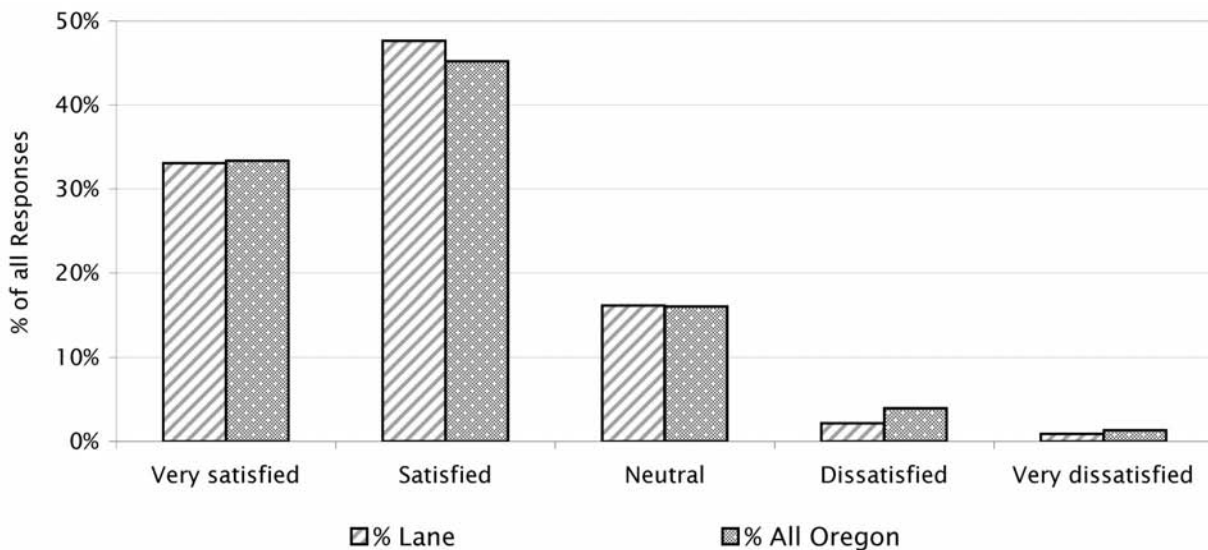

Figure 2-5: Student Reports of Satisfaction with Instructional Quality (Source: ACT Student Opinion Survey, 2002).

2004 the Workforce Development program received highest ratings on a "Mystery Shopper" assessment.

Lane's general education program is successful in preparing students. Figure 2-4 summarizes the responses of 119 students who graduated in 2003 and completed the "Graduate Assessment of Core Abilities" survey. Between 82.5 percent and 95.7 percent of the graduates rated Lane courses as either "effective" or "very effective" in developing identified core abilities to communicate effectively, think critically, understand self and community, and explore

academic disciplines. On the American College Testing (ACT) Student Opinion survey of 2002 (Figure 2-5), in which students rated the quality of instruction, Lane students reported higher positive responses and lower negatives than the statewide average.

Student Success

The excellence of educational programs at Lane is also demonstrated by the success of students who find related employment in the workforce or who transfer to four-year schools. In the 2002 Student Follow-up study completed by IRAP, 63 percent of students who completed a degree in a

professional technical program found full-time jobs upon completion of the program; 87 percent of employed professional technical graduates who reported that they were employed in jobs related to their field indicated that Lane courses were "relevant" or "very relevant" to their jobs. Further, of students who were lower division transfer majors, 66 percent reported that they were attending a four-year school and 80 percent responded that Lane prepared them "well" or "very well" for courses at their new institution.

Studies completed by the Chancellor's Office of the Oregon University System (OUS) indicate Lane transfer students at the seven Oregon four-year institutions average a 2.90 GPA, slightly better than first time freshmen with an average 2.80 GPA, and slightly lower than the continuing OUS student average 3.02 GPA. Further, the OUS study shows that 74.7 percent of the 1996 cohort of Lane students who completed an AAOT degree had enrolled at an OUS institution within five years, more than 10 percent higher than the statewide average of 64.1 percent for students from Oregon community colleges. These and other indirect measures of the success of Lane's educational program help the college to monitor the effectiveness of its educational program.

Instructional Divisions and Departments

Lane's instructional divisions offer courses that fulfill its comprehensive mission as 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
- Cultural and community services

Brief descriptions of divisions and departments follow. Complete unit plans, which include self-study components, are available in the Exhibit Room.

1. Professional Technical and Lower Division Transfer

Advanced Technology Division
The Advanced Technology Division offers AAS degrees and certificates in ten programs: Auto Body and Fender Technology, Aviation Maintenance Technician, Automotive Technology, Construction Technology, Diesel Technology, Drafting, Electronic Technology, Fabrication/Welding Technology, Flight Technology, and Manufacturing Technology. The division houses 16.48 FTE full-time faculty, 4.65 FTE part-time faculty, and generated 656 student FTE in 2003-04. Direct program cost per Student FTE ranges between $1,677-$4,199. Faculty members in these programs bring valuable field experience to the classroom, and remain current with industry through ongoing training. The programs provide classroom instruction and shop training in laboratories that prepare students for employment.

Programs in this division include some original programs offered since 1938 through the Eugene Vocational School, as well as programs established in 1964 at Lane's founding. All

programs are integral to the comprehensive mission of the college, providing technical training for direct entry into the job market with advanced skills. Curricular changes in the last decade include addition, suspension, and reactivation of Avionics Technology, AAS options in Manufacturing and Diesel, and an additional certificate in Welding, as well as the addition and deletion of a program in Microelectronics. Bond Construction provided a new Welding facility.

Faculty members upgrade course content to reflect changes in industry. Advisory committees play an active role in programs in this division. Two faculty members are active on college committees, and all faculty members participate in divisional committees.

Art and Applied Design Division

The mission of Art and Applied Design is to serve community needs in general education, lower division college transfer, professional technical training, and personal enrichment by providing the very best broad-based curriculum in studio arts, art history, graphic design and multimedia.

The faculty consists of 7.5 FTE full-time contracted positions, one interim position and about 24 part-time instructors. The division has just completed searches for three vacant contracted faculty positions for Fall 2004. An administrative coordinator and administrative assistant staff the division office. An Interim Chair is in place until the permanent chairperson is hired in Fall 2004.

The Art and Applied Design Department offers comprehensive, high-quality programs in fine arts, art history, graphic design and multimedia with approximately 85-90 class sections per term. A broad range of courses in the fine arts provides for the development of personal skills and the cultural enrichment of students of all ages and academic inclinations, as well as the opportunity for in-depth study and studio experience for students seriously interested in furthering their abilities in one or more specific disciplines.

Graphic Design and Multi-Media offer two-year professional technical programs leading to certificate of completion and the associate of applied science degree. These programs prepare

students for entry-level positions in the field. Separate advisory committees of practicing professionals assist these programs in evaluating and updating the program to meet current technological advances in the profession.

The department engages in a number of activities that benefit the College and the community. These include committee memberships in local and regional art organizations, exhibitions selection, workshops, lectures and presentations, design consulting, technical advising, academic and career advising, and employment referrals for many area businesses.

Business Technologies

The Business Technologies department provides students with competencies needed for successful employment in business, offering: Accounting AAS Degree, Office Assistant Certificate and Administrative Assistant AAS Degree, E-Business AAS Degree, and Legal Assistant AAS Degree. The department also offers courses for business transfer degree requirements, service courses for other degree programs, and personal development courses. Staff includes one administrative coordinator, 7.6 FTE full-time faculty, and between six to ten part-time instructors per term.

An authorized testing center for Microsoft Office Specialist Certification exams, the department has pioneered innovative collaborations with non-credit instruction, and piloted classes that allow students to choose whether they want to access the curriculum in class, online, or via telecourse. Recently a Leadership class has been developed to increase student group leadership skills.

Significant changes since 1994 include the elimination of Business Management AAS and certificate, Sales and Marketing certificate, Supervision certificate, Real Estate AAS, and Business Education Center, cutting 5.1 FTE faculty positions, and a slight drop in FTE. Facilities for the program are scheduled for remodeling during Summer 2005.

The department consistently uses feedback from advisory committees and student outcomes assessment to revise programs. Most recently, Accounting program changes included better sequencing of classes, adding new courses, and changing pre-requisites on some courses, particularly stressing math skills, and an elective course preparing students for national exams.

Seven contracted, two part-time faculty, and the administrative support person participate in curriculum issues, and six contracted faculty and one part-time faculty participate in college-wide committees.

College Now

The College Now Program is a Dual Credit program that provides selected college-level coursework to students in high schools. The courses are taught at high schools by Lane-approved high school instructors. Both professional technical and lower division collegiate courses are available.

College Now classes provide an opportunity for students to simultaneously earn both college and high school credits. College Now classes are similar to those offered in Lane programs, including course content, textbook and length of course. Students who successfully complete instruction in such classes are awarded Lane credit. During the 2002-03 school year approximately 1,600 students participated in College Now.

College Now houses one faculty/coordinator and two office staff. Achievements include: award of Carl Perkins Tech Prep (Title III) Grant funding; award of Perkins (Title I) grant funding to begin Professional Technical Student Career Exploration Day.

Courses offered are in the following subject areas: English, art, social science, science, math,

business, culinary, early childhood education, graphic design, technical drafting, fabrication/welding, and others.

Computer Information Technology (CIT)

Computer Information Technology provides both professional technical and lower division computer science and information systems course work, and four professional technical programs: Computer Network Operations AAS, Computer User Support AAS, Computer Programming AAS, and Computer Application Specialist to prepare students for jobs as computer network administrators, user support specialists, or as computer programmers. The department also offers service courses in computer literacy, computer software tools, and computer programming.

Staff of the CIT department stands at eight full-time faculty, including .66 FTE lab director, and 8-12 part-time instructors, one administrative support specialist, and five part-time lab aides. The CIT Department manages: an open 40-station Main Computer Lab with Tutoring room, two 'bench' labs (hardware and software), two classrooms with laptops in a moveable cart, six group rooms and one 26-desk computer classroom.

Significant changes since 1994 include the addition of the Computer User Support AAS, and steady enrollment increases between 1994-2001. Decreasing enrollments since 2001 resulted from a slow economy and the "dotcom" bubble bursting. Computer Information Technology became a Division, with a manager also assigned to Business Technologies, and the Bond construction significantly improved physical facilities and equipment. Curricular changes have included updates to all courses, most recently to increase LINUX training and information system concepts.

All eight of the full-time contracted faculty participate in curriculum changes and college-wide committees, as well as departmental hiring, facilities management, unit planning, or program degree committees.

Given the market for computer experts, finding qualified instructors to teach in CIT remains a challenge.

Cooperative Education Division

Cooperative Education (Co-op) offers professional/technical and college transfer credit for practical work experience related to a student's educational and career goals. The objective of Co-op is to provide an on-the-job learning experience in a business or organization which adds meaning and direction to the student's total education. Cooperative education is available in all academic departments. In addition, the Cooperative Education Division offers programs such as the Occupational Skills Certificate where students work with staff to create an individualized course of study to meet a specialized career path.

The Division houses 22 contracted Co-op faculty (15 of whom are shared with other divisions), nine part-time Co-op faculty, three classified office staff, and one Chairperson.

Co-op goals include: facilitating an experience integrating classroom and work-site learning; enhancing skills to communicate effectively in the workplace; enhancing critical thinking and problem solving skills; increasing understanding of the relationship between self and community (and workplace); facilitating exposure to technology not available on campus; offering guidance in career expectations and demands; facilitating early exploration and confirmation of career choices; facilitating development of job contacts and work history.

Lane's Co-op serves more students annually than any U.S. college or university co-op west of the Mississippi River and is in the top ten nationally. Student placements involve over 800 businesses each year. The Cooperative Education Association and the National Commission consistently reference Lane's Co-op as a model program for Cooperative Education.

Program enhancements include: administration of the annual $1 million Carl Perkins III grant (1995-current); receipt of a Technology in Education grant (2000-02); receipt of an Occupational Skills program grant from Dept. of Human Services (2003); initiation of a pre-service education course of study (2004).

Culinary Arts and Hospitality Management Division

Culinary Arts and Hospitality Management provide associate of applied science degrees in Culinary Arts- Food Service Management and Hospitality Management, and certificates in Hospitality Management. Programs provide quality training for students interested in entry-level vocational training or upgrading current skills. Both the course content and level of expectation for performance are based on business and industry needs as recommended by program advisory committees. Programs are staffed by four contracted faculty, three part-time faculty, and one administrative support specialist, part-time.

Achievements in the last decade include: 2004 Oregon State student champions in team cooking competition, and nine additional state and regional awards since 2000; significant progress by executive chef and chef instructor toward Executive Chef certification; integration of the Culinary Arts and Hospitality Management curriculum and students with the Center for Meeting and Learning.

Significant changes since 1994 include: enhancement of Culinary Arts curriculum to include all American Culinary Federation (ACF) required competencies; application to American Culinary Federation for accreditation of culinary program; new culinary and hospitality classrooms in the Center for Meeting and Learning; additional catering kitchen; new organizational structure at the division level, including executive chef; upgrade of Hospitality Management curriculum with direction from advisory committee; addition of full-time faculty; new budgeted administrative support specialist position in 1998. The Center for Meeting and Learning became a lab for part of Hospitality curriculum; prerequisites for learning were set to reflect learning in building block sequences; and student assessments were used in conjunction with ACF competencies to upgrade culinary curriculum.

English, Foreign Languages and Speech Division (EFLS)

The mission of the English Department of the English, Foreign Languages and Speech Division is to provide transformative educational experiences and to foster academic excellence. By encouraging varied ways of reading, writing and seeing, the program promotes critical thinking skills and prepares students for meaningful lives in a diverse and global environment. English offers courses in composition, literature, creative writing, and film. The Writing sequence WR 121, 122, 123, and 227 comprises the English Composition requirement for Lane's AAOT.

English houses 18 full-time faculty and approximately 28 part-time faculty.

Over the past decade, English has expanded its ethnic literature offerings to include not only African American literature, but also Asian American, Chicano/Latino, and Native American literature courses.

English faculty participate in the several learning communities, including Fat Cats and Underdogs; Petal, Pen, Peck and Paw; BioBonds; Voices and Visions; Talking Indian; and AfroBlue, among others. Contracted and part-time faculty are also professionally active outside the college, presenting at the Conference on College

Composition and Communication (4-C's); the Community College Humanities Association; the Oregon Diversity Institute, and others. Part-time faculty have recently published in poetry and fiction publications such as *Kenyon Review*. One faculty has received a National Endowment for the Humanities grant; one a National Endowment for the Arts Grant; and another a Pushcart Prize in 2004. Lane faculty are recipients of the Oregon Teacher of the Year Award; Oregon Literary Arts Award; Lane's Faculty Recognition Award; and Lane's Instructor of the Year Award.

English faculty are coordinators to college-wide innovative programs such as Service Learning, Learning Communities, the Copia Lecture Series and the Reading Together Project; have founded the Nature Writer's Club for students; and have co-founded the *Community College Moment* journal.

The Foreign Languages Department of the EFLS Division seeks to create a respectful learning-centered environment that fosters an awareness of and appreciation for diverse cultures while encouraging a spirit of inquiry and discovery. Through offering a variety of courses in both language studies and second language acquisition.

The Foreign Languages Department is made up of three discipline groups, Spanish, French, and American Indian Languages.

The Foreign Languages Department consists of six full-time faculty, one lab coordinator, six to nine part-time faculty, and several native speakers who serve as tutors and classroom aides. Languages have an approximate retention rate and success rate of 85 percent.

In Spring 2002, the Spanish faculty received Lane's Innovation of the Year Award for their Learning Strategies Project. Recent other innovations in the Languages Department include 1) extensive planning by faculty for construction of the new computer lab; 2) curricular revisions and developments required to deliver this new technology to language acquisition students; 3) the creation and development of the American Indian Languages program; and 4) revisions to the Spanish program, including the Learning Strategies project.

The Speech Department of EFLS design courses to help students develop an appreciation of speech communication, gain confidence in their abilities to communicate, and understand their responsibilities as communicators. The goal is to help students become more effective speakers and more sensitive listeners.

Speech Department courses have a retention and success rate of approximately 85 percent. Enrollments have increased 23 percent in the past nine years. The department has also been active in developing online courses: In 2003-04, the department offered 14 sections of four different courses in online format.

Speech faculty have been published in books and peer-reviewed articles; are active on department, division, and college-wide committees, and are active in professional development activities. Speech is a campus leader in the three-four credit conversion project.

Family and Health Careers

Family and Health Careers division offers classes for health professions: Emergency Medical Technician/Paramedic, Associate Degree Nursing, Practical Nursing, Dental Assisting, Dental Hygiene, Medical Office Assistant, Health Records Technology, Respiratory Care, and Early Childhood Education. The division houses 35 contracted faculty, three contracted temporary faculty, 27 part-time faculty, 13 support staff in the Child Development Center, and six administrative support staff.

Graduates have high pass rates and scores on board exams. The division has a subcontract from 4-J School District for Lane students to provide

dental sealant clinics to qualified 4-J students. Funding from two local hospitals supports increased enrollment in the nursing program. Through continuing education the department offers a pioneering Dental Office Administration program.

Significant changes since 1994 have included: shifting demographics, with increased diversity in faculty; budget cuts affecting support staff levels; suspension of Health Information Technology program; partially funding Medical Office Assisting program by private donations. Respiratory Care introduced major curriculum changes based on specialized accreditation recommendations. Nutrition class enrollments have tripled. Bond construction brought a state-of-the-art dental clinic and new child development center. Student demand for Dental Hygiene and Nursing is three to four times the number of positions available. Health practitioners can earn more practicing in the field than teaching, resulting in a shortage of qualified health care instructors.

Almost all staff participate in curricular and other innovation; about half the staff participate in college-wide committees; almost all staff participate in departmental committees.

Flight Technology Program

Flight Technology is a two-year associate of applied science degree program that prepares students for federal certification as a commercial pilot, flight instructor, ground instructor, or instrument pilot. Students become eligible to take the various flight and/or written tests required by the Federal Aviation Administration (FAA) for employment as pilots or instructors in airplanes.

Flight Technology houses two full-time faculty, five office staff, and one administrator. A major effort has been equipping the training fleet with the very latest avionics technology. The program's goal is to have airplanes in the training fleet equipped to the technology level common to the airline industry. The bond funded the purchase of a level V (5) simulator system, an important asset to the program.

The FAA has approved Lane for "Special Curriculum" for the development of a new

"Professional Pilot Course." Lane's program is one of only two in the Pacific Northwest having "Examining Authority." An FAR 141 FAA Approved Pilot School with "Examining Authority" may act as an agent of the FAA for the purpose of granting pilot certificates to graduates of pilot certificate courses of study. The program has also earned an FAA Safety Award: more than 200,000 hours of flight instruction without an injury accident.

Major budget constraints required the elimination of the helicopter training program and phasing out of all airplane leases. The program functions more like an enterprise which depends upon high levels of efficiency, new product development and aggressive marketing. Procedural changes largely in response to FAA and TSA security issues have been implemented since the passage of laws resulting from 9/11.

Health, Physical Education (PE) and Athletics Division

The Health, Physical Education and Athletics Division offers approximately 360 sections of 45 different curricula in Health, First Aid, Physical Education, Fitness Education, Professional Fitness Technician/Specialist, Recreation, Social and Aerobic Dance, and Therapeutic Exercise. The Division promotes and organizes intramural and extramural activities and special events. In addition, intercollegiate athletics for Track and Field, Cross Country and Basketball are offered. For students with physical disabilities, the department offers the Therapeutic Exercise and Rehabilitation Program. The Fitness Education Center provides fitness programs for both students, faculty and staff. The Division offers one and two-year degree programs in Professional Fitness Training, and a suggested course of study in Coaching or Physical Education.

Health courses continue to be highly enrolled with First Aid and Work Place Health and Safety now fulfilling the Health transfer degree requirement. The team has developed a Global Health class, adding a new dimension to a solid program and meeting the Ethnic/Gender/Cultural Diversity requirement.

The Division offers lower division courses that meet requirements for students transferring to

two-or four-year institutions. PE courses may be used to meet the graduation requirements for the Associate of Arts and Associate of Applied Science degrees. All Health classes may be used to meet the Oregon transfer degree requirement. All courses offered through the Division carry transferable credit.

Health, Physical Education, and Athletics houses 11 full-time and 32 part-time faculty; two full-time and one part-time office staff; one full-time instructional lab assistant; one facility coordinator; six Fitness Lab Instructors; six work-study students; and one Chairperson.

Awards received by the Division include: 2003 American College of Sports Medicine Certification for the Fitness Certificate program (one of only two community college programs in the nation); 2003-04 Implementation of a College-wide Wellness Program.

Last year, nine full-time faculty participated on 23 college-wide committees. Also Health, Physical Education and Athletics executed two faculty searches in the past year, meaning nine full-time faculty served on search committees. No less than eight serve on standing Division committees. Additional committees, formed as needed, typically draw another three faculty.

Health and Physical Education face the challenge of meeting demand for limited sections without increasing workload, since most sections fill to capacity or over-fill. A likely factor for such demand is the excellence exhibited by Division faculty. During the past two-years, five faculty were among recipients or nominees for Teacher of the Year or Faculty Recognition Awards.

Library

The library supports curriculum and fulfills information needs of students, staff, and community by building and maintaining the collection and services.

The Library offers one course – "Library and Information Research." Completing students are able to: locate library resources and services and understand potential uses; know uses of Internet for library research; know uses of online library catalog and efficiently locate material; understand basics of library classification and subject

headings; effectively use online databases in libraries for research; use resources in the reference collection to find information; demonstrate basic principles common to library research strategies; and prepare a bibliography according to standard formats. (See Standard 5—Library.)

Mathematics Division

The Mathematics Division helps students reach program and degree goals, upgrade skills, enhance career choices, explore mathematics, enhance reasoning skills, and improve quantitative literacy. The division offers transfer, professional technical, and developmental courses in a variety of modes.

Achievements of the division include: early participation in learning communities; leaders in using graphing calculators and computers in classes; math anxiety workshops and classes; modeling approach for calculus courses; rigorous placement testing system; computer mediated, distance learning courses; NSF grant for computer simulations of industrial statistical applications; a FIPSE grant for "Flexible Sequence Algebra;" a randomized math test question generator, an online testing system; a faculty member involved with the Great Internet Mersenne Prime Search; a weather station with data displayed on-line for analysis by trigonometry and science students; and a student-friendly text and course: *Math for Physical Sciences* for prerequisite mathematics skills.

Significant changes since 1994-95 include expanding from 14 to 16 full-time contracted faculty (including Math Resource Center Director), and increasing from 25 to 40 part-time instructors. Enrollment increased from 577.2 FTE to 1062.1 FTE in the decade, while direct instruction sections taught by full-time faculty declined from 57 percent to 47 percent.

Bond construction has had positive impacts: well designed and furnished classrooms; functional, expanded resource centers; increased student completion and success rates; an inclusive environment for study groups and tutoring; and increased math/science collaborations.

All full-time instructors have lead course responsibilities and participate in curricular and other innovations. From four to seven part-time

faculty also develop curriculum and participate on committees.

Music, Dance and Theatre Arts Division

The Music, Dance and Theatre Arts Division offers a full range of lower-division courses and abundant performance opportunities in music, dance, and theatre. Curricula meet the needs of students pursuing a baccalaureate degree, recreation and personal growth, and/or a career in these fields. The dance and theatre programs have articulation agreements with their counterparts at the University of Oregon, and theatre also has one with Portland State University. The Division enjoys a close working relationship with the University of Oregon School of Music and Northwest Christian College, and has negotiated articulation agreements in this area.

The Division currently offers 100 courses not including individual music lessons and cooperative education. The Music Technology Lab and Recording Studio was added to the main building two years ago and the curriculum has been rewritten and expanded with over 110 students in the music technology sequence each term. Theatre Arts program was partially cut in 2002, but one year after being cut has rebounded with full classes. Theatre is entering the fourteenth year of collaboration with Lane's English department producing a Shakespeare recital at the end of each term.

The Division houses six full-time faculty in music, one in theater arts, two in dance, one administrative assistant, one technical director, one publicist, one costumer, and one music lab coordinator. The Division employs several adjunct instructors, most of whom have been with the college several years.

Music, Dance and Theatre Arts faculty visit district high schools to rehearse and adjudicate their music ensembles; host high school concerts, joint high school and college music festivals, and children's piano recitals here at Lane; direct, design, or act in plays produced by other community organizations; choreograph and perform in dance concerts produced by others; and perform in music ensembles, both paid and unpaid, such as the Oregon Mozart Players, Bach Festival, the Eugene Symphony Orchestra, and the Eugene Concert Choir. Staff also serve on the boards of those ensembles and organizations such as the Eugene Youth Orchestra or HIV/AIDS Resources.

Science

The Science Division helps students reach program and degree goals, upgrade skills, enhance career choices, explore science, enhance reasoning skills, and improve scientific literacy. The division offers transfer courses in a variety of modes.

Achievements of the division include: ongoing participation in learning communities; ongoing development of new courses and programs, development of new certificate program (GIS applications); development of an online database of collections in the herbarium; increasing collections in the herbarium; botany students have won competitive scholarships from statewide organizations; one biology faculty is engaged in PhD research on gray whale feeding ecology; one biology faculty is taking a national leadership role with the BIOQuest Curriculum Consortium and is lead organizational person in a ten-day long

biotechnology workshop to be held on campus next fall; chemistry faculty have created a section of "Semester Chemistry" in which students complete three terms of coursework over two terms.

Significant Changes since 1994-95 include expanding from 15 to 17 full-time contracted faculty, and increasing from 25 to 40 part-time instructors. Enrollment increased from 557.4 FTE to 1058.6 FTE in the decade, while direct instruction sections taught by full-time faculty declined from 57 percent to 46 percent. Desktop computers went from rare to common; the Internet and email are completely integrated into daily work.

Bond construction has had positive impacts: well-designed, furnished classrooms; functional, expanded resource centers; increased student completion and success rates; an inclusive environment for study groups and tutoring; and increased math/science collaborations.

All full-time instructors have lead course responsibilities and participate in curricular and other innovation. From four to seven part-time faculty also develop curriculum and participate on committees.

Social Science

Social Science helps students: prepare for a complex society; strive for excellence; understand human behavior; contribute to the quality of human lives. Social Science courses explore people, their social/cultural heritage, and their behavior. Most Social Science classes can be applied toward baccalaureates in eighteen fields of study. The Division offers three professional/technical programs: Criminal Justice, Human Services, and Juvenile Corrections.

Social Science houses 21 full-time and 52 part-time faculty; two full-time and one part-time office staff; one part-time testing lab coordinator; eight lab aids; four work-study students; and one Chair.

Division personnel work to improve the learning environment. Examples of awards received by Social Science personnel include: 1995 Innovation of the Year Award for "Fast Forward"; 2000-01 League for Innovation in the Community College Innovation of the Year Award for the

"Evening/Weekend Project"; 2002 Eldon G. Schafer Innovation Award for "Leadership Training for Student Leaders"; and a 2004 League for Innovation in the Community College Award (shared).

While budget reductions beginning in 2002-03 eliminated the Chemical Dependency Counselor Training Program and the Law Enforcement Reserve Academy, a notable addition has been Ethnic Studies. In Fall 1999, Lane's new Ethnic Studies Coordinator developed curricula examining African American, Chicano/Latino, and Native American experiences.

Social Science faces the challenge of meeting demand for limited sections without increasing workload, since most sections fill to capacity or over-fill. Although demand results from several factors, one likely factor is the excellence exhibited by Division faculty who are consistently among recipients or nominees for Teacher of the Year or Faculty Recognition Awards.

2. Employee Skill Upgrading, Business Development and Career Enhancement

BizCenter (Business Development Center)

BizCenter offers flexible, responsive, customer-driven educational programs, and services such as training, coaching, peer-to-peer forums for learning, outreach to low-income, minority, and disabled populations. Biz Center programs assist businesses and farm owners, non-profit organization administrators, and micro-entrepreneurs. Four business management programs for business and farm owners are available at the BizCenter: Small Business Management, Farm Business Management, Non-Profit Management, and The Business Group. BizCenter also offers a program for micro-entrepreneurs through Lane MicroBusiness and a mentoring opportunity for women entrepreneurs.

BizCenter houses two full-time faculty, six business advisors, nine administrative staff members, a director, and many part-time faculty and staff. The BizCenter is conveniently located in the Wildish Center near downtown Eugene.

BizCenter programs, classes, and workshops provide a "ladder" of entrepreneurial development, from basic concepts to advanced techniques to increase market-share and profitability. All offerings are reviewed on an annual basis to evaluate for current and timely subject matter, interest and enrollment, and feedback from attendees.

Staff offers some programs that allow clients to "drop-in" at any time and then come back the following year to complete missed sessions. BizCenter also provides the "Going into Business" series every term and offers SBA counseling services year-round.

BizCenter is moving toward self-support, modeling business practices to offer more value to cover higher costs. BizCenter is pursuing financial stability through grant and revenue opportunities, to help support training and services to business owners, and aggressive marketing strategies for updates and new target areas.

Contract Training

Contract Training services help area businesses learn, work toward profitability, grow, and increasingly contribute to the local economy. Contract Training also provides Lane Community College with a positive connection to business, farming, and public sector communities.

Contract Training provides entrepreneurs, established businesses, and organizations with training and educational resources to build and sustain great businesses and develop extraordinarily productive employees; provides customized training and educational solutions to companies and government/educational organizations, including computer and leadership courses, specific vocational skills and general knowledge. Contract Training responds to client needs rapidly and is also able to deploy a mobile computer lab providing training that is convenient, flexible, innovative, and learning-centered.

The department also helps organizations grow by retaining and adding employees; improving employee productivity and work processes; and by helping to build a trained and diverse workforce to attract new employers to Lane County.

Small Business Development Center and Contract Training provide 'founding through maturation' educational and training services for businesses, governmental agencies, service organizations, and entrepreneurial ventures.

With an excellent reputation in the community for high standards of employee training, the department provides training that is competitive in the marketplace, but that generates an adequate margin to allow for growth and profitability of the department. Contract Training is also using the Internet to market services more cost-effectively, and building a client database, for future training opportunities and to build a loyal customer base.

Workforce Development

Through partnerships and innovation, the Workforce Development department provides three programs at Lane to serve employers and help individuals move toward new careers, new jobs, and new lives: the Workforce Network falls under the auspices of the federal Workforce Investment Act and serves dislocated workers and low income adults, utilizing a consortium approach with an alliance of workforce organizations.

Job Opportunity and Basic Skills (JOBS) serves teen parents and welfare recipients. Lane Community College is contracted by Lane Workforce Partnership to provide the JOBS services in Florence and Cottage Grove.

Employment Retention Assistance serves welfare recipients who have entered the workforce. The Manpower Demonstration Research Corporation developed the research concept, defined the program parameters, and clearly states the desired outcomes for the study.

The Workforce Development department houses 20.35 FTE support staff.

Workforce Network statistics are very strong, with sufficient resources, staff and facilities to operate a successful program for the next few years. JOBS program statistics continually surpass expectations. ERA research grant goals are being achieved, and the program has been spotlighted at the national level as a "best practice."

Apprenticeship

The Apprenticeship Program is a state regulated program coordinating the development and delivery of training services. Apprenticeship maintains professional relationships with the apprenticeship community which includes: individual trade committees, student-apprentices, instructors, Bureau of Labor and Industries (BOLI), Department of Community Colleges and Workforce Development, community colleges statewide, and labor and industry. Apprenticeship provides a structured system of training leading to journey level certification in a trade, occupation, or craft in Oregon. The program educates students in technical and theoretical aspects of a chosen skilled occupation.

In 2000-01, the Apprenticeship Program became part of the Cooperative Education Division and a full-time coordinator position was hired. Apprenticeship houses two part-time credit faculty and 25 non-credit faculty.

The program's outcome is to provide a structured system of training leading to certification in a designated trade, occupation, or craft. As learning outcomes the graduate will be able to: perform duties and responsibilities of a trade, craft, or

occupation; adapt to new job requirements for advancement; develop attitudes conducive to a trade and improve customer relation's skills; develop communication and critical thinking skills.

Recent program enhancements include: Carl Perkins Grant funding for new Trade Skills Fundamentals class; Bond Project Equipment Funding for Motor controls lab; 2004-05 Unit Planning funding allocation for equipment and office support; Office/Instructor Space and securing of a dedicated classroom/lab space; attendance at League of Innovation Conference. In 2001, with the approval of Lane's Curriculum Approval Committee, the college reinstated the AAS Degree in Apprenticeship Trades. In Fall 2003 Apprenticeship hosted a Vendor Trade Show for Electrical Trades.

3. Foundational Academic, Language and Life Skills Development

Center for Learning Advancement (CLA)

Adult Basic and Secondary Education

Adult Basic and Secondary Education (ABSE) creates environments in which students successfully learn basic skills necessary for literate functioning in the community, as parents, and as workers. ABSE offers pre-college level alternatives for adults to improve basic reading, writing, or math skills, for work-related reasons, to prepare for college, to pass the GED tests, or to accomplish personal learning goals; literacy, career skills, and computer skills classes for adults with special needs; and reading, writing and citizenship classes for English language learners. The department houses 16 full-time faculty, four support staff, and a division chair.

Winning two state and national awards in the past decade, ABSE has an established reputation for excellence and innovation. ABSE has been involved in national reading research, and has also been a site for the national "Equipped for the Future" research. ABSE's community corrections program is a national model.

The program has made significant changes based upon data analysis. For example, intake, orientation, and assessment processes have changed for entering students. The program curriculum has changed to better prepare students for post-secondary education and to develop basic computer/ technology skills. ABSE program strengths include excellent staff, comprehensive services, and extensive partnerships throughout Lane County. Program challenges include consistency with a broad range of skill development at many locations, providing services to rural locations, coordination of services and curriculum with the ESL program, and providing clear pathways for student success. ABSE plans to continue seeking better ways to provide consistency in program delivery and rural models for outreach.

Academic Learning Skills

The mission of the Academic Learning Skills (ALS), which will be revised in Fall 2004, is to help students succeed in lower division and professional-technical courses by upgrading their learning skills. The department provides assessment, placement, and instruction in academic areas such as spelling, vocabulary, grammar, reading, writing, math, critical thinking, effective learning, and English as a Second Language. In addition, the department offers special services for students with learning disabilities including assistive technology, advocacy, and individual support. ALS is committed to the personal enrichment and development of its students and the community. ALS offers courses to improve students' success in lower division, professional/technical and university transfer courses. ALS courses offer clear and direct articulation with courses required for the AAOT. ALS has coordinated class outcomes and sequences with the Mathematics Division, the English, Foreign Languages, and Speech (EFLS) Division writing classes, computer classes, health occupations, the Women in Transition Program, Adult Basic and Secondary (ABSE) Education Department, the English as a Second Language (ESL) Program, and business classes.

ALS houses eight full-time faculty, 16 part-time faculty, and two office staff. All eight full-time faculty and one office staff member participate in college-wide committees.

ALS successes include: the Innovation of the Year Award in 1999 from the League of Innovation; participation in *Puentes al Futuro* Learning

Community (with Social Science and EFLS); 2004-05 participation in *Fast Lane* to Success Learning Community (with TRiO); development of cooperative hybrid credit/non-credit course with ESL.

English as a Second Language

The mission of the English as a Second Language Program (ESL) is to assist non-native speakers of English—both resident and international students—in achieving educational, workplace or other personal goals by facilitating English language learning and intercultural understanding in a supportive, respectful environment. Courses are designed to help students with everyday communication as well as with transition to work and other training and academic programs including LCC non-credit programs (ABSE/GED, Community Education etc.), LCC Credit Programs, and universities. This noncredit instruction enrolls students from more than 40 different nations, including Asian, Latino, European, and Middle Eastern cultures. All classes are culturally mixed and all instruction is conducted exclusively in English.

ESL houses five full-time faculty, 15 part-time faculty, and three office staff. ESL administers the BEST Plus, an innovative, computer-based pre-/post-test for oral competency to each resident student. ESL is currently the only program in the state piloting the BEST Plus as both a pre- and a post-testing instrument.

In 2003 an ESL faculty won a Faculty Recognition Award and an ESL office staff won an Employee of the Month Award. In 2004 ESL was reviewed favorably by the Oregon State Board of Education, Department of Community Colleges and Workforce Development.

In Fall 2004 ESL's day time program will move from the Downtown Center to the main campus.

Tutoring

Tutoring Services is committed to providing free, high-quality, drop-in tutoring in many subject areas to Lane Community College students. Tutoring Services is a centrally located program that coordinates free drop-in tutoring occurring in many subject areas and centers on main campus. All tutoring is free to currently enrolled Lane students, providing one-on-one assistance in

academic endeavors. Tutors will clarify information presented in class or textbooks, help students learn how to think about concepts in courses, discuss ways to approach problems, and help with effective ways to study and learn.

Tutoring houses one overall Coordinator of Tutoring Services, four Coordinators for Math, Science, Music, and Foreign Languages, and three part-time Coordinators.

During academic year 2002-03, Tutoring Services assisted 3,817 students for a total of 50,000 hours.

4. Lifelong Personal Development and Enrichment

Lifelong personal development and enrichment courses include: art classes, conflict resolution, cooking, cultures, dance, driving education, film studies, financial planning/investing, floristry, health and fitness:, exercise and fitness, martial arts, outdoor skills, home maintenance/improvement, music, nature and environmental studies, online classes, parent, family and teacher education, personal growth and self improvement, photography, recreation, sewing, woodshop and cabinetmaking, theatre, writing, yoga and meditation. (For descriptions see Outreach, Continuing Education and Special Learning Activities.)

5. Cultural and Community Services

KLCC

The college supports KLCC, a public radio service of Lane Community College that provides innovative, diverse, quality programming which strives to reflect and serve the needs of the community.

KLCC-FM is an 81,000 watt public broadcasting station located on the second floor of the Forum Building. The station is operated by a professional staff and volunteers from the community. It is partially funded by the Corporation for Public Broadcasting and is affiliated with National Public Radio, broadcasting at least 20 hours each day of the year.

While the primary function of the station is to serve community needs, it also provides learning

opportunities for qualified students. Students who work at KLCC-FM can receive credits toward graduation through the cooperative education program.

Lane Family Connections

Lane Family Connections' mission is to strengthen the community through partnerships that promote and provide access to quality child care systems.

Lane has served as the lead agency for Lane Family Connections since the program began in 1991. Lane Family Connections offers child care resource and referral services (mandated by the Oregon legislature) to Lane students and the community at large. Services are offered to parents, staff, faculty, managers, child care professionals, employers and policymakers in Lane County, Oregon.

Child care resource and referral services address parents' diversified child-care-related needs by offering referrals to various types of child care, care that is difficult to find, and near their home, employment, or other locations. Offering child care solutions to student parents increases enrollment and supports their academic success.

Training and technical assistance programs for career preparation, retraining and upgrading skills are offered to child care professionals throughout Lane County. Training is offered during non-traditional times, and in rural and urban locations. Services are offered in English and Spanish.

Staffing levels have recently been reduced from 6.67 FTE to 4.17 FTE. Hours have been cut to 25 per week, requiring balance between scarce funding and community demand.

Funding partners include the Oregon Child Care Resource and Referral Network, State of Oregon Department of Human Services, Lane County Commission on Children and Families, Oregon Commission on Children and Families, and United Way of Lane County.

Specialized Employment Services

Specialized Employment Services (SES) provides employment training and education to adult students who experience developmental disabilities. SES operates as a cooperative venture between Lane Community College, the Lane County Office of Developmental Disabilities, and the State of Oregon's Seniors and Persons with Disabilities Division.

SES offers intensive individual and small group instruction addressing social skill development, on the job employment skill training, work crew skills in socially integrated settings, supported work skills, and competitive employment placement. To receive employment services and training from SES, a person must have a developmental disability, or other cognitive limitation which is documented by a qualified professional. The program relies on Lane County Office of Developmental Disabilities for appropriate screening.

People who are receiving employment training and support through S.E.S. are termed "student-workers," because they are employees of the College as well as students. Specialized Employment Services currently serves 70 student-workers, who are supported and trained by over 30 staff. Employment opportunities on campus include the Laundry, Food Services, Recycling, Custodial Services, Grounds Keeping Services, Mailing and Packaging Services, and Document Shredding. Local businesses also offer job opportunities, including Albertson's, Dairy Queen, and Willamette Medical Supply. Businesses using SES Mailing and Packaging Services get a quality service at a competitive price, while helping to train student workers in important vocational skills.

In order to meet the changing needs of student-workers, and the needs of the larger disability community, Specialized Employment Services also offers "Alternatives to Employment." The goal is to provide enjoyable and meaningful activities for those individuals who are ready for retirement, or who have other needs beyond employment.

Part II General Requirements

Resources for Teaching and Learning

Despite changing economic circumstances in Lane County, in Oregon, and in the nation, Lane continues to provide sufficient human, physical, and financial resources to support its educational programs. The college facilitates student achievement of program objectives whenever and however programs and courses are offered (2.A.1). Over the last decade, an average of 82 percent of Lane graduates and 62 percent of the students who completed at least 60 credits before leaving Lane reported they had "very much" achieved their goals (Figure 2-6).

Human Resources

Lane's greatest strength is the quality of its instructional and student services staff. The college employs highly qualified and committed individuals at all levels. Many faculty members have won regional disciplinary recognition as outstanding teachers. In follow-up studies, students consistently commend Lane's faculty for their expertise, enthusiasm, commitment, accessibility, and high standards of performance. Since Lane's self-study in 1994, nearly 4 percent more full-time faculty hold doctorates and 13 percent more full-time faculty hold master's degrees (4.A.1, see Standard 4).

For forty years, the college has attracted employees with passion for teaching and learning. Within the past decade Lane has seen the retirements of founding staff members who made their entire careers at Lane (Figure 2-7), including a turnover of more than half the faculty corps. As with all maturing institutions, this turnover has meant a loss in institutional memory across campus; it has also brought advantages as new faculty members bring new ideas and a fresh perspective to the college. Not all changes in personnel have been positive or planned, however. In recent years, tax-reform initiatives in Oregon have precipitated painful staff and program cuts (7.A, see Standard 7).

Figure 2-8 shows faculty and student FTE trends since 1995: the "Total Faculty FTE" trend line follows relatively closely the superimposed "Student FTE" trend line, which suggests that appropriate staffing levels have been maintained, but at the expense of full-time positions. Other factors also have affected the changing balance of Lane's human resources:

- Student transfer, professional technical, and developmental credit FTE has decreased 3 percent overall since 1995, from 9,762 to 9,439, but with an increase in transfer credit FTE (up 11 percent since 1995[1]).
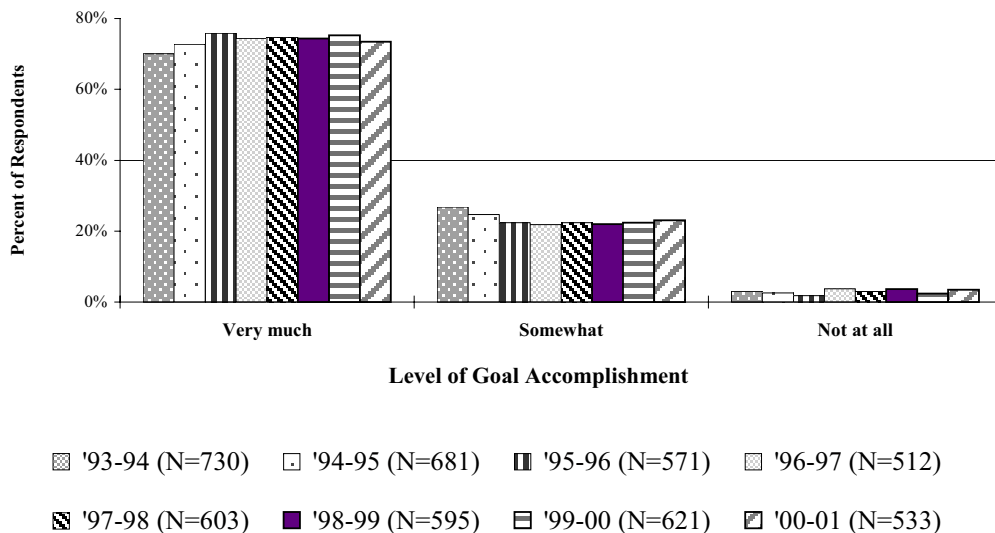

Figure 2-6: Goal Accomplishment of Former Students (Source: Student Follow-Up Study Spring 2002).

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[1] Because of a 1995 state change in the calculation of reimbursable FTE (to 1 FTE=510 clock hours), in this report all student FTE statistics will date from 1995.

Faculty Experience	Years at Lane			Years Teaching Experience		
	Minimum	**Median**	**Maximum**	**Minimum**	**Median**	**Maximum**
1994	1	14	24	2	20	42
2004	0	10	32	0	15	37

Figure 2-7: Change in Faculty Experience 1994-present (Source: Human Resources).
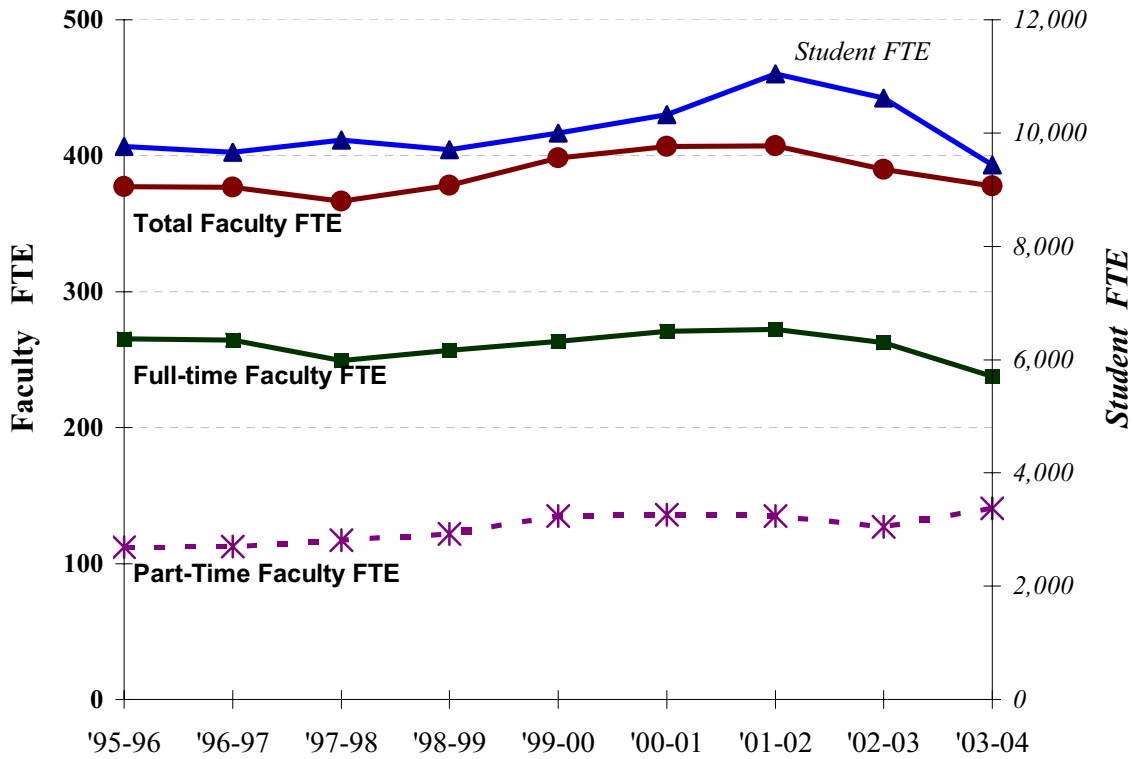

Figure 2-8: Faculty and Credit Student FTE Trends 1995-present (Source: Human Resources and IRAP).

- Figure 2-8 shows that full-time faculty FTE declined 11 percent from 1995 to 2003 (from 266 to 237; 27 positions were left vacant upon retirement; 24 of these have been filled for Fall 2004 reducing the decline from 1995 to 1.5 percent).
- Part-time faculty FTE increased 26 percent from 1995 to 2004 (from 112 FTE to 141 FTE).
- During this same period, the ranks of classified staff increased by 18 percent and managers declined by 24 percent.

The ratio of full-time faculty to part-time faculty headcount in October 2003 was 248:237 (51:49 percent). It should be noted that the number of part-time faculty members varies from term to term, and the cumulative annual part-time faculty headcount is higher. However, the ratio of the annual number of class sections taught by full-time faculty to part-time faculty is 6251:4415 (59:41 percent).

Fortunately, Lane has a corps of dedicated and extremely well qualified part-time faculty who provide high quality learning experiences for students. Part-time faculty members are paid to hold one office hour per week per class; there is no expectation for committee work or curriculum development. The college and the faculty association have negotiated a memorandum of

Location	Sq. Ft in 1996	Additional Sq.Ft.	Total Sq. Ft. 2002
30th Avenue	746,836	203,887	950,723
Outreach Centers	125,106	45,173	170,279
Total	**885,347**	**255,664**	**1,141,011**

Figure 2-9: Increase in Square Footage at the College 1996-2002 (Source: Facilities, Management, and Planning Office).

agreement to move toward a substantially full-time faculty by developing a plan to achieve appropriate levels of contracted faculty while not negatively impacting enrollment.

Physical resources

Physical resources at Lane have improved dramatically in some areas, with new construction and remodeling providing markedly more space and some state-of-the-art instructional facilities (Figure 2-9). The $42.8 million bond measure in 1995 supported new construction and improvements in the facilities at the 30th Avenue campus, construction at Cottage Grove Center and Florence Center, and seven high school Community Learning Centers (CLCs): Churchill, Elmira, Junction City, McKenzie, Oak Ridge, Thurston, and Willamette (8.A.1 and 8.A.2).

Continual updating of instructional technology has been funded by the Student Technology fee (see Standard 5.T). Funds from this fee go directly to instruction. Additionally, Carl Perkins funding meets a large part of the instructional equipment needs for professional technical programs.

An experimental classroom, built with bond funds, supports innovation by creating a novel space with wireless networked computers and reconfigurable desks. Plans for use of this room are in final stages. Other remodeled and new classrooms were built to the specifications of instructors and support staff. The new Tutoring Center and satellite tutoring centers in Math are customized to meet programmatic needs.

Financial resources

In 2002-03, instructional expenditures totaled $38,554,409 (52.03 percent of budget) (Figure 7-4); instructional support totaled $3,533,114 (4.77

percent of budget). In the most recent reported state audits of expenditures, (2001-02, 2000-01, and 1999-2000) Lane has ranked among the top three community colleges in percentage of expenditures for combined Instruction and Instructional Support categories. Lane has reported consistently the highest percentage of expenditures for Instruction alone; expenditures for Instruction in 2001-02 totaled $35,182,495, or 60.11 percent of the total college expenditures.

Lane has been challenged by changes in revenue since 1995, and has faced difficult decisions in the past three years to maintain the viability of its educational programs. The 2001-02 and 2002-03 budget cycles were particularly severe. Rather than cutting across the board and weakening the entire organization, Lane initially adopted a strategy of "pruning" programs and seeking administrative efficiencies through Process Redesign and restructuring. But in 2001, much more had to be done to achieve a balanced budget. Criteria for degree and certificate program elimination during the 2001-02 and 2002-03 budget cycles included low program demand, low graduation rates, high program costs, and preparation for low-paying jobs (7.A, see Standard 7).

Students have felt the effects of these cuts. Revenue-generating methods to offset cuts have included a tuition increase as well as differential pricing for certain professional technical programs, and increased fundraising No degree or certificate programs have been cut since the 2001-02 budget planning process, although some staff and faculty positions remained unfilled for a couple of years upon resignations or retirements.

Curriculum Approval: Courses

Approval Body	Developmental Courses	Transfer Courses	Professional Technical Courses
Department / Division	Reviews for quality and appropriateness.		
Library Liaison	Reviews collection for support materials.		
Curriculum Committee	Reviews for quality, appropriateness to mission.		
Office of Instruction and Student Services	Reviews for quality, appropriateness, and budgetary support; approves.	Reviews for quality, appropriateness, and budgetary support.	
Department of Community Colleges and Workforce Development	--	Reviews for quality, compares with other courses statewide, approves, assigns course number.	--
Office of Professional Technical Education	--	--	Approves within next catalog cycle of program amendments.
Lane Curriculum Office	Creates catalog records in Banner, publishes in print catalog, maintains official records.		

Curriculum Approval: Professional Technical Programs

Approval Body	Letter of Intent	Program Application	Program Amendment
Faculty and Advisory Committee	Initiate and complete DCCWD form.	Complete research for program planning and application.	Review program assessments and propose amendments annually.
Curriculum Committee, including Library Liaison	Reviews and recommends to OISS.	Reviews for quality and appropriateness to mission and recommends to OISS.	--
Office of Instruction and Student Services	Reviews and recommends to OPTE.	Reviews and recommends to Board of Education.	--
Lane Board of Education	--	Reviews and approves to forward to OPTE.	--
Office of Professional Technical Education	Completes "Intersegmentary Adverse Impact Notification".	Staff reviews and recommends to State Board of Education.	Reviews amendments and approves for publication.
Other Educational Segments	Respond if Negative Impact.	--	--
State Board of Education	--	Reviews and approves for funding; notifies College.	--
Lane Curriculum Office	Maintains official records.	Publishes program listings; maintains official records.	Publishes revised program listings; maintains official records.

Figure 2-10. Curriculum Approval Process (Source: Office of Curriculum and Scheduling).

Programs

The goals of all of Lane's educational programs are compatible with the college's mission (2.A.2). Maintenance of the college mission is ensured through various levels of review, by the faculty in the offering division, the Curriculum Approval Committee, the Office of Instruction and Student Services (OISS), the Lane Board of Education, the Oregon Department of Community Colleges and Workforce Development (DCCWD), and the Oregon Board of Education.

The Curriculum Approval Committee, staffed primarily by faculty, and by managers and classified staff, is charged with supporting the mission of Lane by overseeing the academic quality and content of the curriculum.

Transfer Degree Programs

Lane offers three transfer degrees: the statewide Associate of Arts/Oregon Transfer (AAOT), the Associate of Science (AS), and the Associate of General Studies (AGS). Each program shares common goals of preparing students to transfer credits to baccalaureate institutions, with varying levels of general education requirements (see pp. 42-43 of the catalog and the discussion under Standard 2.C). While Oregon Administrative Rules prohibit community colleges from offering majors within the AAOT degree (OAR 589-006-0100(10)), Lane offers a wide variety of lower-division transfer coursework to meet requirements for general education and electives.

All Lane transfer courses have state approval, and have been reviewed and recommended by divisional faculty, the Curriculum Approval Committee, and the Office of Instruction and Student Services prior to review and approval by DCCWD (Figure 2-10).

The College Online Policies and Procedures (COPPS) outlines procedures for course approval. Faculty propose new courses, which are reviewed by the discipline and the division, and discussed with a library liaison. Lane's curriculum approval form has added two new sections since 1994 which address assessment and infusion of core values of diversity. The Curriculum Approval Committee makes its recommendation to one of the associate vice presidents overseeing instruction. The DCCWD then reviews, approves, and assigns a course number.

Professional Technical Programs

Lane offers Associates of Applied Science (AAS) degrees and certificates with the goal of preparing graduates to qualify for career employment. Faculty members evaluate program curricula annually during unit planning, and advisory committees review and suggest changes annually. In addition, approximately once every three years, each faculty coordinator presents a report on the program and the effectiveness of its advisory committee to the Professional Technical Education Coordinating Committee (PTECC). All program amendments are filed annually with the state for review, and must be approved by the DCCWD prior to catalog publication.

Evaluating Curriculum for Integrity

In the past five years, the Curriculum Approval Committee has drafted and approved a procedure to review courses for duplication and to ensure appropriate numbering, differentiating college level from developmental coursework. Courses in related instruction for applied degrees and certificates, such as business English and developmental grammar, business mathematics and basic mathematics courses, and software applications courses have come under review for duplication.

For two years, the Degree Requirements Review Committee (DRRC) worked with faculty to develop general education outcomes beginning in 1998. Based on the outcomes approved in 2001, faculty committees identified written criteria to qualify courses used for Arts and Letters, Social Sciences, Science/ Math/ Computer Sciences, and Ethnic/Gender/Cultural Diversity requirements within transfer degrees, and clarified expectations for the Human Relations requirement in applied certificates and degrees. (See Appendix B-1.) Formal faculty review of courses fulfilling degree requirements is underway, and should be completed by Spring 2005.

Program Design

All Lane degree and certificate programs evidence coherent design and are characterized by appropriate breadth, depth, sequencing and
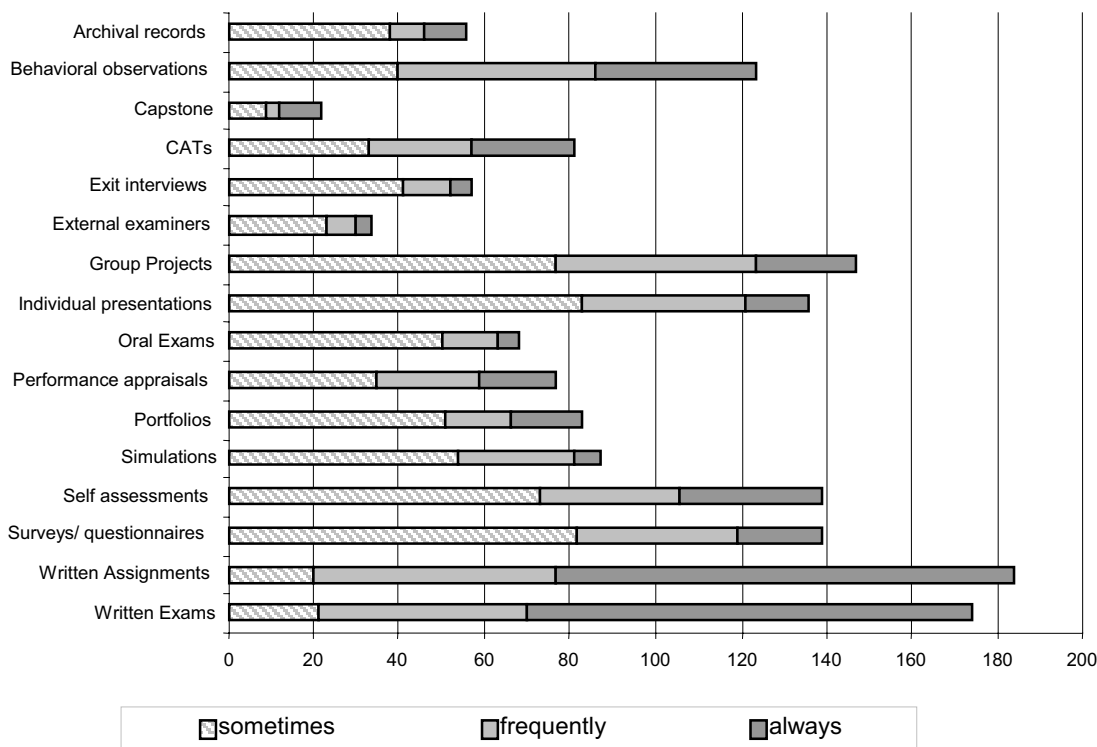
Figure 2-11: Inventory of Assessment Practices used by Instructors, N=188 (Source: IRAP, 2004).

synthesis, and require the use of the library (2.A.3). They achieve a balance between general education ("related instruction" in applied certificate programs) and core coursework and electives. Many applied degree and certificate programs offer introductory courses to help students explore a broad overview of the profession.

Capstone (end of program) experiences ensure synthesis of knowledge and skills. Student capstone projects have also made significant contributions to the college:

- A touch-screen check-in system designed by computer programming students for the Fitness Center tracks participants' attendance and time spent in various fitness activities.
- At the west entrance of the college the stunning sculpture installation, commissioned by the Lane Transit District, was conceived by Site Specific Sculpture students as a metaphor for education at. Lane, and produced under the supervision of faculty member Lee Imonen.
- Culinary Arts students provide internationally-themed feasts on a quarterly basis.

Cooperative Education

Cooperative Education experiences are designed to integrate with most applied degrees and many certificate programs. Synthesis of learning is designed into Lane's education programs through the highly popular cooperative education courses, available for most applied degree and certificates, as well as for many transfer subjects.

Co-op at Lane is considered an outstanding model program in the U.S. Students earn credit and a grade while working full-time or part-time in positions related to their careers. Each year, over 2,000 Lane students are enrolled in quality placements locally, regionally, nationally, and internationally in both paid and non-paid positions.

In follow-up studies of Lane graduates, students consistently cite cooperative education as among the most valuable experiences of their Lane programs.

Use of the Library

Transfer degrees require the use of library and information sources within the written composition sequence, either in WR 123
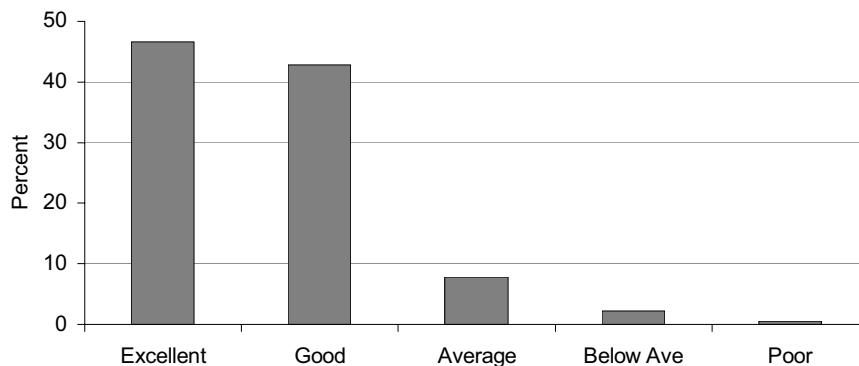
Figure 2-12: Overall Rating of Lane Training (Source: Student Follow-Up Survey 2002).

Composition: Research, or in WR 227 Technical Report Writing. Both these classes require a variety of sources, and students learn critical thinking and information literacy skills, including finding and using sources appropriately, making judgments about the quality of sources, and using accepted forms of citation.

Each technical degree and certificate also requires the use of library and information resources, as specified in program learning outcomes published in catalog listings. Some professional technical programs have departmental libraries available for student projects.

Agreements with the libraries at Linfield College, Northwest Christian College, and the University of Oregon (UO) library system allow Lane students to use those collections, significantly enhancing student access to research materials (5.C.2). One innovative course, CG 215 Transitions to the University, has been designed and taught by a team of faculty and librarians from Lane and the University. The college has begun discussions regarding adding information literacy requirements to general education. Analysis of the impact of such requirements on students' goal achievement, among other things, will inform decisions.

Assessment

In the past decade, Lane instructors have expanded the range of assessment tools used to measure elements of the learning environment for the continuous improvement of learning. Lane instructors report using assessment practices listed in Figure 2-11.

The inventory confirms that while most faculty reported heavy reliance on traditional written assignments (98 percent) and written exams (93 percent), a significant number require students to self-assess (thereby internalizing standards of excellence), as well as provide feedback through surveys or questionnaires (74 percent in each of these areas). Nearly half of 188 responding faculty report using simulations or portfolios to assess student learning. This differs from the findings in 1997 of Program Assessment: A Case Study Approach, when simulations and portfolios were seldom mentioned in faculty discussions of assessment methods. In addition, nearly 30 percent of the responding faculty in 2004 reported using archival data to track student progress and examine success as a function of prerequisite learning. Classroom Assessment Techniques (Angelo and Cross) are used by 43 percent of the respondents to gather feedback from students for immediate use in improving the learning environment (2.B).

In the 2002 Student Follow-Up Survey (Figures 2-12 and 2-13), over 85 percent of students rated Lane's overall training as "Excellent" or "Good" and over 85 percent credited Lane with contributing to their job placement and advancement.

Degree Designators and Program Content

Lane uses four degree designators consistent with program content. Degree objectives are clearly defined in the Catalog on pp. 42-46. The content to be covered and the skills, creative capabilities,
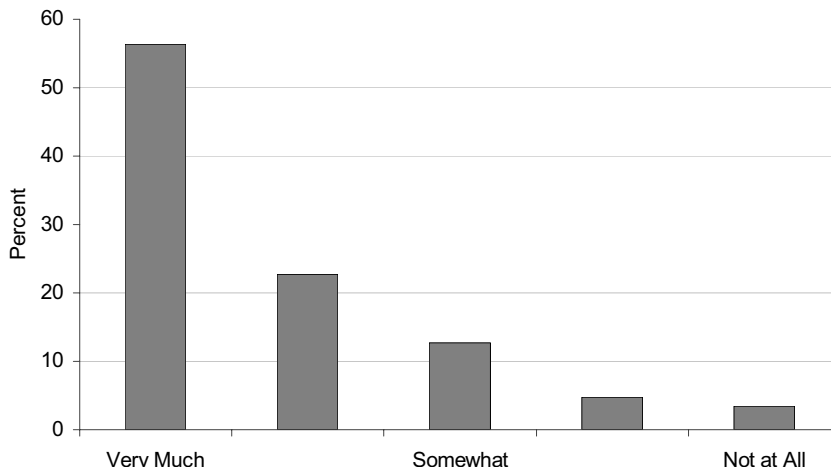
Figure 2-13: Rating of Lane's Contribution to Placement/Advancement (Source: Student Follow-Up Survey 2002).

and methods of inquiry to be acquired are also clearly outlined in college publications (2.A.4).

Lane's degree programs and designators are:

- Associate of Arts / Oregon Transfer (AAOT)
- Associate of General Studies (AGS—transfer)
- Associate of Science (AS—transfer)
- Associate of Applied Science (AAS)

According to its administrative rules, the state of Oregon (OAR 589.006) defines the AAOT as a degree intended to prepare students to transfer into upper division programs for a baccalaureate degree. The AAOT is accepted in public institutions statewide, with a balance of lower-division general education requirements and electives. AAOT graduates admitted to Oregon University System institutions are guaranteed to have fulfilled all lower division general education requirements. Additionally, the Oregon Joint Boards Articulation Commission (JBAC) guarantees that students admitted with the AAOT will have junior standing for registration purposes. (State baccalaureate institutions may not "unwrap" the degree, selectively excluding some credits.) Thus, the AAOT is the most attractive transfer degree for many Lane students.

The AGS degree is intended to meet individual student need, using a variety of collegiate level courses to fulfill degree requirements. For students not pursuing specific transfer or

professional programs, the AGS degree provides an alternative to meet individual goals, balancing general education and elective transfer or professional technical coursework.

The AS degree prepares students to transfer into an upper division baccalaureate degree program in areas such as Business, Science, Mathematics, and Engineering. For some majors, the AS degree best matches pre-major requirements of four-year colleges or universities. The AS degree is often designed to meet the requirements of a specific receiving institution. Requirements for the AS include a rigorous general education program balanced with electives.

Lane also offers a wide range of preparatory programs for specific professional technical occupations, awarding AAS degrees and degree options, as well as one- and two-year certificates. Oregon Administrative Rules define the AAS degrees and options (OAR 589.006) as intended to prepare graduates for direct entry into the workforce. AAS degrees may also help to prepare students for career advancement, occupational licensing, or further study at the baccalaureate level. All Lane AAS degree and certificate programs publish specific career-preparation outcomes in the college catalog, and have aligned general education outcomes with program goals.

Abbreviated and Flexible Timeframes

Lane currently has no degree or certificate programs offered in abbreviated time frames (2.A.5). During summer terms, however, classes are offered in 4-week, 6-week, 8-week, and 12-week formats. Regardless of the timeframe, students must complete the same course outcomes as sections offered in the traditional format during a quarter-long term. Course outlines defining the expected outcomes are kept in instructional division offices to communicate those standard expectations to faculty and students.

Students may complete courses offered in the Mathematics Resource Center in an abbreviated time frame during part of a term, as those courses are self-paced. Because faculty in the division are especially aware of the sequential nature of learning in mathematics, common finals are an option for some courses, and key concepts may be assessed by common embedded questions on finals for other courses.

In addition, a planned "Flexible Sequence Algebra" pilot funded by the Fund for Improvement in Post-Secondary Education (FIPSE) grant divides a traditional intermediate algebra course into five modules, and will allow students who do not successfully complete one module to repeat immediately, continuing the sequence without delaying to the start of the next term. All students successfully completing the five modules will demonstrate mastery of the course learning outcomes. This innovative approach to a difficult course sequence is intended to enhance student success and retention.

Credit Hours, Program Lengths and Tuition

Lane equates its learning experiences with semester and quarter hours using common higher education practices and is able to justify its programs and tuition in terms of program costs, lengths and objectives (2.A.6). Lane operates on the quarter system with three terms of 11 weeks each. Summer term courses run from 4-12 weeks (2.A.5). Lane equates quarter credit hours (2.A.6) using the definitions provided by Oregon's *Community College Handbook*:

- one lecture credit = 10-12 contact hours;
- one lecture-lab credit = 20-24 contact hours
- one lab credit = 30-36 contact hours

These definitions are common to all community colleges in Oregon, and include the expectation that each quarter credit requires approximately thirty hours of student involvement in terms of class participation, reading, exam preparation, and completion of assignments (2.G.7). Courses are approved by the state with these definitions as guidelines, and such approved Lane lower division collegiate courses articulate with OUS institutions, either fulfilling degree requirements for general education or as electives. Signed articulation agreements have been maintained with individual departments at the baccalaureate institutions where Lane students transfer most frequently, such as the University of Oregon, Oregon State University, and Portland State University.

Currently the college is undertaking a voluntary conversion of courses from three to four credits in departments in Social Science and English, Foreign Languages, and Speech, among others. A developing movement from three- to four-credit classes presents challenges and opportunities to the college. Issues currently under review include:

- maintaining quality standards, maintaining local faculty control over Lane's offerings,
- resolving scheduling issues,
- the effects of this shift on professional certificates and degrees, and
- negotiating changing workloads for faculty.

Program Lengths

The process of program approval through multiple stages ensures that program lengths are appropriate to the desired learning outcomes and comparable to similar programs at other accredited institutions. In some instances, for example, the state of Oregon establishes program approval for a specific curriculum, and that curriculum must be adopted by any community college offering the same degree or certificate. The AAS in Emergency Medical Technology, for example, was first proposed by Chemeketa Community College, and Lane's program was required to use the same curricular balance for state approval of the program.

Differential Pricing

Lane implemented differential tuition on a trial basis during 2003-04, in an effort to recoup the costs of instruction incurred by programs with clinical and lab experiences. Differential tuition was justified, based on the increased costs of those programs, as the preferable alternative to program elimination under budget constraints. Lane's Board reviewed this pilot effort for effects on student attrition and financial hardship, as well as its effects on tuition revenue. The board decided to continue differential pricing. Reviews in the coming years will inform future practice.

Responsibility for Course Design

Responsibility for design, approval, and implementation of the curriculum is vested first in individual faculty. Faculty Council has appointing power to the Curriculum Approval Committee, the DRRC, Curriculum Development Committee and Academic Council. Channels of communication and control are clearly established (2.A.2). Faculty members serve on all of these committees and have a major role and responsibility in the design, integrity, and implementation of the curriculum (2.A.7). In the new college governance structure, the Learning Council, on which several faculty sit, will provide planning and policy-level work in this area (see Standard 6).

Use of Information Resources

Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process (2.A.8; also 2.A.3 and 5.A.1). The library liaison for each discipline meets with faculty proposing new courses to discuss resources and ensure that library holdings are sufficient. Transfer degree students take one of two writing classes, WR 123 or WR 227, which require library research. Each Professional Technical program publishes a library and information resources outcome.

Planning for Learning and Accessibility

The institution's curriculum is planned both for optimal learning and accessible scheduling (2.A.9). All divisions at Lane plan curricular offerings carefully to sequence and optimize learning, and schedule classes for ease of access for students who often have full-time jobs and family responsibilities. Classes begin as early as 7 a.m. and end as late as 10 p.m., with Saturday classes offered as well. In addition, Distance Learning offers courses for students to take anytime and anywhere (see Policy 2.6). Lane also piloted a "Night's Cool" campaign to inform potential students of evening and weekend classes. This award-winning effort highlighted all the transfer and professional programs with offerings available at non-traditional times.

Methods used in Lane courses encompass a broad range: facilitation and coaching; problem-based learning; case studies; service learning; learning communities; group work; computer-based learning; and lecture. Delivery systems include classroom lecture, lab, discussion, problem-based learning, service learning, learning communities, team projects; and Computer-Based Training (e.g., Electronics courses), Telecourses, Online, Cooperative Education, and Apprenticeship.

Lane's core values of innovation and diversity have inspired faculty to create many new transfer courses since 1994, such as courses in Ethnic Studies, American Indian Languages, Asian American literature, Islamic Art, Latino/a literature and history.

With support from Lane's SLI projects and curriculum development funds, faculty members have collaborated across disciplines to create Learning Communities of linked classes with descriptive titles such as "Fat Cats and Underdogs" and "BioBonds." Service Learning opportunities such as "The Poet in the City" were offered for the first time beginning in 1999.

Prior Experiential Learning Assessment

While the college has never had an aggressive practice of granting credit for prior learning, Lane students do tend to be older than the average students at most four-year institutions, a demographic very likely to find credit for prior learning attractive. In addition, there has been increased call for prior learning credits from professional organizations and specialized accrediting bodies, especially in the health sciences. Prior to 2004, Lane had no official policy on Credit for Prior Experiential Learning but did administer Credit by Assessment and Credit by Exam.

After review in Spring 2003, the Curriculum Approval Committee drafted and approved a policy in compliance with the Commission's Policy 2.3. Faculty Council, the faculty union, and the Office of Instruction and Student Services reviewed the policy, and the Executive Team approved the new policy. Lane's Credit for Prior Learning policy forms the basis for revised procedures for granting Credit by Assessment and Credit by Exam (2.A.10).

The award of Credit for Prior Learning involves training campus staff and faculty on equating course outcomes with documented student experiences, and it will be important to inform students how to best present their evidence.

Policies and Procedures for Additions/Deletions

Each year, through the Curriculum and Scheduling Office, the college systematically reviews policies and procedures for additions and deletions of courses and programs (2.A.11). As state procedures for new programs and courses are revised, Lane's policies and procedures are updated to remain in compliance. Lane adheres to state requirements for adding programs and courses, which are defined in Oregon Administrative Rules (OAR).

Program Approval

All Lane degree and certificate programs are state-approved, and have undergone a rigorous application process, beginning with a letter of intent reviewed by the Curriculum Approval Committee and the Office of Instruction and Student services. The letter of intent is then forwarded to the state's Department of Community Colleges and Workforce Development, which conducts intersegmental adverse impact notifications as the first step prior to formal application for program approval. Given no adverse impact claims, faculty may then complete research supporting the application for a new program.

The local advisory committee, the Curriculum Approval Committee, Office of Instruction and Student Services and Lane Board of Education review and approve the formal program application to be forwarded to the state. The Office of Professional Technical Education staff reviews and makes recommendations to the State Board of Education, the official body that authorizes state funding and state approval of new degree and certificate programs.

Course Approval

A new transfer course is reviewed and approved at three levels at Lane prior to a request for state approval: by faculty in the discipline/division, by the Curriculum Approval Committee, and by the Office of Instruction and Student Services.

State approval for professional technical courses accompanies the original program application. For a program approved by the state, any new professional technical course follows the same local approval process (divisional and Curriculum Approval Committee review) as transfer courses. The state Office of Professional Technical Education approves new professional technical courses upon submission of program amendments filed annually with the state.

Deletions

Prior to 1999, course and program deletions at Lane were governed entirely at the department and division level, with managers initiating the process by memo. However, upon review, the Office of Curriculum and Scheduling discerned that this procedure failed to systematically remove outdated courses from the catalog. To automate this process, any course dormant for three years is now end-dated by Lane's administrative software. Policy and procedures for program cuts have been part of the budget cycle assumptions and criteria, clearly outlined on Lane's Budget Development Website (2.A.11).

Program Elimination or Change

In the event of program elimination or significant change in requirements, state administrative rules and institutional policy both require appropriate arrangements to be made for enrolled students to complete discontinued programs in a timely manner and with a minimum of disruption (2.A.12).

Unfortunately, Lane has had recent experience with program eliminations due to budget cuts. Institutional procedures require program coordinators or administrators to notify all students in affected programs by letter. All students affected by program eliminations have reasonable opportunities to complete degree and certificate program core courses. (Under state guidelines, students have an additional three years once a program is discontinued to complete general education requirements.) Core courses in two-year programs are offered for six additional terms following the announcement of program elimination, and core courses in one-year certificate programs are offered for an additional four terms to allow students already enrolled in the program an opportunity to complete the course requirements for the program. Coordinators in affected programs make arrangements for students to substitute similar courses if students are unable to schedule remaining courses required for graduation.

State-approved Professional/Technical program additions and deletions since 1994 are illustrated in Figure 2-3. For budgetary and other reasons, the following courses and curricula have also been deleted in the past three years: Adult High School, Business Administration transfer courses, Jewelry, Retailing/ Wholesale Operations, Court Reporting.

Policy on Transfer and Award of Academic Credit

Policies on transfer and award of credit are published in the Catalog and are reviewed and revised periodically by the Degree Requirements Review Committee to ensure fairness and equity for all students. Lane transcript evaluators, using those policies, make every effort to provide maximum consideration for students who have changed institutions or objectives. When required knowledge in a subject area is not clearly evident on a student's transcripts, evaluators refer the student to the appropriate department for faculty evaluation and recommendation on acceptance for any coursework in question. Students also may appeal transcript evaluations to the Academic Council. The process is designed to give every consideration to transferring students.

The Lane catalog also clearly notifies students intending to transfer elsewhere that a receiving institution may or may not accept credits earned at Lane, and each student must work with an advisor at Lane and the receiving institution to minimize credit mismatches. A 2001 OUS study shows that a 1995-96 cohort of Lane students transferred an average of 93.4 credits to baccalaureate state institutions. Lane students graduated from OUS institutions with a total of 205 credits, as compared to the statewide community college transfer student average of 208.6 credits, and the native OUS student average at graduation of 198.6 credits. In a 2002 follow-up study of Lane graduates and No Formal Award students (NFAs) with transfer majors, 78 percent reported they had transferred to another institution; 74 percent reported that transferring was "very easy" or "easy," and nearly 81 percent said that Lane courses had prepared them "very well" or "well."

Lane is also responsive to transfer articulation issues raised at the state level by the Joint Boards Articulation Commission (JBAC). For example, in 1999 the JBAC requested a statewide review of WR 115 Introduction to College Writing because of confusion about whether the course was college level at various institutions in Oregon. During that review, Lane faculty strengthened the learning outcomes to meet the criteria for college level writing developed by the Oregon Writing and English Advisory Committee. Other articulation issues have been resolved at the state level in consultation with JBAC.

Faculty discussions have improved articulation and equated learning experiences at Lane more closely with learning experiences at other accredited institutions in Oregon; they have also maintained local control over requirements where appropriate. One subcommittee successfully argued for a Lane studio art course to be included in the Arts and Letters requirement of the AAOT.

Strengths:
- Lane has a comprehensive program of high-quality instruction in its degree and certificate programs that meet the needs of its service area. An innovative, diverse curriculum supports the vision, mission and core values of the college.
- Highly qualified, committed contracted and part-time faculty.
- The bond project contributed to innovation through classroom and lab spaces that improved the learning environment.
- The Student Technology Fee has infused $1 million per year into the instructional technology budget, helping ensure high-quality, updated instructional technology for programs.
- The Curriculum Approval Committee and Degree Requirements Review Committee are highly effective. Their work on general education outcomes has been essential to improvement of the quality of programs.
- Cooperative Education at Lane is a model program of its kind, providing supervised learning and a flexible, creative structure.
- Library privileges at the UO library provide important enhancements to the college's collections as well as introductions to the scope of university facilities for transfer majors.
- Lane continues to offer courses and services at traditional and extended hours.
- Lane's curriculum development coordinator is also the coordinator of student outcomes assessment. This ensures integration of college efforts in these areas.
- A strong advisory committees structure comprised of community volunteers help ensure continual improvement, provide support and advocacy for programs, and strengthen the links between Lane and the community it serves.

Challenges:
- Facilities challenges include deferred maintenance in some areas not included in the bond project, and some problems with Indoor Environmental Quality (see Standard 8).
- Tuition increases, program elimination due to budget cuts and course section cuts have impacted students.

- While Lane is strengthening library use in curriculum, it is difficult to add higher information literacy requirements to programs that already involve intensive discipline work.
- Connecting course-level assessment with program level assessment.
- Since the COPPS policy on Credit for Prior Learning was initiated, faculty, including coordinators, and managers and staff need training to understand equivalencies and changes in the process.
- External pressures from advisory committees, licensing agencies or employers to increase technical preparation courses will affect students' abilities to complete programs within reasonable time limits.
- The move from three- to four-credits for some courses is labor-intensive and requires thoughtful planning, revision and articulation for success.

Improvement Plans:
- The college has a plan and has budgeted resources to catch up on deferred maintenance. The college has increased its capacity to respond effectively to IEQ issues as they arise (see Standard 8).
- Lane makes every attempt to provide financial aid to students who need it. The college provides more financial aid than any other community college in Oregon. As feasible, the college will add course sections for popular classes and continue to monitor the effects of budget cuts. (See Standard 7 for a discussion of the long-range financial picture in Oregon.)
- The college will look for ways to strengthen information literacy and library use while maintaining reasonable work levels and timeframes for students.
- Building a culture of assessment at the college is a strategic direction of the college for the next four years. Developing links between course-level and program-level assessment will figure prominently in plans for this area.
- The college will utilize its communication and training mechanisms in 2004-05 to help all faculty and staff understand changes in the Credit for Prior Learning policy.

- The college has made efforts to communicate with students that professional program requirements alone may take two years. The Curriculum Approval Committee and the DRRC will review programs and consider appropriate options for future program planning.

Educational Program Planning and Assessment

Faculty members have always played a central role in educational program planning and assessment at Lane. However, in the 1994 report to Lane, the Commission noted the external orientation of effectiveness measures: Lane has made improvements in this area and has also improved the faculty and staff involvement with assessment (see Executive Summary).

Lane took steps to expand faculty awareness of assessment issues and improve reporting of program outcomes. Initial steps included designating a part-time assessment coordinator, appointing an assessment team, faculty assessment training, a newsletter and webpage highlighting assessment best practices, acquisition of assessment resources for the library, and the publication of a status report in 1995. Progress continued in 1996 and 1997 with publication of *Program Assessment: A Case Study Approach*, a series of interviews with faculty in every division to identify assessment practices throughout the college. That study showed significant progress in some areas of the college, but other areas where assessment had not become embedded into teaching and learning processes for continuous improvement.

In 1997, Lane hired a full-time faculty coordinator of student outcomes assessment and curriculum development. The position was designed to help faculty assess learning and use the results to improve learning environments, closing the loop ("Plan-Do-Check-Act") between assessment and curricular change (1.A.). To integrate assessment into the learning process, this position directly tied assessment to the front end of the curriculum development process.

Lane's Strategic Learning Initiative (SLI) project promoted assessment as one of five initial project areas. In 1998-99 and 1999-2000, faculty development seminars developed assessment "coaches" to work with faculty in weekly meetings. Ten faculty members each year shared and discussed readings and explored new assessment tools, and then were supported with reassignment time to return to their disciplines and foster new assessment projects with other faculty. Assessment coaches helped define outcomes, select appropriate assessment methods, and develop rubrics to assist in assessment. In this way, the institution was able to leverage its investment by training coaches, who then trained other faculty to adapt assessment strategies in their own programs. A list of these assessment projects is included in Appendix B, and project reports are included as exhibits. Curricular changes prompted by these assessments are discussed below (2.B.3).

Systematic assessment at the program level is routine in health careers, the sciences, mathematics, health and PE, and developmental programs at Lane, and other disciplines have begun making progress toward the goal of systematic assessment by identifying program outcomes and assessing them annually during unit planning. The college is still working to achieve an important remaining goal of the 1997 assessment plan, "developing and maintaining comprehensive and integrated assessment activities." In 2000, Advanced Technology piloted a web-reporting system based on James Nichols' formats. Faculty coordinators planned assessments of three-to five program outcomes, and devised appropriate assessments. Few of the program coordinators, however, were able to complete the entire cycle of plan-do-check-act within resources allocated for the project.

The more the college learns about assessment, the more such knowledge illuminates areas for improvement. In 1999, the college received a commendation from the Commission for its work in assessment. Since then, the bar has been raised again in a cycle of continuous improvement to which the college is committed.

Planning and Evaluating Educational Programs

Educational programs at Lane have established processes for assessing student learning (2.B.1). The framework for these processes includes three sets of outcomes:

- General education and related instruction, including transfer courses (assessed through the graduate student survey of the general education core abilities)
- Professional technical programs (evaluated based on student learning outcomes defined for each program)
- Developmental programs

Three processes for assessing educational programs encompass all offerings, and are conducted on a regular basis. First, in each unit plan, outcomes assessment is required, outcomes are analyzed, and plans to address challenges are formed and reported, and reviewed the following year. Second, professional technical programs undergo review on a three-year cycle with the Professional Technical Education Coordinating Committee. Third, the institution monitors student outcomes with routine reports on student follow-up studies of graduates, such as the graduate assessments of general education outcomes, and student outcomes reports on graduates and NFA students who have completed at least 60 credits before leaving Lane.

Unit plans are included in the planning cycle (Figure 1-1) thus integrating assessment into overall college planning and evaluation.

While key constituents such as advisory committees are involved in the process, the faculty has a central role in planning and evaluating the educational programs. Faculty members design and implement assessments at all levels—within courses as formative assessments, within programs as data to improve student learning, and in follow-up studies with advisory committees and local businesses. Faculty members also evaluate the data from assessments to identify curricular reforms as part of a continuous improvement cycle.

Assessment and the Learning Environment

At Lane, program planning is based on evidence from assessment, broadly defined to consider multiple elements of the learning environment:

- Student characteristics, including entering knowledge and skills, entering attitudes, study habits, time on task, motivation, and self-efficacy.
- Course scope and sequencing, including prerequisite requirements, appropriate course outcomes, appropriate assessment tools, and sequencing of concepts and skills.
- Program qualities, including placement information and alignment with course level, advising issues, appropriate intended outcomes, and appropriate means of assessment and alternative assessments.
- Resources available, including texts, library materials, current equipment, appropriate classroom environment, links to the outside community, curriculum development resources, and any other available resources to achieve outcomes.
- Faculty characteristics: expectations, expertise, attitude, workload, staff support, professional development.
- Instructional methods: facilitation and coaching, problem based learning, case studies, service learning, learning communities, group work, computer based learning, lecture, lab, cooperative education placements.
- Instructional practices: frequency of feedback, timeliness of feedback, spectrum of class activities from active to passive, lecture/discussion, lecture, lab, independent study, on-the-job training.
- While assessment of learning is essential to verify accomplishment of outcomes, Lane faculty members have also analyzed the learning environment as a whole, to identify potential barriers to learning and improve program outcomes. The discussion of program improvements related to assessments will show the value of this broad approach to assessment (2.B.3).

Publishing Learning Outcomes

Lane publishes general education outcomes ("core abilities") for degrees and certificates on page 39 of the Catalog. The Lane faculty has also identified and published applied degree and certificate learning outcomes, including related instruction outcomes in alignment with each professional technical program (2004-05 Catalog, pp. 69-116, and Appendix B-3).

Program-Level Assessment

Program-level assessment to verify student learning is conducted in many ways. For example, some Lane programs have specialized accreditation processes requiring regular assessment and evaluation:

- Dental Assisting, accredited by the American Dental Association's Commission on Dental Accreditation, a specialized accrediting board recognized by the U.S. Department of Education.
- Dental Hygiene, accredited by the American Dental Association's Commission on Dental Accreditation, a specialized accrediting board recognized by the U.S. Department of Education.
- Medical Office Assistant, accredited by The Commission on Accreditation of Allied Health Education Programs, a specialized accrediting board recognized by the Council for Higher Education Accreditation, on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment.
- Respiratory Care, accredited by the Commission on Accreditation of Allied Health Education Programs, a specialized accrediting board recognized by the Council for Higher Education Accreditation, in collaboration with the Committee on Accreditation for Respiratory Care.

External Exams

External certification exams provide valuable information on the learning of graduates from some Lane programs.

- Automotive Technology, certified by the National Automotive Technology Educational Foundation, a non-profit foundation within the National Institute for Automotive Service Excellence.

- Associate Degree Nursing, licensing exams through the Oregon State Board of Nursing.
- Flight Technology certification exams from the Federal Aviation Administration.
- Aviation Maintenance, certification under Part 147 of the Federal Aviation Regulations of the Federal Aviation Administration.
- Dental Assisting, Certificate of Radiological Proficiency, with proficiency examination administered by the Dental Assisting National Board. Students complete three National Board examinations each year and are also eligible to receive all state required credentials.
- Dental Hygiene, National Dental Hygiene Board and the Western Regional Examining Board for Local Anesthesia and Clinical Dental Hygiene. At program completion application for Licensing with the Oregon Board of Dentistry.
- Certified Medical Assistant, national certification examination administered by the American Association of Medical Assistants (AAMA), for Certified Medical Assistant.®
- Emergency Medical Technician (EMT), Oregon State and/or National Registry EMT-Paramedic examinations for certification as an EMT-Paramedic.
- Respiratory Care, Advanced Practitioner credentialing examination administered by the National Board for Respiratory Care, Oregon Health Division, Respiratory Therapist Licensing Board.

- Welding, American Welding Society and American Society of Mechanical Engineers Welder Qualification Certification - wire drive and arc welding processes.

Alternative Assessment

A variety of alternative assessments across the curriculum require students to demonstrate successful learning:

- Juried performances are required in some areas such as music, dance, and theatre arts.
- Demonstration of skill is required in programs such as Culinary Arts and Hotel Management, with the Center for Meeting and Learning providing real-world context for practicum work for banquets and meetings.
- Capstone courses provide opportunities for students to integrate theories learned throughout programs in problem-based learning (e.g., Computer Science's CIS 270-Programming Information Systems, and Accounting capstone course).
- Simulations and Computer Based Learning in elementary electronics demonstrate successful mastery of course outcomes.
- Skill performance in Flight Technology includes a solo flight in daylight, a solo flight with instrument landing, a solo flight to a small airfield, and a solo flight to an international airport.
- In Recreational Vehicle Technology, an assessment checklist on individual student jacket documents student abilities to perform identified outcomes and competencies
- The Welding program provides standard feedback for each required skill students must demonstrate: from "performs well without supervision," to "not able to perform the skill."
- Cooperative education is available in almost all Lane curricula to provide real-world experiences to integrate classroom theories with on-the-job training. Students set goals, work under supervisors in settings outside academia, and are assessed by those supervisors, as well as co-op coordinators at Lane.

Assessment and Improvement of Teaching and Learning

At the classroom, program and departmental levels, assessment of learning at Lane leads to improvement. Faculty and staff adjust courses and programs in response to changes in the field of study, multiple institutional constituencies, and the needs of the disciplines (2.B.3). Faculty and administrators have begun conversations about the direction Lane will pursue to develop a more systematic approach to reporting assessments in all programs, services and learning. In many instances, funding to support this faculty assessment work has been provided by IRAP and by the Strategic Learning Initiative, which aims at systematic improvement of the learning environment.

Student Follow-up and Employer Follow-up studies, conducted by IRAP, survey graduates and NFA students with at least 60 credits, for feedback about the value of Lane training. This information is then distributed to division managers for dissemination and discussion. Additionally, since 2002, annual surveys of graduating students have given feedback to the college on the quality of general education and related instruction programs in applied degrees and certificates.

Institutional effectiveness assessments measure progress against key benchmarks annually, providing overviews to the board and the community for purposes of monitoring program quality. Benchmarks are often presented graphically over time to facilitate analysis of trends and formulate action plans based on the evidence. Additionally, data from the Oregon University System Chancellor's office offer insights about Lane students who transfer to Oregon four-year institutions.

Lane's 1997 case study of assessment techniques provided a benchmark for faculty understandings and attitudes about assessment, and provided background information for analysis and planning purposes. A key finding of this analysis was a need for faculty professional development on assessment philosophy and methods, including appropriate alternative assessments.

Internal Program Reviews

In addition to course-level assessment, internal program reviews take place on a routine schedule. Professional technical programs have specific reviews of each program by their Advisory Committees. On a three-year cycle, the Professional Technical Education Coordinating Committee reviews all programs, including feedback from the advisory committees about the skills of program graduates and the effectiveness of the advisory committees.

Many assessment projects at Lane have led to curricular reforms (2.B.3). Below is a sample across campus:

Bio-Bonds. For example, faculty in Science questioned whether the prerequisite introductory inorganic chemistry course was adequately preparing students for anatomy and physiology. Following an archival study of GPA data correlating grades in those courses, faculty surveyed students who had completed the sequence to gather qualitative data about student experiences. Faculty analysis of all the quantitative and qualitative assessment data led to the conclusion that the existing prerequisite functioned not as a ladder to the next course, but as a hurdle. Faculty also concluded that prior to anatomy and physiology, students needed an introduction to cell biology and some introductory organic chemistry. As a result of their analysis, the Bio-Bonds learning community was formed, replacing the previous chemistry prerequisite.

Culinary Arts faculty asked students to consider all the outcomes required for specialized accreditation, and evaluate the importance of each outcome to their intended profession, as well as the quality of Lane's training for each outcome. Faculty examined courses in which the curriculum-related concepts were taught, creating a curriculum map, with focus on training areas identified as weaknesses. The resulting curriculum restructuring was then designed to meet American Culinary Federation standards, better preparing students for careers in culinary professions.

Focus groups. A series of focus groups showed that students from Asian countries had very different patterns of matriculation from Spanish-speaking students, with significant advising

implications. Changes have been implemented as a result of this assessment. Dental Assisting class interviews illustrate another learning improvement. Dental assisting students have provided feedback about changes in classes shared with Dental Hygiene students. Students' qualitative comments helped faculty to re-design courses to address unmet program needs in Dental Assisting.

The Mathematics division has a lead instructor for each major curriculum area, which facilitates ongoing assessment. The scope and sequence project provides continuity and consistency among course offerings and helps align course lessons with course objectives. Math also utilizes advisory committees for faculty teaching pre-engineering courses to assure alignment with changing requirements.

Math faculty also designed, implemented, update, and maintain a rigorous placement testing system to ensure proper placement and enhancement of student retention. In the near future, access to mathematics placement testing will also be available to all local high schools and outreach centers. The Flexible Sequence Algebra project is a result of systematic assessment of how students learn algebra and the importance of schedule flexibility in ensuring retention and success. Math instructors also coordinate with lead faculty in other programs to refine goals and make changes based on students' performance.

Enforcement of prerequisites and placement exam scores in Mathematics, required since the early 1980s, has had significant positive impact on completion rates, which the department has tracked for some time. Like some other departments, Math also recommends either a common final for all sections or uses embedded questions that are commonly scored; all faculty members thus have feedback about whether students have learned key concepts. Math is gathering and utilizing good data on the use of common exams and/or elements in Math 60, 65, 70, 95, and 111.

Like many other open-access institutions, Lane serves many students who are underprepared for college-level work. Placement tests in math and writing/reading and prerequisites encourage

students to prepare more fully for college coursework. But gaps in preparedness prompted **Academic Learning Skills** (ALS) faculty and colleagues in Counseling to improve the system.

Together, these faculty examined archival data, establishing that the success and retention rates of underprepared students were very low. A pilot program called "Guided Studies" presented stronger advising requirements to complete reading classes for students with low reading scores.

A comparison of students' grades in succeeding terms for this cohort, for a control group of other underprepared students, and for the general population established that underprepared students who completed reading classes not only persisted longer, but were also able to achieve comparable grades with students in the rest of the population, and earned higher grades in subsequent courses than underprepared students who did not complete reading instruction. Faculty analysis of the data led to a new policy for advising underprepared students, improving retention and the quality of students' experiences at Lane.

Spanish faculty noted negative student comments on course evaluations about the immersion pedagogy of their courses, in which Spanish is spoken, but not presented in a textbook. Because unmet expectations led to attitudinal barriers, faculty designed a video featuring successful Lane Spanish students talking about their experiences as students, and prepared an orientation required of all students new to the methodology. The result of this curricular adjustment has been an improved match

with student expectations, increased student satisfaction, and higher persistence of students new to the pedagogy. This assessment project won the 2002 Innovation of the Year.

Assessment and the Needs of the Disciplines

Computer Information Technology faculty members create new courses to respond to new developments in hardware and software, and delete courses no longer useful to graduates. In the last decade, for example, new and constantly changing technology has precipitated many changes in the curriculum to meet the needs of computer science disciplines. Advisory committees at Lane provide strong links to the needs of the disciplines, and assessments involving advisory committees lead to strong recommendations for curricular changes.

Graphic Design. Surveys of graphic design professionals in the Lane service area have helped identify changes needed in the curriculum in light of a shift in emphasis to Internet-related design. New graphic design courses in the last decade have provided introductory instruction that respond to this shift for non-majors, and two courses that sequence professional skills for majors.

Drafting faculty established that the college's CAD software was not in use in the occupations for which the drafting program prepared students. Their analysis of the current software needs led to overhaul the scope and sequence of the entire curriculum in 2002, better preparing students for employment.

The Microelectronics Manufacturing degree program was designed to prepare students for employment in new industries in the Lane service area. When those industries subsequently closed factories in the area, assessment of potential employment opportunities led to the conclusion the program should be discontinued, as occupations for which students were being prepared no longer were available locally.

The Health faculty surveyed all students taking Health classes to determine why they were taking the class. They then added new faculty to meet students' expectations and needs. They also

revised several classes and added a Global Health class to respond to students' stated needs.

Assessment and Stakeholder Input

Budget cuts and assessment. Lane has actively sought community input into decisions surrounding the budget cutting process over the past three budget cycles. One valuable form of qualitative information is community testimony about the value of programs selected for cuts; in some instances, it has influenced the board's decisions about Lane's curricular offerings.

The Business Technology faculty has consistently sought input from local businesses and from alumni about proposed changes in the Business Technology curriculum. That feedback led to changes in the Accounting program, for example, to include both the theoretical (transfer) coursework and the practical, hands-on courses that have always characterized the program. This integration increases student problem-solving abilities and gives students the flexibility to pursue additional training at the baccalaureate level.

The faculty in the **Professional Fitness Training Program's** Fitness Certification program, which is nationally recognized by American College of Sports Medicine, developed a series of questions to determine the knowledge, skills and abilities of students. These responses are reviewed annually to monitor the effectiveness of Lane's program to prepare students for future employment.

The ABSE and ESL programs use standardized tests authorized by the Office of Community College and Workforce Development (OCCWD). The Comprehensive Adult Student Assessment System assesses reading and writing skills; the BEST Plus assesses listening and speaking skills for ESL. Scores are reported to the federal government through the National Reporting System.

Strengths:
- Lane's Comprehensive Assessment Plan, formulated in 1997, has formed the basis for Lane's assessment directions in the last seven years, and Lane has completed almost all the goals in that plan.

- Clear outcomes statements for each professional technical program and general education are published annually in the catalog.
- The faculty has completed initial work on core abilities and has identified course criteria for each general education degree requirement.
- The faculty reviews professional technical student performance annually and analyze data against learning outcomes defined for each program. Based on this analysis, programs make changes to curricular offerings. Student data include placement rates in the workforce; student satisfaction perception surveys, as well as performance on Licensing exams.
- The Strategic Learning Initiative has supported faculty assessment projects, as has Institutional Research, Assessment and Planning and academic divisions. From archival studies of institutional data to qualitative studies such as focus groups, the faculty has sought feedback to improve programs.
- Assessment in many disciplines effectively identifies curricular strengths and challenges. Best practices are found in sciences, mathematics, fitness, health careers and ABSE, as well as in workforce development assessments such as "mystery shopper" evaluations conducted by outside agencies.
- Efforts in Mathematics to assess student prerequisite skills and place students appropriately in math coursework have been exemplary.

Challenges:
- The Comprehensive Assessment Plan needs to be updated with provisions for faculty involvement in reviewing program assessment plans across college divisions.
- There is still more work to do assessing general education outcomes/core abilities, including review of courses aligning with degree requirements (2.C.)
- Addressing preparedness once preliminary assessment has occurred is an inherent challenge of an open-admissions policy.
- Human and financial resources to support systematic college-wide assessment of many programs have been scarce.

Award	Gen Ed credits	Total Credits	% General Education
Associate of Arts Oregon Transfer	61	90	68%
Associate of Science	73	90	81%
Associate of General Studies	54	93	58%
Associate of Applied Science	21	90	23%
Certificates	9	45	20%

Figure 2-14: General Education Components of Lane Awards Compared (Source: IRAP).

- Systematic reporting of assessment activities college-wide needs the support of faculty and the new Learning Council, and the infrastructure of an Assessment Committee to oversee the process and ensure quality assessments.

Improvement Plans:
- Lane's Assessment Plan will be updated by the Learning Council as part of comprehensive learning plan. The Council will take into account processes for reviewing and improving assessments; provision for continuing faculty professional development on assessment; and setting priorities for funding assessment projects.
- The faculty will complete the course review for all degree requirements by Spring 2005, and implement appropriate assessments of the general education core abilities as soon as is practicable.
- The college will consider additional means of addressing preparedness beyond initial assessment, including the Guided Studies and "bridge" courses for under prepared students in professional technical areas.
- The best assessment projects take time and resources. One strategic direction of the college for 2004-08 is to "commit to a culture of assessment of programs, services, and learning." Resources are tied to strategic directions, and the college will work through the budgeting process to allocate assessment resources.
- When the writing assessment project is funded and implemented, students' success in writing courses will be tracked for skill transfer after they leave composition courses. The project will help establish appropriate ways to assess student learning of complex skill sets, and will foster faculty dialogue on important issues in

the relationships between disciplinary skill sets.
- Use of the unit planning process and the work of the Learning Council will ensure the college implements and tracks assessment in a systematic way.

Undergraduate Program

Lane's credit instructional program is designed to provide students with substantial, coherent, and articulated exposure to the broad domains of knowledge. The four associate degrees prepare students for transfer to baccalaureate institutions or for careers in professional and technical fields (2.C). Each degree and certificate has carefully considered elements including general education and distribution requirements, with core and/or elective courses. The number of required credits in each component varies, to foster student achievement of goals specific to each degree.

General Education and Related Instruction Components

All Lane transfer degrees require general education components; applied degrees and certificates require related instruction in communication, computation, and human relations (2.C.1). General education requirements are published in Lane's catalog on pp. 39 and 42-43, and are also available in the online catalog in clear and complete terms. Figure 2-14 compares general education credits students earn for each award.

The overall amount of general education in Lane's transfer degrees compares well to national norms for baccalaureate degrees. According to an Association of American Colleges and Universities survey, an average of 37.6 percent of the degree are in general education in four-year

institutions in this country. The median in the same study was 40 percent. Lane provides more than half of the general education credits needed for a baccalaureate degree. Lane's transfer degree requirements are intended to fulfill most, if not all, the educational breadth and depth requirements for baccalaureate degrees.

Associates of Applied Science and applied certificates focus on the professional core courses, with related instruction and general education components clearly secondary to training for future employment. By contrast, the transfer degrees (AAOT, AS, and AGS) require from two-and-a-half to four times as many general education credits, providing greater breadth and depth in general education than applied degrees and certificates.

Collegiate Level General Education and Related Instruction

All coursework fulfilling general education requirements for Lane degrees is collegiate level (Policy 2.1). Until 2003, Lane's AGS degree minimum mathematics requirement was MTH 052 - Mathematics for Introductory Physical Sciences. After considerable discussion, the Degree Requirements Review Committee (DRRC) changed the requirement, offering AGS students two choices: MTH 052 plus a college level computing class, or MTH 105 or higher. All Lane transfer degrees now require general education outcomes at the transferable collegiate level.

Related instruction for applied degrees and certificates is aligned with program outcomes. Some certificate and AAS programs require the minimum mathematics course, MTH 025 - Basic Mathematics Applications. The course develops skills in measurement, metric system, signed numbers, graphs and tables, and introductory probability and statistics. The Lane faculty has carefully considered the role of general education in applied degrees and certificates, and has validated that Lane's non-transferable MTH 025 - Basic Mathematics Applications conforms to the statewide definition of collegiate level.

General Education Rationale

Through a collaborative process from 1999 to 2001, the Degree Requirements Review Committee developed a written rationale for Lane's general education degree components (2.C.2 and Policy 2.1). Sub-committees for each of the distribution requirements elicited faculty participation and feedback on proposed outcomes. The resulting rationale, approved in February 2001, emerged in two parts: an introductory philosophical description of the purpose of general education requirement;, and core outcomes statements defining what students should know and be able to do as a result of general education at Lane, with criteria to evaluate the relevance of each course to general education outcomes (2.C.2). The general education outcomes relate to Lane's mission, providing educational opportunities that include professional technical and lower division transfer programs.

Approved Description of General Education

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

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

Descriptions of Expanded Core Ability Outcomes Statements

These descriptors are used as criteria in determining whether courses meet general education outcomes. Courses which meet one of the goals stated in the rationale, with principal focus on one or more of the bulleted points below, may be included on the lists meeting general education degree requirements.

1. Communicate effectively. Courses meeting this requirement may also require that students:

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

2. Think critically and solve problems effectively. Courses meeting this requirement may also require that students:

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

3. Increase understanding of the relationship between self and community, including self-awareness and personal responsibility. Courses meeting this requirement may also require that students:

- describe interacting facets of environmental and personal health, and identify steps to protect and preserve environmental resources

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

4. Explore academic disciplines: liberal arts, social sciences, and physical sciences. Courses meeting this requirement may also require that students:

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

General Education Program Requirements

Associate degree programs at Lane require students to master competencies for independent learning and to develop an awareness of the fundamental areas of knowledge. Lane's general education program requirements include arts and letters, sciences, mathematics, and social sciences (2.C.3). Lists of courses fulfilling AAOT degree requirements are published in the catalog on pp. 44-46 and in the online catalog. Worksheets (pp. 47-50) give students a guide to complete general education courses for the degree of their choice. An excellent range of courses are available to fulfill the traditional academic general education components; many stimulate contemporary interests, such as ART 217 - Islamic Art, or HE 255 - Global Health, or REL 243 - Nature, Religion and Ecology. Others offer a multidisciplinary approach to classical topics, such as TA 140 - Acting Shakespeare, or HUM 260 - Go for Baroque.

Of Lane's transfer degrees, the Associate of Science has 22 percent electives, the Associate of Arts Oregon Transfer degree has 32 percent elective credits, and the Associate of General Studies has 39 percent elective coursework. While most applied degree programs allow for some elective choices, almost all list fewer than 10 percent electives, with the program core courses

comprising between 67-77 percent of the required credits. A few programs have shifted general education and related instruction to admissions requirements, and thus professional technical core courses may represent an even greater fraction of the credits required once students are admitted.

AAS degrees and applied certificate programs list requirements by term (catalog pp. 69-126), providing clear pathways for students to complete a chosen curriculum. Only the AAS degrees have major requirements, in compliance with the Oregon Administrative Rule (OAR) that prohibits other associate degree awards from specifying majors.

Program listings in official publications, such as the catalog and advising sheets, provide guides for full-time students to select coursework. Courses specified on those program listings are reflected in official student transcripts. Any equivalent core course substitutions are guided by a relevant college policy limiting substitutions to 10 percent of the published required core credits for a program.

Related Instruction in Applied Degrees and Certificates

All Lane applied associate degrees and certificate programs of an academic year or more in length contain easily recognizable communication, computation, and human relations components (Policy 2.1). Following a recommendation from the 1994 site visit, programs formerly embedding related instruction in core coursework now require explicit coursework in related instruction. All applied programs now require related instruction courses taught by clearly qualified faculty in related instructional disciplines. All program listings use a uniform set of footnotes in the Lane catalog, clearly identifying which courses fulfill related instruction components.

Transfer and Acceptance of Credit

Lane's policies for transfer and acceptance of credit are clearly articulated (2.C.4). In accepting transfer credits to fulfill degree requirements, degree evaluators ensure that the credits accepted are comparable to Lane courses, or require skills comparable or higher than those required in Lane courses. Transfer policies are published in the catalog on page 40.

Where patterns of transfer from other institutions are established, Lane has formulated articulation agreements.

Effective Academic Advising Programs

Lane designs and maintains effective academic advising programs to meet student needs for information and advice (2.C.5). The college uses an holistic approach to counseling and advising, and locates counselors and advisors in each division "neighborhood" as well as centrally in the Student Services Building. Over the last decade, five ACT surveys of student opinions indicate 58.8 percent of the responding students were "very satisfied" or "satisfied" with advisor availability. (See 3.A.1 for discussion of availability of advisors.) In the same timeframe, 63.9 percent of students surveyed indicated they were "Very satisfied" or "Satisfied" with the value of information provided by an advisor.

Comments about advising at Lane are in the 2002 Student Outcomes Report in the Exhibit Room.

Lane's Counseling and Advising Center informs and prepares all personnel responsible for the advising function, with a system of mentoring new advisors, counseling "strands," weekly update meetings, and training for staff.
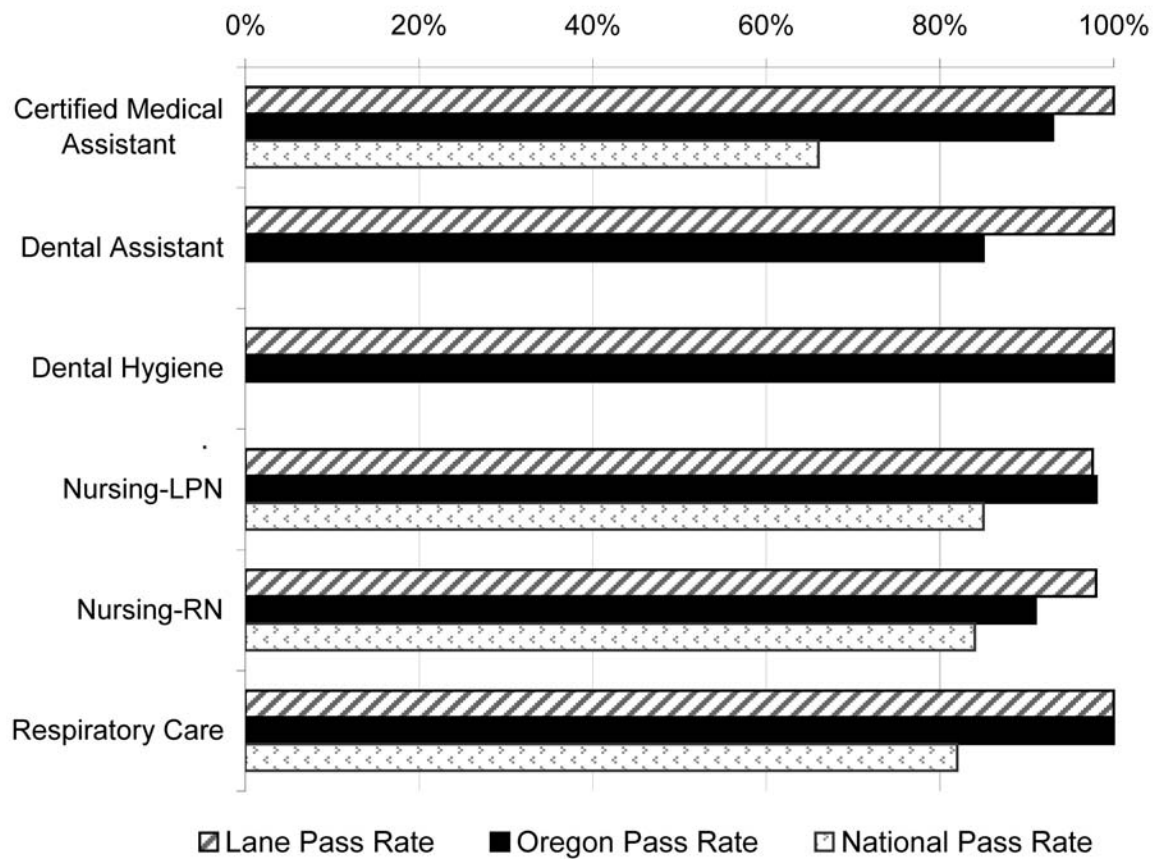
Figure 2-15: Licensing Exam Pass Rates, 1999-2000 (Source: DCCWD).

Developmental Work

While developmental work is not required for admission to Lane, there is a procedure restricting coursework available to students with very low reading abilities (2.C.6). The ability to benefit and the relationship of student load to student success were primary considerations in the creation of that procedure. Developmental courses include those offered by Academic Learning Skills, as well as some professional or technical courses that have traditionally been taught in high school, such as keyboarding or introductory courses in word processing.

Courses with pre-college level numbers (below 100) may count toward the financial aid minimums, and may also count as credit toward an AAS or certificate program. On the degree page listings students are informed of Lane's policy that developmental credits do not apply toward a transfer degree. On the program listings for specific applied degrees, developmental courses are allowed and apply toward those degrees. In AAS listings, program outcomes relating to skill levels required, for example, may specify a non-transfer mathematics requirement.

Developmental courses are listed in programs where they are acceptable toward a certificate or degree. (See, for example, the catalog listing for "Computer Applications Specialist," pp. 78-79.)

Adequacy of Full-Time Faculty

Lane employs well-qualified full-time faculty adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work (2.C.7). Careful instructor certification processes ensure faculty credentials meet instructor qualifications of the
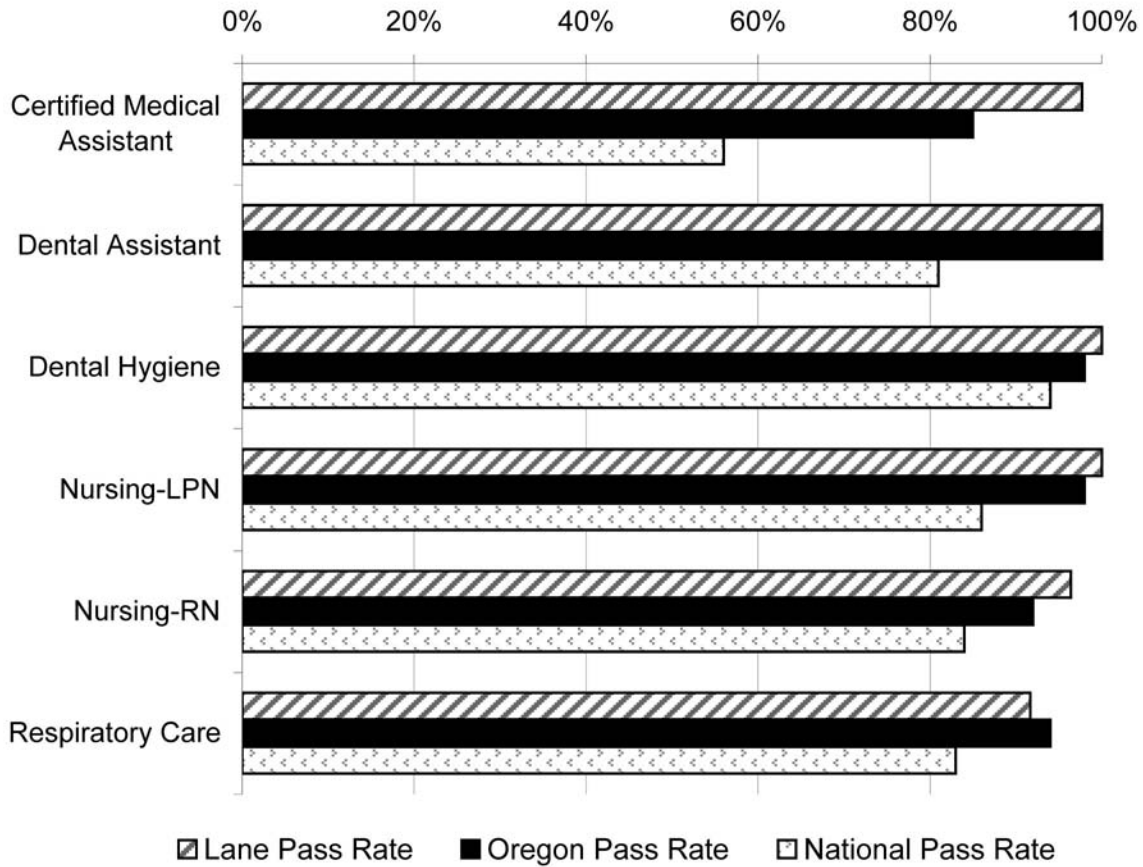
Figure 2-16: Licensing Exam Pass Rates 2000-01 (Source: DCCWD).

college, establishing eligibility to teach transfer or professional technical undergraduate courses. This process is governed by OAR and college policy and monitored by the Commissioner's office at the State Board of Education.

Tracking Licensure Rates and Employment Rates
To further establish Lane's success with respect to student achievement, state licensing examination pass rates are tracked as applicable, and job placement rates are surveyed through annual Student Follow-Up studies by IRAP (2.C.8). The Oregon Department of Community Colleges and Workforce Development (DCCWD) maintains records of community college licensure pass rates, including statewide and national pass rates.

Career-specific Competencies
Many disciplines either prepare students for licensing exams, such as National Council

Licensing in nursing, or track students' achievements on certifications provided by external agencies such as the Automotive Service Excellence certification for auto mechanics. Figures 2-15 to 2-17 compare Lane students' Licensing pass rates with state and national averages for tracked Lane programs during the period 1999-2002, and show Lane students to be well prepared in occupations requiring Licensing exams.

Despite increasingly sophisticated databases in state offices, tracking job placement rates has been problematic. The Oregon Community College Unified Reporting System (OCCURS) has built the capacity to track students from community colleges into the workforce, but due to concerns about privacy, cross-matching data with other statewide systems such as the state Oregon Labor Market Information Service (OLMIS) has been prevented at the state level. Lane does
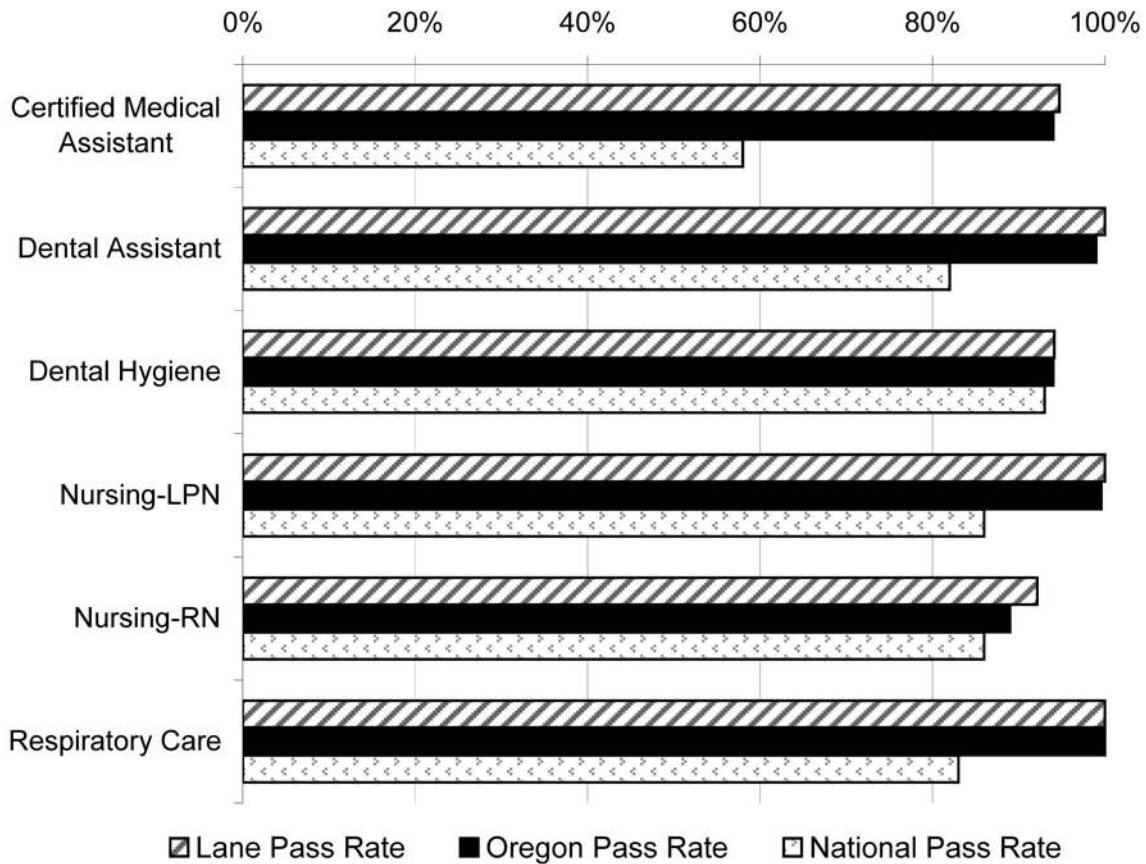
Figure 2-17: Licensing Exam Pass Rates 2001-02 (Source: DCCWD).

conduct Student Follow-Up surveys, however, to provide monitoring data about student employment in occupations related to their Lane training.

Strengths
- Lane offers a wide variety of high-quality, innovative options for students to fulfill all distribution requirements for degrees.
- The college's transfer degrees are well-designed to meet the needs of its student constituencies. Articulation with 17 Oregon community colleges and seven four-year Oregon institutions has facilitated ease of transfer for most students.
- The general education rationale and core abilities outcomes reflect thought and care. Faculty articulated goals beyond minimum requirements, and considered an ideal of what a

community-college educated person should know and be able to do.
- Lane's applied degrees and certificates provide both related instruction courses and core coursework in preparation for professional and technical employment. Recently formulated criteria for human relations coursework (Appendix B) represent clear skill sets to be addressed by courses meeting that requirement.
- Lane has strong policies on developmental education.

Challenges:
- Statewide influences on requirements and curriculum are in conflict with local college control of its curriculum. It has taken additional work on the part of faculty to monitor proposed statewide changes and advocate for retention of Lane's curriculum.

- Transfer advising is highly useful but not required. This has resulted in some students not acquiring the necessary skill sets in sequential order. Non-advised students may also end up taking more credits than required or transferable.
- Communicating the goals of general education and related instruction to students is a challenge.
- Verifying general education outcomes apart from completion of courses is a challenge.
- While the requirements for the AAOT to four-year schools are clear, transfer requirements within OUS community colleges could be clarified for students' convenience.
- Sufficient contracted faculty to provide informal advising for students and coverage during course reassignment for curriculum development and other full-time faculty responsibilities is a challenge.

Improvement Plans:
- In 2004-05, faculty will work on the general education requirements through the newly organized governance system.
- Lane and the University of Oregon will complete the work of comparing courses fulfilling general education requirements.
- The DRRC will review all currently listed courses using the approved set of criteria to evaluate courses proposed for new or continued listing. The DRRC has discussed framing the process as formative, with mentors from the committee assisting faculty to document how a course fits the criteria, or to clarify how a course might be modified to meet the criteria.
- In the coming biennium faculty will examine whether more courses should require basic academic skills of mathematics and writing as prerequisites.
- The college will consider ways to increase student participation in advising for transfer.
- The college will devise a plan to communicate more effectively to students the goals of general education, including how general education complements professional training.
- The Learning Council will consider chartering an Assessment Committee, with a charge to recommend methods for direct assessment of general education outcomes, as well as

"assessing the assessments" of professional technical programs.
- The college will participate in a statewide discussion with JBAC about a draft "General Education Core" certificate to restrict inter-community college courses or deletions, and will actively advocate for reasonable solutions in the best interest of students.
- The Labor Management sub-committee on Full-time/Part-time issues, provided for in contract language, will continue to consider advising and curriculum development issues in their discussions.

Outreach, Continuing Education, and Special Learning Activities

Given Lane's extensive service area (4,600 square miles), the Downtown Center, the Wildish Building, Centers at Florence and Cottage Grove, and the community learning centers at local high schools provide crucial accessibility for the community. Distance Learning classes, both credit and non-credit, also offer students additional opportunities to access learning off-campus.

Lane serves the training needs of the community through Continuing Education and workforce and business development (BizCenter, Contract Training, Workforce Development), and also provides work experience opportunities through Cooperative Education and Apprenticeship. Lane's College Now articulation program offers college-level learning to high school students in their local school districts through state-supported dual credit classes.

Exemplary curricula of the Center for Learning Advancement include credit courses to develop study skills and college preparation classes for ESL students, support for students with disabilities, Adult Basic Education and GED preparation, and tutoring services for many Lane courses (see descriptions in overview of instructional programs).

Compatibility with Lane's Mission
All these special learning activities and services are compatible with Lane's mission and goals (2.G). Offerings are characterized by high quality instruction with qualified credit and non-credit instructors. Outreach, Continuing Education, and

other special programs are designed, approved, administered, and periodically evaluated under the same established institutional procedures as all other Lane classes (2.A.7).

Credit classes offered at the outreach centers are administered under the appropriate COPPS policy and with support from appropriate academic divisions. Certification of faculty who teach in the outreach centers is the primary responsibility of the academic division chair. Credit classes offered at the outreach centers are evaluated using the same process as all other Lane courses. Non-credit classes and workshops are regularly evaluated. This ensures that the programs offered in the outreach centers are of the same high caliber as all other Lane courses. A responsibility matrix illustrates the primary and secondary responsibilities of instructional divisions in the outreach and community learning centers.

Contracted credit-granting classes are provided in cooperation with the corresponding academic division and outreach center. The determination of need, planning, and evaluation is the responsibility of the sponsoring department in cooperation with the respective academic division chair and faculty.

Faculty recruitment is the primary responsibility of the sponsoring departments with the support of the academic division. Certification of faculty is the primary responsibility of the academic division. The sponsoring department has the primary responsibility for selecting faculty in accordance with the faculty contract. Academic divisions have the primary responsibility for selecting faculty for classes at the Community Learning Centers (CLCs) in accordance with the faculty contract. Sponsoring departments and academic divisions work together to ensure that the special needs of students in outreach and contracted credit classes are considered when selecting faculty.

Performance evaluations for outreach and contracted credit classes are the primary responsibility of the sponsoring department with the academic divisions having secondary responsibility. The academic divisions have primary responsibility for this function at the CLCs.

All credit classes offered through special activities such as Academic Learning Skills, Distance Learning, Cooperative Education and College Now are administered under the same procedures as other credit classes at the college.

Responsibility for Academic and Fiscal Elements

Lane is solely responsible for the academic and fiscal elements of all instructional programs it offers (2.G.2, A-6). Contractual relationships adhere to the following principles:

- Their primary purpose is educational.
- Courses offered through contractual relationships are consistent with the institutional mission and goals.
- All courses offered for credit do so in accordance with established procedures and mechanisms of review
- The limited number of courses offered for credit remain under the direct control of Lane, which exercises ultimate and continuing responsibility for the performance of functions reflected in the contract.

Lane assumes sole responsibility for the academic quality and fiscal integrity of all Continuing Education programs it offers, including both those offered by Lane personnel and those offered through contractual relationships.

Some Continuing Education activities, such as Real Estate and Certified Nursing Assistant courses, were first developed by academic departments on campus. Relationships between Continuing Education and the originating department ensure that academic quality is maintained over time.

Fiscal policies and practices for Continuing Education non-credit classes are identical to credit programs. Periodic audits and reviews ensure that Lane policies are followed.

Planning and Evaluation

Full-time faculty representatives are involved in Outreach, Continuing Education., and other Special Programs as appropriate for three identified levels of Continuing Education classes (2.G.3).

Credit Classes: Planning is identical and consistent with Lane credit classes. Faculty and department chairs approve adjunct faculty and curriculum. All courses for credit at any of the outreach centers are planned and evaluated by full-time faculty.

Non-credit: Foundational academic, language and life skills development coursework is planned and evaluated by full-time faculty in the areas of Adult Basic and Secondary Education, English as a Second Language, and GED, Basic and Secondary Skills. Classes with a professional technical emphasis, such as those in health occupations, involve appropriate academic departments in a collaborative relationship for planning and evaluation. Continuing Education is currently working closely with departments (e.g., Advanced Technology, Cooperative Education, Health Occupations, Counseling, others) to increase full-time faculty involvement as appropriate for planning and evaluation of non-credit classes. Employee skill upgrading, business development and career enhancement is also planned and evaluated by experienced full-time faculty through the "BizCenter," providing both credit and CEU-qualifying courses for business owners. This relationship will continue to grow, as evidenced by Continuing Education's recently accepted representation in an ex-officio capacity on the Faculty Council.

Non-credit Personal Enrichment/ Community Education: classes are often a result of an immediate community need of a class that aligns with the college's mission, unconnected to subjects appropriate for contracted faculty involvement and oversight.

Role of Continuing Education
The responsibility for the administration of continuing education and special learning activities is clearly defined and an integral organizational component of Lane's organization (2.G.4). Continuing education is an integral component of Student Services (Center for Learning Advancement, Cooperative Education, including Apprenticeship and College Now) and of the Continuing Education and Workforce Development division. The administration and operational delivery of Continuing Education and special learning activities in locations other than the main campus are reflected in the organizational chart describing the Continuing Education and Workforce Development Division, as well as the sections of the Lane Organizational Chart showing the Center for Learning Advancement and Cooperative Education Divisions under the Associate Vice President for Instruction and Student Services. (See the Profile.)

Access to Appropriate Learning Resources
Programs and courses offered through electronically-mediated or other distance delivery systems provide ready access to appropriate learning resources and provide sufficient time and opportunities (electronic or others) for students to interact with faculty (2.G.5).

Lane's network of Outreach Centers and Community Learning Centers offer ready access to learning resources, often identified by instructors on syllabi. All locations offer scheduled hours of Internet access. Continuing Education students are able to interact with faculty in most of the same ways as their counterparts in traditional Lane settings, including teleconferencing, electronic mail, and scheduled office hours.

Fee Structure and Refund Policy
Lane has a standard refund policy for credit and non credit fees and tuition (2.G.6). There is an equitable fee structure and continuing education refund policy. The fee structure for non-credit varies from the credit classes because continuing education classes are self support. For non-standard sessions (the length of the class does not fit a standard term), the refund deadline is three days before the first class meeting.

Granting Of Credit
The granting of credit for continuing education courses is based upon institutional policy, consistent throughout Lane, and applied wherever located and however delivered (2.G.7). The standard of one quarter hour of credit for 30 hours of student involvement is maintained for all instructional programs and courses.

Lane's special learning activities include Co-operative Ed, Apprenticeship Program, ESL and ABSE, developmental courses (Center for Learning Advancement) and Distance Learning. Some of these courses do not award transfer credit, but may count for financial aid or professional technical programs (see catalog, pp. 24 and 54.). In all cases, the same standard of 30 hours of student involvement is maintained.

Lane ensures that the granting of credit within Continuing Education is based upon institutional policy, is entirely consistent throughout the college, and applied in all locations and instructional models.

Learning Activities for Credit

All Lane Continuing Education and/or special learning activities, programs, or courses offered for academic credit are approved in advance by the Curriculum Approval Committee and monitored through established procedures (2.G.8). While very few Continuing Education activities, programs or courses are offered for academic credit, those that are have been approved in advance by the appropriate institutional body and monitored through established procedures. COPPS has a policy and matrix for outreach credit classes.

Credit for prior learning is offered for lower division courses and is carefully monitored by the office of enrollment services (2.G.9, Policy 2.3). Two procedures based on the Credit for Prior Learning Policy are Credit by Assessment and Credit by Exam (2.A.10).

External Degree Programs

Lane has no external degree, degree-completion program, or special degrees (2.G.10).

Comparable Outcomes

In some programs like Apprenticeship, when credit is measured by outcomes alone or other nontraditional means, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of traditional instructional practices (2.G.11). Apprenticeship programs have defined student outcomes in terms of competencies that are agreed upon by the Joint Apprenticeship Training Councils for each trade or craft. These competencies are achieved both in non-credit coursework and in on-the-job training, and the competencies are measured by demonstration of skills, just as are competencies in many Lane professional-technical programs. Credit is only granted for specified competencies upon presentation of the earned Journey card, in compliance with OAR and is limited to less than 25 percent of the required credits for the Apprenticeship AAS.

All cooperative work experience courses meet the same academic standards, award similar credit, and are subject to the same institutional control as other cooperative education courses offered by Lane. Individual learning plans prepared for each student provide a model for clear expectations and assessment strategies to document learning.

Work Abroad

The only Lane program abroad is the international cooperative work experience program offered by the Cooperative Education Division (2.G.12). The International Cooperative Education program at Lane Community College is a work-abroad program rather than what is typically known as a study abroad program. Credit is not awarded for travel alone (Policy 2.4).

Although Lane is equipped to consider work experiences in many countries, the main emphases have been in Mexico, Chile, Africa, England, and Asia. Students receive up to 12 elective transfer credits for their experiences. Financial aid is available as it is with all cooperative education courses that apply to a student's major course of study.

Students receive preparation for their co-op experiences through handbooks, videos, and orientation seminars. The sites determine language requirements and the faculty coordinator assesses student proficiency. By college policy, no credit is earned retroactively for experiences not monitored by Lane faculty.

Strengths:
- The director of Continuing Education has joined the Faculty Council (ex officio) to increase communications with faculty on key issues requiring appropriate faculty involvement.
- Currently classes exist that have been built as credit/non-credit, creating efficiencies in the use of college resources.

Year	Total College Credit FTE	Distance Learning Credit FTE	Percent of Total
1993-94	6595.0	155.0	2.35%
1994-95	6177.0	144.2	2.33%
1995-96	8027.7	192.7	2.40%
1996-97	8094.2	214.8	2.65%
1997-98	8333.6	269.5	3.23%
1998-99	8452.2	349.9	4.14%
1999-00	8738.4	385.8	4.41%
2000-01	8960.9	422.2	4.71%
2001-02	9738.7	473.5	4.86%
2002-03	9760.9	501.5	5.14%

Figure 2-18: Distance Learning Student FTE as Percentage of Total College FTE (Source: 2002-03 Enrollment Report).

- Faculty and department chairs approve adjunct faculty and curriculum for all credit classes.
- Co-op, including International Co-op, offers high-quality, accessible and flexible working and learning experience to Lane's students while building partnerships with education and business.
- The Continuing Education organizational model provides for a broad community interface and accessibility through several locations throughout the service area.

Challenges:
- Faculty involvement in development of Continuing Education classes with a professional technical emphasis could be improved.
- Coordination and logistics, availability of technology and the need for joint planning are challenges to continuing education programs.

Improvement Plans:
- In 2004-05 the Continuing Education department will develop an appropriate structure for full-time faculty consultation and involvement. Through monthly involvement by representation on the Faculty Council an appropriate structure will be determined.

- The new executive director of Continuing Education and Workforce Development continues to improve coordination and logistics. The new Learning Council's work on the Learning Plan will improve joint planning.

Policy 2.6: Policy on Distance Delivery

In 1995 Lane's Distance Learning (DL) department first offered the AAOT degree entirely through a combination of distance learning options. Approximately 20-23 telecourses, 30 sections of online courses, three live interactive courses, and five teleweb courses are offered every term (except summer). DL schedules 10-20 IP videoconferences and five to eight satellite delivered teleconferences per term. It also provides Comcast Channel 23 and Charter Communications Channel 9 with continuous telecourse and educational programming from Lane's television station.

Figure 2-18 shows that the Distance Learning credit FTE increased from 155 FTE in 1993-94 (2.35 percent of total FTE) to 505.5 FTE in 2002-03 (5.14 percent of FTE). Figure 2-19 indicates tht increases in the number of students enrolled in
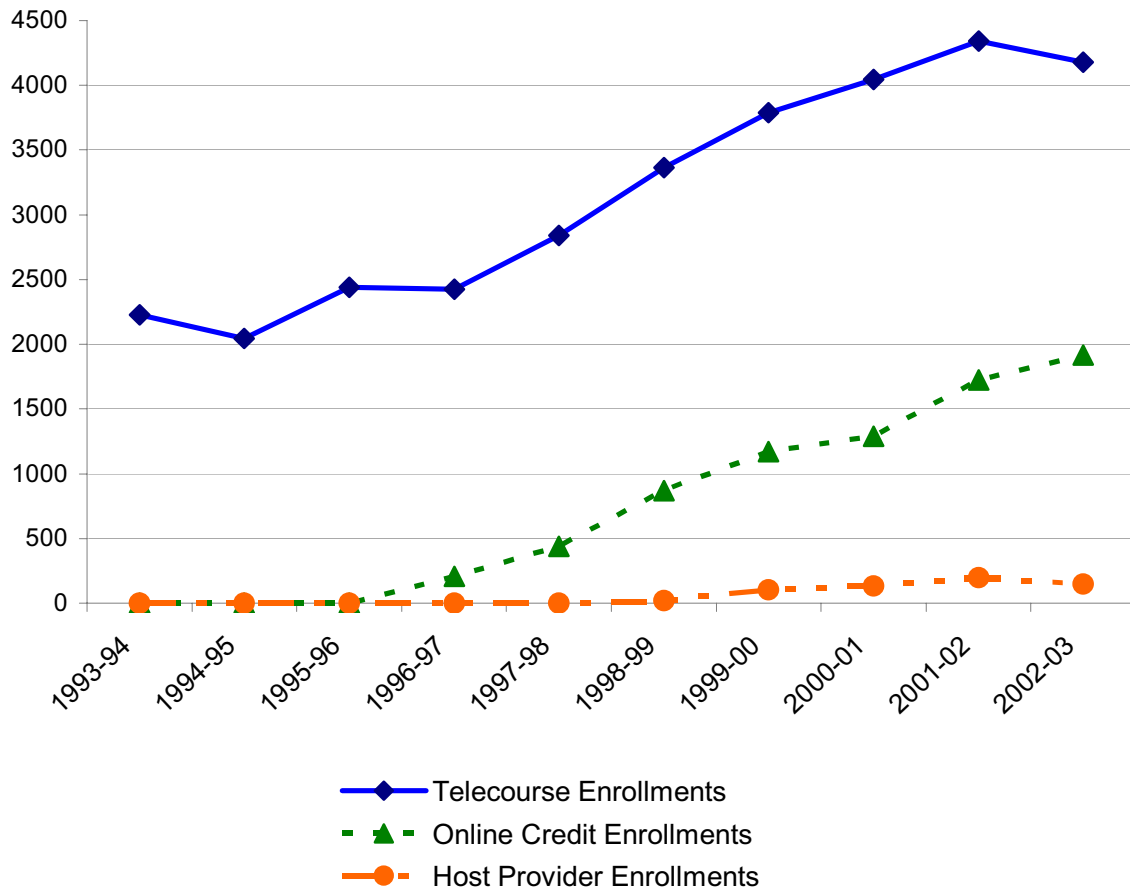
Fig 2-19: Distance Learning Enrollment (number of students registered), 1993-2003 (Source: 1993-2003 Enrollment Reports).

telecourses, online courses and host provider courses in the last decade.

Telecourses

As new telecourses become available from national producers, instructional departments evaluate content and decide whether to offer these for credit. DL provides faculty with support and assistance implementing and designing telecourses. Aware of student needs, the DL department provides a distance learning program that is flexible, well organized, dependable, and convenient. Approximately 71 percent of Lane's telecourse students are women between the ages of 18-45 and almost 70 percent are employed outside of the home. Timing and flexibility are extremely important to this population.

Lane provides many viewing options for students and is continually exploring new ways to deliver

telecourse programming. All telecourses are cablecast over Comcast Channel 23 (available to subscribers in Eugene, Springfield, Junction City and Harrisburg) and Charter Communications Channel 9 (available to subscribers in east Springfield, Oakridge, along the McKenzie River to Blue River, and south along the I-5 corridor to Drain and west to Elmira/Veneta). Lane TV provides continuous telecourse/instructional programming directly from Lane's campus-based automated head-end (located in the basement of the Center Building.) Oregon Public Broadcasting, the statewide broadcasting system, collaborates with community colleges to use this system to broadcast limited college programming.

All telecourses are available for viewing in the library on the main campus and all have check-out tapes available on two-day loan from the library. In addition, videotapes of all telecourses can be

viewed at community learning centers at seven local area high schools and at outreach centers in Cottage Grove, Florence, and the downtown center. For those residents of the community not interested in earning college credit, telecourses provide opportunities for personal enrichment by allowing them to view programs over Comcast and Charter at no charge other than the regular cable subscriber fee.

Online Courses

Lane provides students with additional asynchronous educational opportunities through online courses. Online courses are complete standalone courses that make lectures, notes, and assignments available to students through office or home computers. Interaction with the instructor and other students is provided through the use of discussion forums and e-mail. Online courses are available to students who have access to a computer, modem and required hardware and software. Currently Lane delivers online instruction via the Internet using WebCT as the learning management system for most online courses. Online courses have been very well received by students and all have solid enrollments.

Satellite-Delivered Teleconferences

The college community has access to myriad educational programs available via satellite transmission, generally known as teleconferencing. Lane has several classrooms equipped to provide access for the community to participate in nationally distributed teleconferences. Satellite transmissions provide participants with a global perspective and the opportunity to hear outside speakers and world-renowned experts who would otherwise be unavailable.

Live Interactive Courses

With the opening of Lane's new Studio/Classroom winter term 2003, Lane offered its first live interactive courses. The new Studio/Classroom provides the capability to originate "live" programming. Presentation formats can include weekly classes, review session, meetings and workshops. Live programming can be broadcast from the Studio/Classroom and viewed on television by local area cable subscribers, and/or

delivered /received via ITFS (Instructional Television Fixed Service).

Instructional Television Fixed Service (ITFS)

Lane is a member of Oregon WIN (Oregon Wireless Instructional Network), a consortium of educational institutions in the Willamette Valley that uses ITFS (a wireless broadcast technology) channels to broadcast courses, cultural programs, and information services directly to homes, businesses, and schools. The signal is transmitted from local towers to small, inexpensive receiver dishes (less than 22") attached to the exterior of a building. Oregon WIN members rely on a collaborative approach in system and program development to meet specific interests and educational needs of Oregonians throughout the Willamette Valley and Medford. Currently, ITFS technology allows Lane to originate live courses from the Studio/Classroom, sent into the community via Cable TV.

Approval and Purpose

Lane's Distance Learning provides support and leadership for the delivery of instruction through technology. DL supports Lane's mission of being a learning-centered community college and is an integral part of the college's overall instructional program. DL provides students with alternatives to attending on-campus classes, delivering quality college-credit courses and instructional programming through a variety of computer, video, and communication technologies. A core value at Lane is accessibility, and DL provides access to students who may be enrolling in courses with alternative modes of delivery for a variety of reasons. Lane is also committed to minimizing geographical barriers to learning, and DL provides one solution while maintaining the same high educational standards of courses offered via traditional delivery.

In the 2000 ACT Student Opinion Survey, 42 percent of students responding said that they felt the availability of online courses was important to achieving their educational goals. In that same survey, 37 percent reported the importance of telecourses, and 28 percent of all respondents felt that it was important to be able to complete a degree entirely through distance learning options.

In the 2002 survey, those numbers had risen to 49 percent stating the importance of online courses, 41 percent stating the value of telecourses, and 34 percent of all student respondents stating the importance of a degree program delivered entirely through distance learning options.

Distance Learning courses support Lane's vision, mission, core values and strategic directions. Each DL course that fulfills the AAOT degree program requirements has been approved through Lane's Curriculum and Degree Requirements Committees.

Curriculum and Instruction

Lane's DL courses provide for timely and appropriate interaction between students and faculty, and among students through a variety of means. Contact among students is often maintained through online forums ("chat" rooms) and other assignments that encourage student-to-faculty and student-to-student contact. Faculty members are also encouraged to schedule on-campus review sessions which provide additional opportunities for student-to-student orientation. Interpersonal connections with faculty and the opportunities for this contact are outlined in the orientation session provided to DL students at the start of a course. At this session, students also have a chance to question faculty on specific aspects of the course that may be unclear. Instructors are required to be available for personal contact during on-campus office hours a minimum of two hours per week. In addition, faculty are provided with guidelines which outline responsibilities for all DL instructors, including reporting grades, returning work; keeping office hours, establishing availability, and indicating preferred mode of contact.

Faculty Oversight

The college's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction. The DL Department is an administrative unit, coordinating DL courses housed in instructional departments across campus. Faculty members in those departments meet the same qualifications for DL courses as for all other Lane courses. Standard outcomes are developed collectively at the department level. Once the course is approved by the college and the Department of Community Colleges and Workforce Development, standards for qualifying to teach the courses are developed collectively by faculty and approved by the AVP for Instruction. DL instructors go through the same process of submitting credentials for hiring and certification as traditional faculty. Course evaluations give students the opportunity to provide feedback to instructors on how effective they are at helping students meet the approved course objectives.

The college ensures that the technology used is appropriate to the nature and objectives of the programs. As discussed in Standard 5-T, Lane has made significant improvements in its capacity to oversee the technological needs of its DL programs. In September 2000, Lane created a new Associate VP for Information Technology who has executive oversight of all DL courses and resources. He is supported in this work by the Technology Advising and Consulting Team (TACT), a cross-campus group of faculty and staff who encourage and facilitate campus coordination, collaboration, and budget decisions about technology in areas that include services to students and instructional development and delivery. TACT was involved in the selection of WebCT as the college's online course platform, allowing various kinds of interactivity over the Internet for a class environment. The DL Advisory Committee also provides support for technology decisions and policy.

Lane has also developed several other means to ensure appropriate technology for its DL program. The Instructional Technology Infrastructure Project (ITIP), an SLI project, creates the capacity for Lane to use technological innovations to enhance instructional courses. The Student Technology Fee, first implemented in 2002, has provided a stable source of funding for enhancements of technology directly related to instruction. The Instructional Technology Center (ITC), staffed by an Instructional Technology Coordinator, offers the faculty and staff of Lane Community College the resources to develop effective educational materials and integrate new learning methodologies into their classroom or online class. In addition, Lane funds two half-time SLI faculty webmasters. (See also 5.B.2/Technology.)

Lane ensures the currency of materials, programs and courses. For telecourses, the DL coordinator provides instructional division chairs and/or instructors with information regarding newly developed or revised telecourses. Instructional departments determine when it is necessary to adopt new or revise existing telecourses, and the coordinator makes these available. Outdated telecourses are retired as necessary. Faculty and departments are responsible for updating all courses, including online courses. The annual unit planning process involves reviewing all courses and programs, including online courses, to ensure they are current and relevant.

Article 18 of the collective bargaining agreement discusses clarification of policies concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses or other media products.

Faculty Support

Lane provides faculty training and support services specifically related to distance education. The DL office provides administrative support as the first contact for any course and serves as liaison between the DL schedule and the instructional departments providing oversight for the courses. The DL office supports faculty by printing syllabi, providing samples of instructional materials and guidelines for new instructors and providing a manual for developing syllabi and communicating clearly with DL students. In addition, the office organizes and schedules all orientations, provides support during orientations, provides materials for students; and provides rooms for reviews and exams, and a proctored testing service: instructors can provide an exam to the DL office, and the DL office will arrange to send the exam to an approved proctor responsible for returning the exam when completed by the student.

Other forms of training and support for DL include the Instructional Technology Center, staffed by a part-time coordinator for development of web-based course materials, and two half-time SLI webmasters whose responsibilities include providing technical support for faculty. DL convenes quarterly meetings of all DL instructors

and staff for the purposes of discussing problems that come up and possible solutions.

The SLI Instructional Technology Infrastructure project is supported by a .25 faculty member who participates in strategic-level planning for college investments in this area and works as an Instructional Technology Specialist within the EFLS division.

There is a high level of web development skill necessary to build strong, pedagogically sound, ADA compliant online courses. This level of specialized skill requires resources, time, and a college-wide effort to develop. It is probably unreasonable to think that faculty could be trained to be web designers. Consequently, there is a strong need for support for faculty who wish to move into online instruction. In an attempt to address these challenges, the two webmasters have begun to move toward a solution with the new Design Resource Center Project, an online service shop that can provide graphic design assistance for faculty. Continued efforts in this direction are needed.

Library and Information Resources

The college ensures that students have access to and can effectively use appropriate library resources. In the 2002 ACT Student Opinion Survey, of distance learning students reporting that they sought library services during their courses, 88 percent responded that they felt library resources had either been excellent or adequate. The DL webpage links students directly to the Lane Library services webpage. This, in turn, links students to a variety of services that help them work with online information available to them. The student technology fee has contributed to the library's ability to maintain current databases and there are a wide array of databases available to students. The library offers "Answerland," an online resource for students providing round-the-clock answers to research questions. The library homepage links students directly to a series of other online research resources, organized by topic.

The Library 127 course requires a one-hour in-person orientation, but is a self-paced, online tutorial that DL students can take which provides an overview and training in the use of library resources (5.B.1). Currently, the course requires

use of a traditional library (books, etc.), but plans are underway to modify the Texas Information Literacy Tutorial (TILT) so that it works solely with online resources (Lane Information Literacy Tutorial.) The college monitors whether students make appropriate use of learning resources through the use of a suggestion box and an archive of patrons' suggestions and replies on the library's homepage.

The college provides laboratories, facilities, and equipment appropriate to the courses or programs. At the 30th Avenue campus, the Downtown Center, the Outreach Centers and the Community Learning Centers, there are computer labs for enrolled students to use (see Standard 5T). To accommodate a variety of student needs, Lane makes available different options for courses requiring lab work. For Geology 142 Earth Revealed, for example, the lab assignments can be completed in one of three ways: purchasing a lab kit, checking out a lab kit, or by completing the labs in Science Resource Room on campus.

Student Services
Lane Community College provides access to the range of student services appropriate to support DL students, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Students who take courses through distance delivery methods have the same access to student services that traditional delivery students have (see Standard 3). For students who are only enrolled in online classes and cannot conveniently come to campus, Lane has entered into a contract with oregoncomcolleges.org, which offers online admissions advising, financial aid information, placement and counseling. Students have access to Lane advisors via this website.

The student complaint process for students taking courses via electronic delivery is the same process as that outlined for traditional delivery (3.B.2. and 3.B.3). The procedures for resolving complaints are outlined in the College Online Policies and Procedures manual (COPPS).

Lane provides to students advertising, recruiting and admissions information that adequately and accurately represents the programs, requirements,

and services available. Examples of this information include DL brochures, the Lane catalog, the Lane class schedule, the Oregon Community Colleges DL Consortium schedule, the DL website, and a Welcome Letter sent to all students registered in a DL course. Once students have registered online for a course offered through DL, they may click to a hyperlink that gives the orientation schedule for that class.

All advertising conforms to the COPPS Marketing and Public Relations policy on accuracy. The catalog and schedules are reviewed annually by the campus; each area is given the opportunity to proofread and change information.

Lane ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology. The course orientations help students discover whether they possess the skills necessary to succeed in a distance environment. The DL website also has information to help students self-assess their capacity in this regard.

Evaluation and Assessment
The college does monitor student retention in DL courses and compares those rates to the same classes offered through traditional delivery methods on campus. Although no anomaly has arisen in the data to suggest that admissions or recruitment policies for DL courses would need to be re-evaluated (the average drop rate for DL classes in Fall 2004 was 6.24 percent higher than the same sections taught on campus), the existence of the data provides an opportunity for monitoring should such a problem arise.

The college evaluates the educational effectiveness of its distance education programs at multiple levels. Student learning outcomes are determined by faculty in the relevant discipline department and are approved by the Curriculum Review Committee and Degree Requirements Committee (4.A.1 and 4.A.2). These outcomes are re-evaluated on an annual basis in the department's Unit Planning process. The individual student's ability to meet these outcomes is assessed by the certified faculty teaching the course through a variety of assessment methods

similar to those utilized in on-campus courses. Student satisfaction is measured both through Student Evaluation of Courses submitted each academic term and through the Student Survey administered by IRAP every two years.

Strengths:
- Superior talent among faculty "early adopters" of online courses has resulted in high-quality distance education.
- SLI-sponsored quarterly breakfast meetings of all online instructors to discuss best practices and challenges provide continuous improvement opportunities.
- Continuing discussions of securing and test proctoring issues have moved the college toward best practices in this regard.
- Online courses have a strong technology infrastructure including high-speed Internet connections, computers on every staff desk, and WebCT distance learning administrative software. Banner also supports registration at a distance.
- The associate vice president for technology provides executive oversight of distance learning.
- Faculty pay serious attention to differences in pedagogy necessary for quality online learning experiences.
- Some online courses are "blended" with testing and lab sessions on campus.

Challenges:
- Some required degree components are not offered online; online courses are becoming the distance learning option of choice for many working students.
- Developing strong assessment mechanisms for distance learning is a challenge.
- It has been difficult to ascertain that students who register for online courses possess the computer skills necessary for success in an online environment.
- The "portable" quality of complete online courses developed by full-time and part-time faculty raises some issues around ownership and copyright that need to be clarified.
- Enrollment since 1995 in distance education has doubled without adequate increase in administrative and support staff.

- Workload for support staff and webmasters has become too heavy to provide adequate support for faculty teaching online classes.

Improvement Plans:
- Infusion of technology is a priority for curriculum development allocation. The college will consider developing other incentives for faculty to develop and teach online courses, including making online courses a priority for curriculum development.
- Assessing online courses will be included in the update of the college's Comprehensive Assessment Plan.
- The college will consider developing stronger student self-assessment of requisite distance learning skills. A proposal for a one-credit preparatory class has been discussed.
- The Distance Learning Advisory Committee, called for in the collective bargaining agreement, will consider the issues of ownership and copyright raised by online course development.
- The college has a draft Instructional Technology Plan which addresses staffing issues; this will be reviewed by the Technology Council in 2004-05.
- The Faculty Workload Advisory Committee continues to address appropriate workload for faculty. The college will also review administrative staffing levels for distance learning and consider adjustments as feasible.

Continuing Education and Outreach

Lane Community College— Florence Center

The Florence Center offers a balance of credit and non-credit courses that reflect the needs of western Lane County, including credit courses leading to associate's degrees and non-credit courses in skill building, health and safety, as well as cooperative education, personal enrichment and classes targeting the senior population. The Center offers distance-learning courses using the traditional videotape lecture, as well as live interactive instruction from main campus to a classroom in Florence, saving coast residents a trip to Eugene.

The Florence Center houses a 0.89 FTE manager, 3.97 FTE support staff, 0.5 FTE GED instructor, 0.25 FTE counselor, and part-time instructors. In 2000 the center formed a partnership with the local school district and hospital to create Health Career Pathways, resulting in a significant shift in curriculum from business courses to health occupations. The Florence center not only prepares students to enter the nursing program with all necessary prerequisite courses, counseling and academic advising, it also offers an assortment of community education classes including skill building, health and safety, as well as personal enrichment and the very popular "Outward Ventures" for seniors.

Originally built on twenty acres, a 1995 bond measure brought a new addition to Florence Center. The Center has a healthy advisory committee; better facilities and equipment; a strong community presence with curricula geared to west Lane county residents.

Challenges include budget constraints which close the center for six-weeks during summer terms. In addition, most classes are taught by part-time instructors.

Lane Community College— Cottage Grove Center

The Center at Cottage Grove provides southern and eastern Lane County residents with accessible, high-quality educational opportunities and services, including all courses necessary for transfer associate's degrees courses toward some applied degrees and certificates such as general education and courses that represent many professional technical programs at Lane, cooperative education, and non-credit courses.

The center houses 0.89 FTE department head, 3.58 FTE support staff, time-sheet employees, two part-time counseling and advising staff, and part-time faculty.

The center has an 18,500 square foot facility on three and 1/3 acres of land on River Road, donated by South Lane School District. The facility has three computer labs, seven classrooms, math lab, distance learning room, student resource room, five faculty offices, four staff offices, student service counter, student lounge, bookstore,

staff workroom, and staff break-room. A second facility on 5th Street has 4,400 square feet, with four classrooms and two offices spaces.

Strengths of the center include a representative advisory committee; commitment of staff to provide quality service; strong community partnerships; AAOT course availability; and courses for senior citizens. Challenges include budget constraints in 2002 resulting in a 25 percent program reduction and elimination of a business program, summer classes and weekend classes. Substantial tuition increases for non-credit classes reduced enrollment.

Community Learning Centers

Lane centers at local high schools include McKenzie, Oakridge, Thurston, Churchill, Elmira, Junction City and Willamette. Centers provide both credit and non-credit classes for easy access of local communities, in addition to serving as student service outposts that includes placement testing, access to computer services, and distance learning. Community Learning Centers are open Monday through Thursday under the management of the directors of the Cottage Grove and Florence Centers. Each Community Learning Center has an assigned staff person that has total responsibility for supervision and security of the center.

Strengths include active advisory committees, partnerships with local high schools, low cost, and quality of staff and facilities. The greatest challenge in the last two years has been a 50 percent budget reduction.

Continuing Education Non-credit Courses and Vocational Training

Continuing Education offers programming in the areas of vocational preparatory courses and programs; job and career skill development and upgrading; lifelong personal development and enrichment; and community service. With a staff of twelve contracted employees, and other part-time staff during busy periods, Continuing Education offers hundreds of non-credit courses each term, employing part-time instructors who are practitioners in the subjects they teach. Classes include professional technical (vocational) training for massage therapy and certified nursing assistants, phlebotomy, cabinet making, real estate, and chemical dependency counselors.

Other courses include job and career training, computer skills, consumer interest, languages, health, health occupations, art, music, and programs for adults with special needs.

Continuing Education also offers short-term training and upgrading for a wide range of professional fields. In 2002-03, Continuing Education produced 941 FTE (890 reimbursable and 51 non-reimbursable).

Continuing Education uses classrooms at the Downtown Center, main campus, and other locations throughout the service district. Some classes and programs are self-support, providing the funds to support course and staff costs, and there are some high-demand programs with solid enrollment.

Continuing Education offers some classes in collaboration with credit departments to benefit students and increase efficiency of offerings.

With significantly reduced budget, the department has responded by restructuring staff and responsibilities and streamlining offerings. If the department can continue to move toward self-support, classes can be priced more competitively for the general public and for seniors.

Non-Credit Programs and Courses

Non-credit programs and courses are consistent with the mission and goals of Lane (2.H) to be a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- 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

Non-credit work related programs include: real estate, cabinet/furniture making, massage therapy, Certified Nursing Assistant, phlebotomy program, and apprenticeship related-training developed and evaluated by JTC and trades people.

The variety of non-credit courses is best demonstrated by glancing at the following list of recent offerings:

Employee skill upgrading, business development and career enhancement courses include: apprenticeship related training courses, business owners classes, continuing education computer classes, business development center and contract training, BizCenter classes and workshops, BizCenter small business programs, contract training for workforce development, business skills, conflict resolution, contractors and construction, floristry, grant writing, health career, job and career training, law, massage therapy program, real estate, welding, woodshop and cabinetmaking, and workforce development classes.

Foundational non-credit academic, language and life skills development courses include:

- Adult Basic and Secondary Education
- English as a Second Language
- Foreign Language
- GED, Basic and Secondary Skills
- American Sign Language

Non-credit programs and courses are administered under appropriate institutional policies, regulations, and procedures. Faculty are involved, as appropriate, in planning and evaluating non-credit programs such as ABSE, ESL, and GED preparation (2.H.1), and the director of Continuing Education attends Faculty Council meetings (ex officio) to attend to coordination issues between credit and non-credit courses. Other non-credit programs planned and evaluated by full-time contracted faculty include credit/non-credit combination classes in Business Technology, Advanced Technologies, Family and Health Careers, and Health and PE.

For continuing education non-credit classes, current and potential instructors design new courses with outcomes and descriptions and submit them to a Continuing Education Coordinator. A Coordinator reviews the course, interviews the instructor, and makes a decision on whether to offer the class or not, based on demand, subject, and the potential for self-support. For vocational supplementary courses, vocational preparatory courses, and "other reimbursable" courses, Continuing Education Department uses existing state-approved numbers or submits an approval form for the proposed

course to the State. If approved, the Continuing Education Department ensures that the new number is entered into the administrative software for registration and begins using the new course number. Non-reimbursable courses are not submitted to the state since there is no state reimbursement for them.

Non-credit classes offered by the college are administered with appropriate support from academic divisions. The determination of need, planning, and evaluation is the responsibility of the sponsoring department with secondary input from the respective academic division chair/faculty.

Non-credit faculty recruitment is the primary responsibility of the sponsoring department with the academic division having secondary responsibility as needed.

Performance evaluations for non-credit classes are the primary responsibility of the sponsoring department. All first-time instructors are thoroughly evaluated in their first quarter of instruction and then periodically evaluated thereafter. Academic departments will assist in this function when it is deemed appropriate.

All Continuing Education, non-credit programs and courses are compatible with Lane's mission, vision, strategic directions and core values, as expressed in the unit plans for the Continuing Education Department.

Lane's Handbook for Continuing Education and Outreach faculty is available as an exhibit.

Records for Audit Purposes

Lane maintains records for audit purposes that describe the nature, level, and quantity of service provided through non-credit instruction (2.H.2). The Continuing Education Department maintains detailed records for each non-credit course offered, including learning objectives, instructor qualifications, pre-requisites/sequencing (where appropriate), course evaluations, contact hours, and all other relevant information.

Continuing Education Units

When offering professional development classes that are workforce related for Continuing Education Units (CEU), Lane follows national guidelines for recording the hours of instruction as appropriate to the objectives of the course. Lane has a comprehensive record system that translates contact hours into CEUs using the accreditation standard of 10 contact hours per CEU (2.H.3).

Lane has a comprehensive record system that gives appropriate recognition to the individual student and also properly accounts for the institutional effort and resources expended in non-credit offerings (Policy A-9). Lane transcripts non-credit classes using the prefix "X" to distinguish between non-credit and credit. In addition, state audits for purposes of verifying FTE reimbursements are available to document appropriate non-credit records.

Strengths:
- Continuing Education and Outreach at Lane provide community residents with lifelong-learning opportunities, stimulating interest in other offerings of the college.
- Non-credit offerings include an excellent, broad range of coursework to meet the needs of Lane's community.
- The Center for Learning Advancement has consolidated services for under prepared students, and has very strong programs. ABSE and ESL are exemplary programs cited as models by state evaluators.
- The Workforce Development program provides excellent services to the community.
- Transcription of all non-credit courses allows tracking and documentation of student work.

Challenge:
- The uncertain funding picture in Oregon continues to make non-credit offerings vulnerable, especially those categorized as personal enrichment. Legislative decisions have resulted in Lane non-credit offerings becoming self-supported, and student enrollments have declined as a result of higher costs.

Improvement Plan:
- The College will continue to explore entrepreneurial solutions and funding partnerships to support non-credit and community outreach courses and programs.