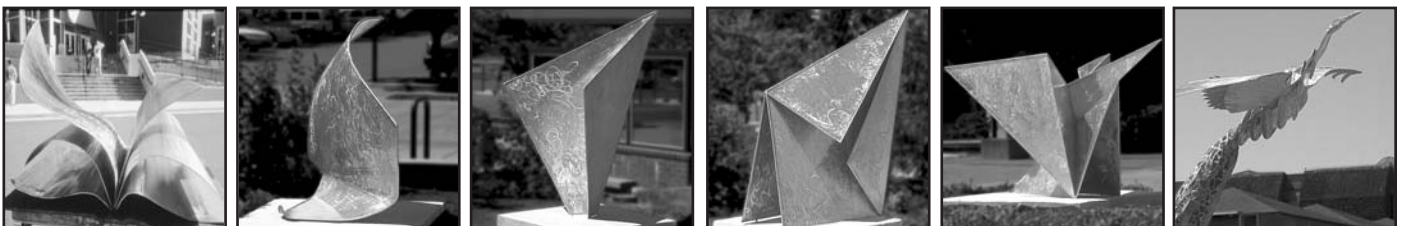


lane community college  
institutional self-study



## **Dedication**

The Accreditation Self-Study Coordinating Team dedicates this volume to Dr. Carol Lynn Morse, who died unexpectedly in April 2004. Carol Lynn was a devoted instructor and counselor, who made outstanding contributions to Lane's Student Services. As chair of the Standard Three team, she committed countless hours to integrating the work of her colleagues into a unified report that reflects Lane's services to students.

The Commission's standard for institutional integrity involves "the pursuit of truth and its communication to others." In her work for the Self Study and in her entire professional career, our colleague Carol Lynn embodied this integrity. She is greatly missed.

## ***Institutional Self Study***

### **For Reaffirmation of Accreditation**

**Submitted August 2004  
to the**

**Northwest Commission on Colleges and Universities**

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Dr. Craig Taylor, Mary Jo Workman



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## **Self-Study Organization**

### **Coordinating Team**

The Coordinating Team (CT) provided leadership and coordinated the work of the self-study. This group designed the study, translated the design into structures, roles, tasks, and set the schedules. CT members established communications to the Steering Committee and the college community and coordinated collection and synthesis of data. They met biweekly for the first year and weekly the second year to manage overarching issues, set themes for the study, create in-service and feedback presentations and sessions, allocate resources, and make decisions to ensure successful completion of the self-study.

### **Steering Committee**

The Steering Committee was comprised of the ten standards chairs; the Lane Community College Education Association Representative, Dr. James Salt, Social Science Instructor; Lane Community College Employee Federation Representative, Robert Baldwin, Procurement Specialist; Classified Council Representative, Carol Barton, Library Classified Staff; and the Executive Team. Members took part in planning, organizing, staffing, directing, and monitoring the individual standard self-studies. Standards Chairs oversaw collection and analysis of all data related to their standard. The Executive Team were ex-officio members of the Steering Committee and participated in analysis and review of all standards.

### **Standards Chairs**

#### **Standard 1**

Dr. Craig Taylor, Director, Institutional Research, Assessment and Planning

#### **Standard 2**

Mary Brau, Coordinator, Institutional Research, Assessment and Planning/Curriculum and Scheduling

#### **Standard 3**

Karen Edmonds, Coordinator, High School and Community Relations

Dr. Donna Koechig, Associate Vice President for Instruction and Student Services

Dr. Carol Lynn Morse, Instructor, Counselor (deceased)

#### **Standard 4**

Dr. Sonya Christian, Associate Vice President for Instruction

Dr. Russell H. Shitabata, Instructor, English

#### **Standard 5**

Nadine Williams, Director, Library

#### **Standard 5-Technology**

Stephen Pruch, Associate Vice President for Information Technology

#### **Standard 6**

David Keebler, Chair, Advanced Technologies Division

#### **Standard 7**

Stan Barker, Accounting Manager, College Finance

#### **Standard 8**

Charles Appleby, Interim Chair, Computer Information Technology

#### **Standard 9**

Dr. Nanci LaVelle, Manager, Institutional Research, Assessment and Planning

### **The Executive Team**

Dr. Mary Spilde, President

Dr. Marie Matsen, Vice President for College Operations

Dr. Sonya Christian, Associate Vice President for Instruction

Dr. Donna Koechig, Associate Vice President for Instruction and Student Services

Tim Craig, Executive Director of Community Education and Workforce Development

Stephen Pruch, Associate Vice President for Information Technology

Dennis Carr, Executive Director for Human Resources

Dr. Craig Taylor, Director, Institutional Research, Assessment and Planning

Tracy Simms, Executive Assistant to the President

## Standards Teams

### Standard One

Scott Bell, Adult Basic & Secondary Education  
Dr. Craig Taylor, Institutional Research,  
Assessment and Planning  
Annick Todd-LeDouarec, English as a Second  
Language

### Standard Two

#### Leadership:

Mary Brau, Curriculum & Scheduling  
Dr. Ken Murdoff, Social Science  
Dr. Russell H. Shitabata, English  
Susan Swan, English, Foreign Language and  
Speech (retired)  
Ginger Yamamoto, Counseling (retired)

#### Membership:

Dr. Robert Barber, Computer Information  
Technology  
Jean Bishop, Early Childhood Education  
Tim Blood, Counseling  
Mary Brau, Curriculum & Scheduling  
Melanie Brown, Curriculum & Scheduling  
Dr. Sonya Christian, Instruction & Student  
Services  
Marvin Clemons, Cooperative Education  
Cheryl Coleman, Library  
Tim Craig, Instruction and Student Services  
Jeff Davis, Continuing Education  
Dr. Pamelyn Dane, English  
Dr. David Doctor, Library  
Dr. Joe Escobar, Social Science  
Sari Gomez, Associated Students of Lane  
Community College  
Marilou Good, Computer Information Technology  
Pat Hansen, Business Technology  
Dr. Jeffrey Harrison, English  
Cherrill Hemminger, Enrollment Services  
Dr. Benjamin Hill, Mathematics  
Dan Hodges, Testing (retired)  
Deb Hupcey, Counseling and Advising  
Stephen Johnston, Academic Learning Skills  
Tom Kadash, Advanced Technologies  
Sharon Kimball, Business Technologies

Tamberly Koorndyk, Health  
Patrick Lanning, Health & PE  
Dr. Nanci LaVelle, Institutional Research,  
Assessment and Planning  
Cynde Leathers, Distance Learning  
Son LeThi, Health & Safety  
Jim Lindley, Business Development Center  
Dr. Karen Locke, English  
Susan Lowdermilk, Art  
Linda Loft, Computer Information Technology  
Matt Luke, Languages  
Kimberly McConnell, Music  
Brian McGlynn  
Donald McNair, Mathematics  
Shirl Meads, Workforce Development  
Fred Meyer, Cooperative Education  
Clifton Mitchell, Chemistry  
Linda Myers, Cooperative Education  
Evelyn Nagy, Adult Basic & Secondary Education  
(retired)  
Andrea Newton, Cooperative Education  
Annie Paschall, Business Technologies  
Ray Peterson, Academic Learning Skills  
Stephen Pruch, Information Technology  
Robert Purscelley, Florence Center  
Amy Riggins, Health and Physical Education  
Jane Russell, Family & Health Careers  
Michael Samano, Social Science  
Stephen Selph, Mathematics (retired)  
Don Strahan, Cottage Grove Center  
Dr. Kate Sullivan, English  
Kapone Summerfield, Associated Students of  
Lane Community College  
Dr. Brooke Taylor, Chemistry  
Dr. Craig Taylor, Institutional Research,  
Assessment and Planning  
Dr. Stan Taylor, Social Science  
Karen Louise White, Mathematics  
Mark Williams, Computer Information  
Technology  
Dr. Suzanne Williams, Social Science  
Carol Woodman, Cooperative Education  
Sue Woods, Computer Information Technology  
Ken Zimmerman, English

### **Standard Three**

Kathleen Barry, Women's Program  
Karen Edmonds, High School & Community Relations  
Dr. Donna Koechig, Instruction & Student Services  
Dr. Carol Lynn Morse, Instructor/Counselor (deceased)

### **Standard Four**

Selina Chavez, student  
Dr. Sonya Christian, Instruction & Student Services  
Sharon Hagan, Family & Health Careers  
Mark Harris, Counseling  
Vicky Kirkpatrick, Mathematics  
Patrick Lanning, Health & PE  
Beth Naylor, Family & Health Careers  
Tamara Pinkas, Cooperative Education  
Susan Reddoor, Academic Learning Skills  
Michael Sámano, Social Science  
Dr. Russell H. Shitabata, English  
Dr. Mary Skoda, Mathematics  
Sue Thompson, Health & PE

### **Standard Five**

Raymond Bailey, Library  
Carol Barton, Library  
Juanita Benedicto, Library  
Denise Bernard, Library  
Terria Burch, Library  
Cindy Chabre, Library  
Dr. David Doctor, Library  
Linda Grenz, Library  
Lorina Johnson, Library  
Teresa Lindseth, Library  
Matthew Liston, Library  
Don Macnaughtan, Library  
Gail Shilliday, Library  
Nadine Williams, Library

### **Standard Five-T**

Casey Adams, Information Technology  
Jesse Coddling, Distance Learning  
Thad Cowdin, Information Technology  
Carolyn Cruz, Information Technology  
Cindy Dietz, Family & Health Careers  
Dr. Joseph Escobar, Social Science  
Linda Grenz, Library  
Lida Herburger, Continuing Education  
Jan Kleminsky, Information Technology  
Patrick Lanning, Health & PE  
Cynde Leathers, Distance Learning  
Linda Loft, Computer Information Technology  
Barbara McIntire, Instructional Technology  
Dennis Mills, Electronic Services  
Kaaren O'Rourke, Business Technologies  
Phil Powers, Information Technology  
Stephen Pruch, Information Technology  
Joseph Russin, Science  
Audrey Stribling, Electronic Services  
Ardene Toney, Information Technology

### **Standard Six**

Robert Baldwin, Purchasing  
Dr. Mason Davis, Counseling  
Greg Duncan (graduated)  
C. Jay Frasier, Speech  
Nancy Hart, Disability Services  
Dr. Betty Hosokawa, Counseling  
Dave Keebler, Advanced Technologies  
Judy McKenzie, Academic Learning Skills  
Dr. James Salt, Social Science  
Dennis Shine, LCC Board of Education  
Tracy Simms, President's Office  
Elizabeth Uhlig, Archives



**Standard Seven**

Stan Barker, College Finance  
Chris Culver, Business Technologies  
Bill Kyker, College Finance  
Kay Malmberg, Budget Office  
Dr. Marie Matsen, College Operations  
Dr. Russell H. Shitabata, English  
Gloria Vanderhorst, Instruction & Student Services

**Standard Eight**

Charles Appleby, Computer Information Technology  
Paul Colvin, Bond Office  
Roger Ebbage, Energy Management  
Jennifer Hayward, Recycling  
Robert Mention, Bond Office  
Dennis Mills, Electronic Services  
Stephen Pruch, Information Technology  
Mike Ruiz, Facilities Management & Planning  
Robert Thompson, Mathematics  
Robert Vogel, Instructional Technology (retired)  
Mike Zimmerman, Health & PE

**Standard Nine**

Robert Baldwin, Purchasing  
Dr. Mason Davis, Counseling  
Dr. Barbara Delansky, Student Life & Leadership Development  
Helen Garrett, Enrollment Services  
Dr. Nanci LaVelle, Institutional Research, Assessment and Planning  
Dr. Anne B. McGrail, English  
Angela Miller, Curriculum & Scheduling  
Marcia Sexton, Associated Students of Lane Community College  
Dr. Russell H. Shitabata, English  
Dr. Craig Taylor, Institutional Research, Assessment and Planning  
Donna Zmolek, English, Foreign Language & Speech

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## **Abbreviations and Acronyms**

A&P.....Anatomy and Physiology	AVP.....Associate Vice President
AAMA.....American Association of Medical Assistants	BAG.....Budget Advisory Group
AAOT.....Associate of Arts/Oregon Transfer degree	BDC.....Business Development Center
AAP.....Affirmative Action Plans	BOLI.....Bureau of Labor and Industries
AAS.....Associate of Applied Science degree	BWEL.....Business, Workforce, and Extended Learning
ABSE.....Adult Basic & Secondary Education	CAD.....Computer-Aided Design
AC.....Alternating Current	CARF.....Capital Assets Replacement Forecast
ACA.....American Counseling Association	CATS.....Classroom Assessment Techniques
ACCESS.....Alternative Career Choices for Equitable Student Success	CAWG.....Criteria Applications Work Group
Accuplacer/ CPTs.....Computerized Placement Tests	CBA.....Credit by Assessment
ACF.....American Culinary Federation	CBE.....Credit by Exam
ACRL.....Association of College Research Libraries	CBL.....Computer Based Learning
ACT.....American College Testing	CCIL.....Center for Connection and Innovation in Learning
ADA.....Americans with Disabilities Act	CD-ROM.....Compact Disc-Read-Only Memory
AGS.....Associate of General Studies	CE.....Continuing Education
AHS.....Adult High School	CES.....Career and Employment Services
AIA.....American Institute of Architects	CEUs.....Continuing Education Units
ALS.....Academic Learning Skills	CEWD.....Continuing Education and Workforce Development
ANSI.....American National Standards Institute	CHO.....Chemical Hygiene Officer
AS.....Associate of Science	CIS.....Oregon Career Information System
APASU.....Asian Pacific American Student Union	CISCO.....Cisco Systems, Inc.
ASD.....Adult Skills Development	CIT.....Computer Information Technology
ASE.....Automotive Service Excellence	CLA.....Center for Learning Advancement
ASLANE..... (student ballot measure)	CLC's.....Community Learning Centers
ASLCC.....Associated Students of Lane Community College	CNC.....Computer Numeric Controls
ASME.....American Society of Mechanical Engineers	CoCo.....Computer Options Company
	Co-op.....Cooperative Education
	COPPS.....College Online Policy and Procedure System
	CORE.....Creating Our Respectful Environment

DC.....Direct Current	FMT .....Facilities Management Team
DCCWD .....Department of Community Colleges and Workforce Development (also OCCWD)	FPD .....Faculty Professional Development
DEQ.....Department of Environmental Quality	FTE .....Full-time equivalent
DL.....Distance Learning	FWAC .....Faculty Workload Advisory Committee
DRRC .....Degree Requirements Review Committee	FY .....Fiscal Year
DTC .....Downtown Center	GAAP .....Generally Accepted Accounting Principles
EBSCO .....Elton B. Stevens Co., an information service providing online journals	GASB..... Governmental Accounting Standards Board
EFLS .....English, Foreign Languages and Speech Division	GED .....Test of General Educational Development
ELMO .....Name of projector	GFO .....Global Fund Observer
EMPFU .....Employer Follow-Up survey	GFOA .....Government Finance Officers Association
EMT.....Emergency Medical Technician	GIS.....Geographic Information Systems
EOAR .....Early Orientation and Registration	GPA.....Grade Point Average
EPA .....Environmental Protection Agency	GTAW .....Gas Tungsten Arc Welding
EQIR.....Environmental Quality Incident Report	HIPAA .....Health Insurance Portability and Accountability Act of 1996
ESD.....Enterprise School District	HR.....Human Resources
ESL .....English as a Second Language	IAQ .....Indoor Air Quality
ET .....Executive Team	ICL.....Instructional Computing Laboratory
EVS.....Eugene Vocational School	ICP .....Income Credit Program
FAA.....Federal Aviation Administration	IEQ.....Indoor Environmental Quality
FA.....Financial Aid	IPEDS .....Integrated Post Secondary Education System
FAQ.....Frequently Asked Questions	IP.....Internet Protocol
FEC .....Fitness Education Center	IRAP .....Institutional Research, Assessment, and Planning
FERPA .....Family Educational Rights and Privacy Act	IRS .....Internal Revenue Service
FFTP .....Future Faculty Task Force	ISCP .....International Student Community Program
FIPSE.....Federal Improvement in Post- Secondary Education	ISS.....Instruction and Student Services
FISAP .....Fiscal Operations Report and Application to Participate	
FMP .....Facilities Management and Planning	

*Lane Community College – Self-Study*

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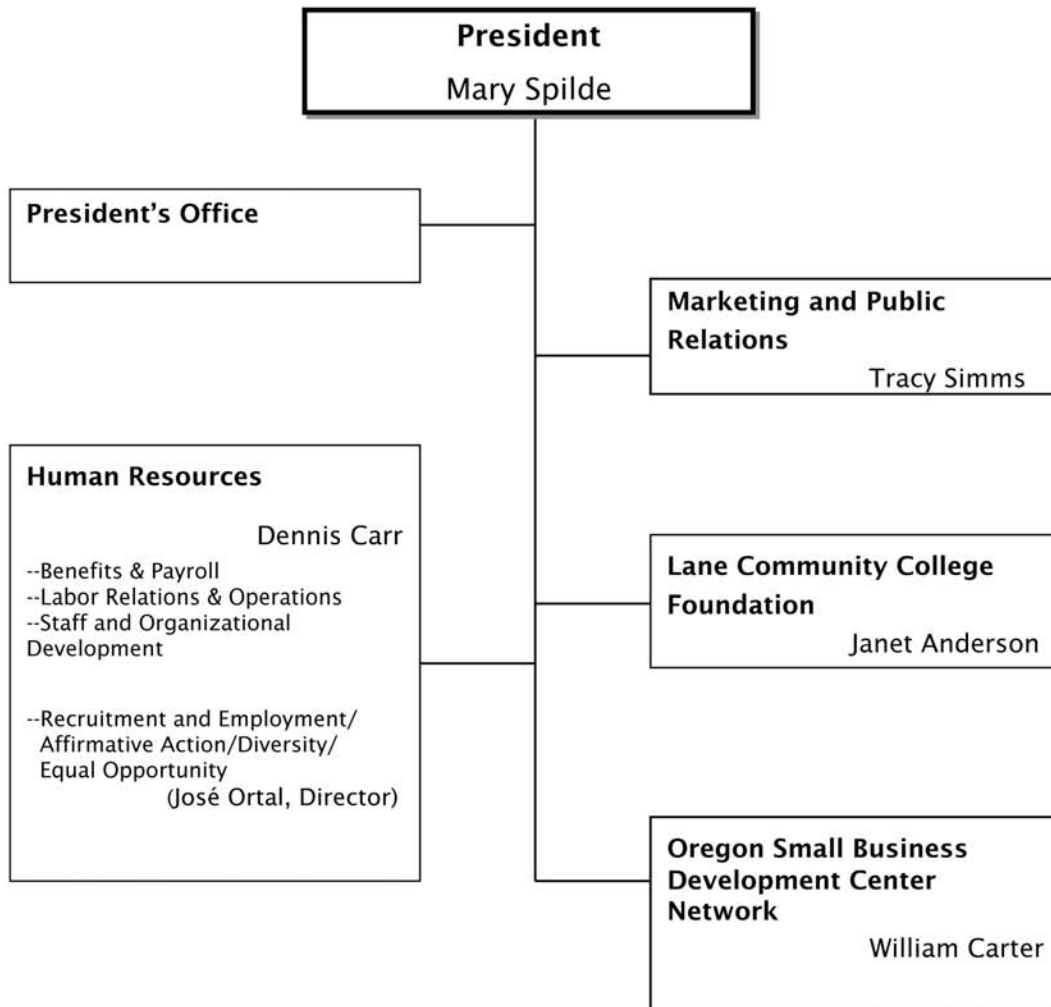
IT.....Information Technology/Instruction Technology	NFAs .....No Formal Award students
ITC.....Instructional Technology Center	NWAACC ....Northwest Athletic Association of Community Colleges
ITIP .....Instructional Technology Infrastructure Project	NWC .....Net Working Capital (carryover)
ITFS .....Instructional Television Fixed Service	NWC-R .....Net Working Capital      Restricted
JBAC.....Joint Boards Articulation Commission	NWC-U .....Net Working capital      Unrestricted
JEAP .....Joint Emergency Action Planning Group	NWCCU .....Northwest Commission on Colleges and Universities
JOBS .....Job Opportunity and Basic Skills	OAR .....Oregon Administrative Rules
KLCC.....Lane’s non-commercial radio station	OCCITA.....Oregon Community College Information Technology Association
KSA .....Knowledge, Skills, Abilities	OCCS .....Oregon Community College Services (now renamed ODCCWD)
LASR .....Lane Administrative Systems Renewal	OCCURS ....Oregon Community Colleges Unified Reporting System
LCCEA .....Lane Community College Education Association	OCLC.....Online Computer Library Center
LCCEF .....Lane Community College Employees Federation	OI .....Office of Instruction
LCC.....Lane Community College	OISS.....Office of Instruction & Student Services
LCD .....Liquid Crystal Display	OLMIS .....Oregon Labor Market Information Service
LGBT.....Lesbian, Gay, Bisexual, Transgender Student Alliance	OPE.....Other Payroll Expense (benefits)
LTD .....Lane Transit District	Org .....Organization
M&S .....Materials & Services	ORS.....Oregon Revised Statutes
Mac .....MacIntosh	OSHA .....Occupational Safety and Health Administration
MCC .....Multicultural Center	OSBDCN ....Oregon Small Business Development Center Network
MIS .....Masters of Information Science	OSPIRG .....Oregon Student Public Interest Research Group
MLS .....Masters of Library Science	OUS .....Oregon University System
MOA .....Memorandum of Agreement	PAT.....Prospect Assignment Team
MSDS ..... Material Safety Data Sheets	PC .....Personal Computer
NACADA ....National Academic Advising Association	PDCA.....Plan, Do, Check, Act
NACUBO ....National Association of College and University Business Officers	PDF.....Professional Development Funds
NASA .....Native American Student Association	PE.....Physical Education

PERS.....Public Employees Retirement System	STUFU.....Student Follow-Up study
PLC.....Programmable Logic Controllers	SWOT.....strengths, weaknesses, opportunities, threats
PTECC.....Professional Technical Education Coordinating Committee	TACT.....Technical Advising and Consulting Team
PT.....Professional Technical	TILT.....Texas Information Literacy Tutorial
PUGs.....Project User Groups	TLC.....Teaching Load Credit
QSA.....Queer Straight Alliance	TOEFL.....Test of English as a Foreign Language
RFP.....Request for Proposal	TRiO.....refers to the three programs; Upward Bound, Talent Search, and Student Support Services in the original Title IV authorizing legislation
RTS.....Return to Service	UO.....University of Oregon
SAGA.....Success and Goal Achievement	VP.....Vice President
SA.....Student Accounts	WICHE.....Western Interstate Commission on Higher Education
SCT.....Systems and Computer Technology (Lane’s administrative computing system, name of company)	WIN.....Wireless Instructional Network
SES.....Specialized Employment Services	
SLI.....Strategic Learning Initiative	
SLLD.....Student Life and Leadership Development	
SS.....Student Services	
SSU.....Services to Students Units	

## Organizational Chart - Mary Spilde

Overview

### Executive Services

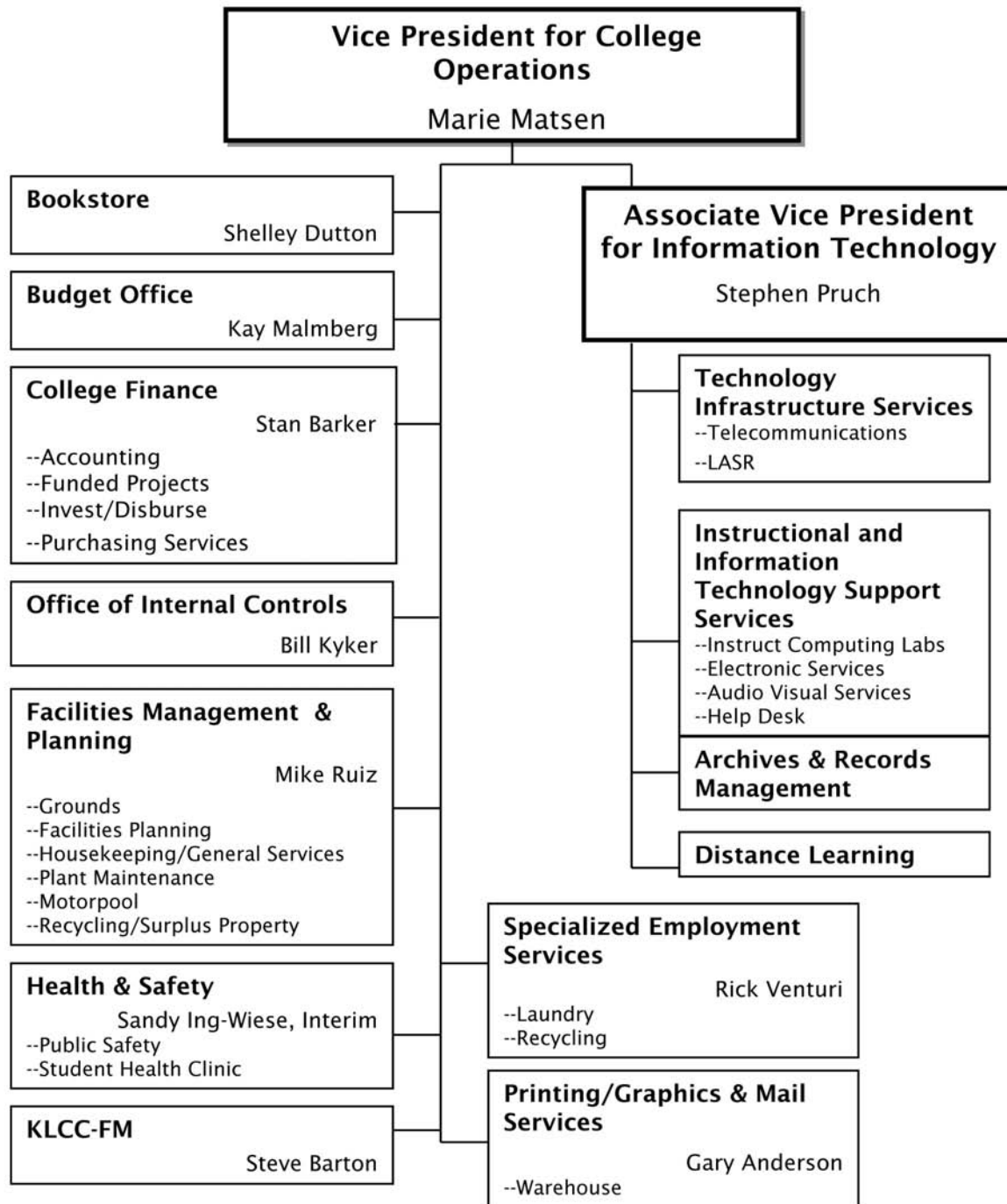




## Organizational Chart - Marie Matsen

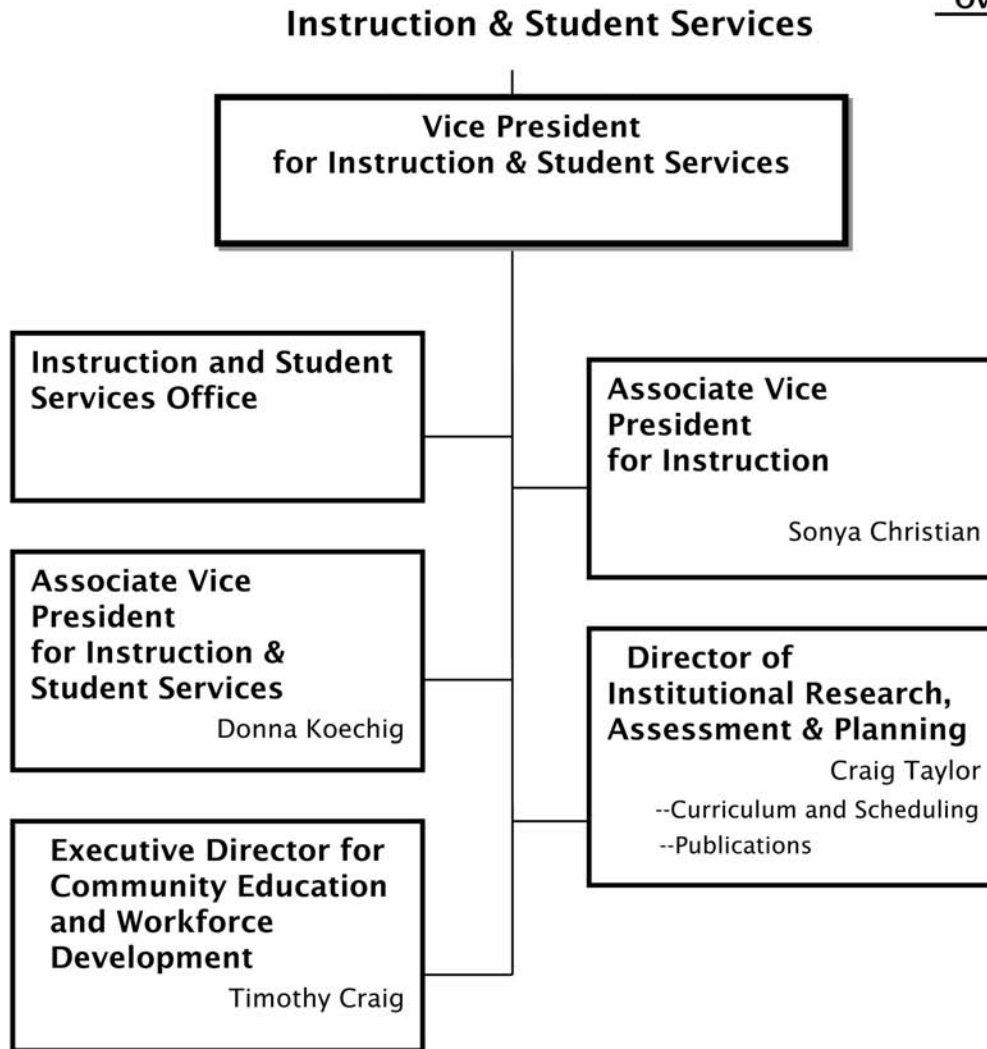
Overview

### College Operations



## **Organizational Chart - Vice President for Instruction and Student Services**

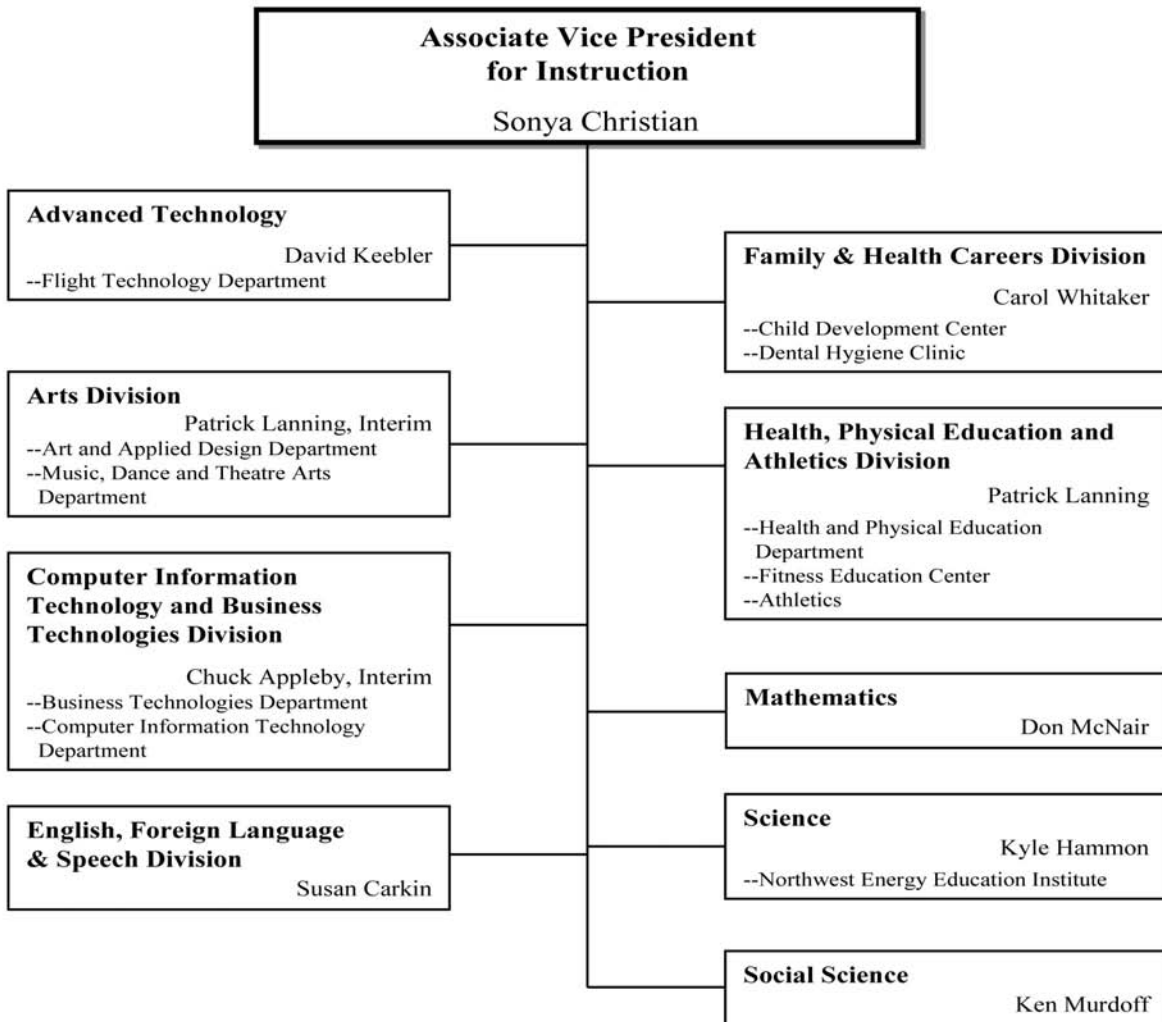
Overview



## Organizational Chart - Sonya Christian

Overview

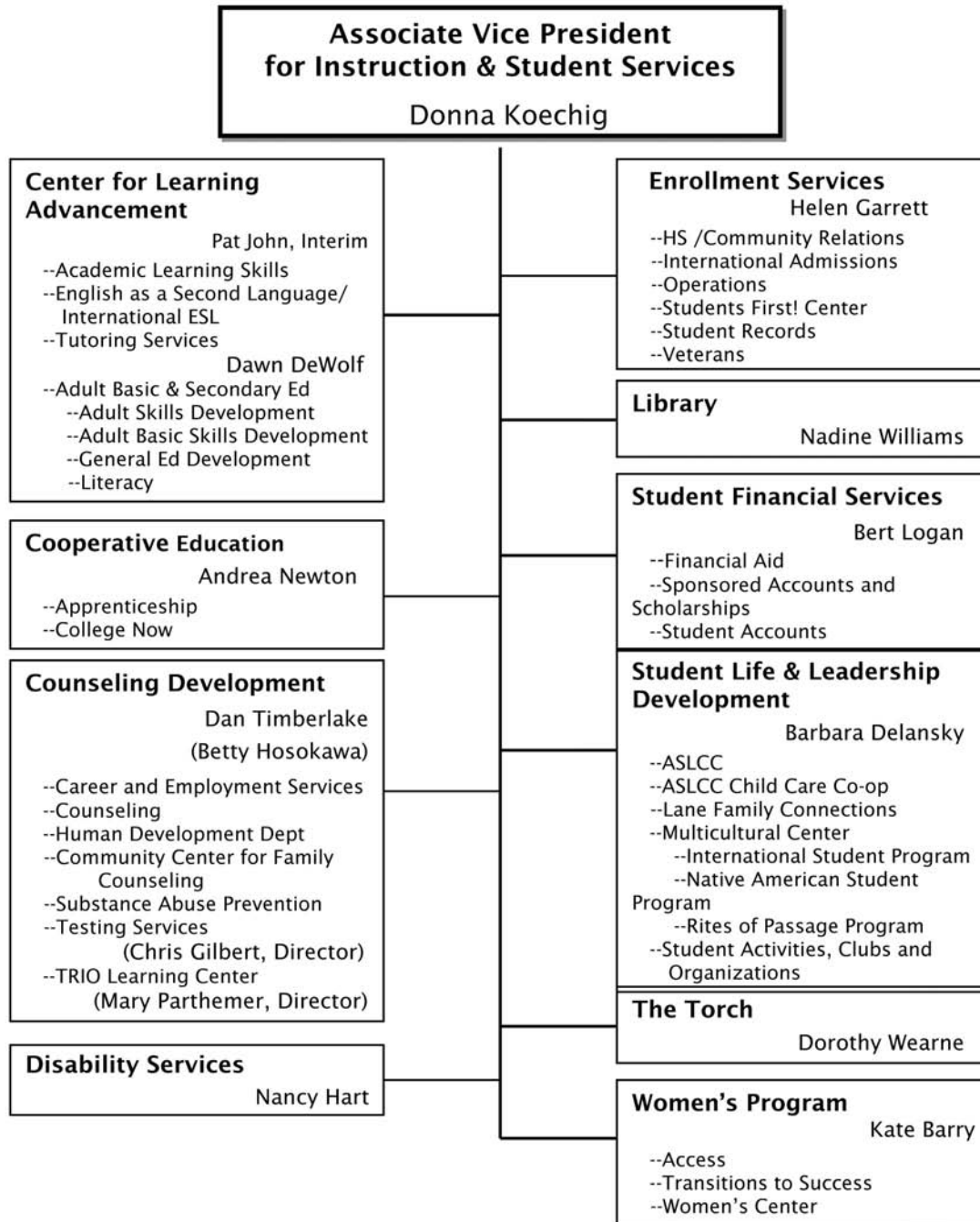
### Instruction & Student Services



# Organizational Chart - Donna Koechig

Overview

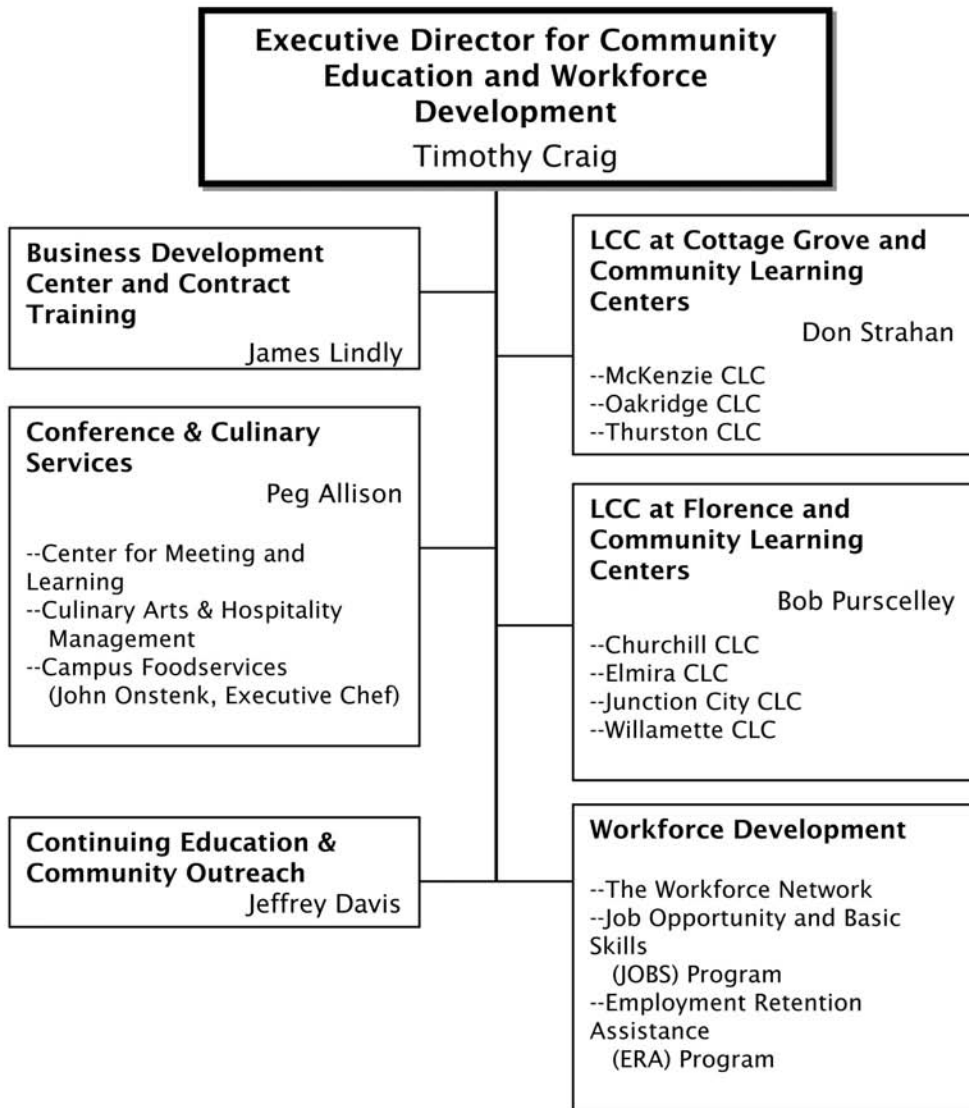
## Instruction & Student Services



## Organizational Chart - Timothy Craig

Overview

### Instruction & Student Services





## EXECUTIVE SUMMARY



### Introduction and Overview

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

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

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

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

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

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

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

### **Impact of Budget Cuts**

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

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

### **Transformation in a New Context**

Transforming the college is a long-term proposition. All at Lane understand that making the kind of systemic change necessary to keep and

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

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

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

#### **Strengths:**

Lane is a learning-centered college with:

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



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

- many innovative learning options for students. In addition to a varied and comprehensive educational program of courses that fulfill its mission, Learning Communities, Service Learning, Apprenticeship, and Cooperative Education also give students various opportunities to test what they know in interdisciplinary formats and in workplace situations, deepening their knowledge. (See Standards 2 and 4.)
- comprehensive, holistic, and learning-centered services for students. The Student Services staff are dedicated to providing students whatever they may need to support their success: help with high school orientation, registration, retention, counseling and advising, financial aid, student health, drug counseling. The new Student Services Building provides a centralized meeting place for students, and includes a Multicultural Center and Women's Center and Student Life and Leadership offices and meeting space for student activities. (See Standard 3.)
- a core value of diversity that provides the philosophical underpinning for its diversity efforts. The Diversity Team and Hiring Processes Team are focused on improving the college climate for underrepresented groups; the Rites of Passage Summer Academies aim to introduce communities of color to Lane at an early age. The updated Diversity Plan has been reviewed by the board. One of the college's strategic goals for 2004-08 is keyed to diversity efforts: "Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities." The 2004 Oregon Diversity Institute will be held at Lane's Center for Meeting and Learning in November 2004. (See Standards 1, 3 and 4.)

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

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

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

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

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

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

**Challenges:**

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

**Improvement Plans:**

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

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

**Lane Community College History**

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

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



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

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

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

### **Mission**

Lifelong learning is a key element of Lane's comprehensive mission, as can be seen from the scope and variety of programs and services Lane makes accessible to students (see Catalog). Lane is a learning-centered community college that provides affordable, high-quality, lifelong educational opportunities that include: professional technical and lower division college transfer programs; employee skill upgrading, business development and career enhancement; foundational academic, language and life-skills development; lifelong personal development and enrichment; and cultural and community services (see Standard 2).

### **Student Characteristics**

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

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

### **Financial Aid**

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

### **Staff Characteristics**

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

### **Eligibility Requirements**

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

### **1. Authority**

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

### **2. Mission and Goals**

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

### **3. Institutional Integrity**

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

### **4. Governing Board**

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

### **5. Chief Executive Officer**

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

### **6. Administration**

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

### **7. Faculty**

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

### **8. Educational Program**

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

### **9. General Education and Related Instruction**

Lane's three transfer programs require substantial and coherent components of general education:

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

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

#### **10. Library and Learning Resources**

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

#### **11. Academic Freedom**

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

#### **12. Student Achievement**

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

#### **13. Admissions**

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

#### **14. Public Information**

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

#### **15. Financial Resources**

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

#### **16. Financial Accountability**

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

### **17. Institutional Effectiveness**

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

### **18. Operational Status**

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

### **19. Disclosure**

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

### **20. Relationship with the Accreditation Commission**

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

## **Progress Since the 1994 Self-Study Report**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In its 1999 Interim Report, the college received a commendation for its "very strong commitment to the redesign and refocusing of [the college] to an institution where student

learning is the pole star and assessment is the engine of change." (See Standard 2.)

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

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

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

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

Strategic planning at Lane has also developed in a more collaborative fashion.

Representatives from all employee groups, including leadership of the classified and faculty unions, developed the current Strategic



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

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

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

Workload has become a serious issue as budget cuts have meant reductions in all areas.

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

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

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

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

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

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

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

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

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

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

There is a high expectation of involvement and participation across campus. As with many organizations in the past ten years, email communication at Lane provides excellent access to information instantaneously. The Daily electronic newsletter is emailed to every staff member; it enjoys high readership. The

Daily provides official announcements, event information, job vacancy notices, construction and technology updates, college-wide committee meeting schedules and Board of Education meeting summaries, to name a few. There is also space for staff classified ads. The Lane website is another major resource for college staff and students. The Banner information management system, available online through the college website, provides the structure for communicating and conducting all Lane’s scheduling and business functions.

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

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

## **The Self-Study Process**

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

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

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

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

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

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

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

### **The Self-Study Survey**

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



## STANDARD ONE

### ***Institutional Mission and Goals, Planning and Effectiveness***



Figure 1-1: Plan-Do-Check-Act Cycle at Lane. (Source: Strategic Planning Task Force, 2004.)

### **Introduction**

Institutional evaluation and planning at Lane have become more sophisticated and broad-based in the past ten years. The college has become more inclusive, encouraging constituencies to voice their needs and concerns and providing formal processes for them to do so. Major evaluations of diversity efforts, student services, and hiring and budgeting processes have strengthened Lane's institutional effectiveness. Planning efforts at the college since 1994 include the new unit planning process; revision of the Strategic Plan; and the new governance system.

In 1993, the Western Interstate Commission on Higher Education (WICHE) evaluated Lane's diversity efforts which prompted development of

the college's first Diversity Plan, which was approved by the Board of Education in 1995 (a comprehensive update followed in 2003; 3.D.2). This evaluation led to several recommendations, many of which have been implemented.

Following an analysis of a number of college processes, Lane also undertook an evaluation of its services to students using the Process Redesign methodology. Applying Process Redesign, Lane reorganized its business processes so that students and staff could use them more effectively (1.B.2). In addition, building on several previous evaluation efforts, the Hiring Processes Team made recommendations for improvement of Lane's hiring practices; the college has implemented most of these.

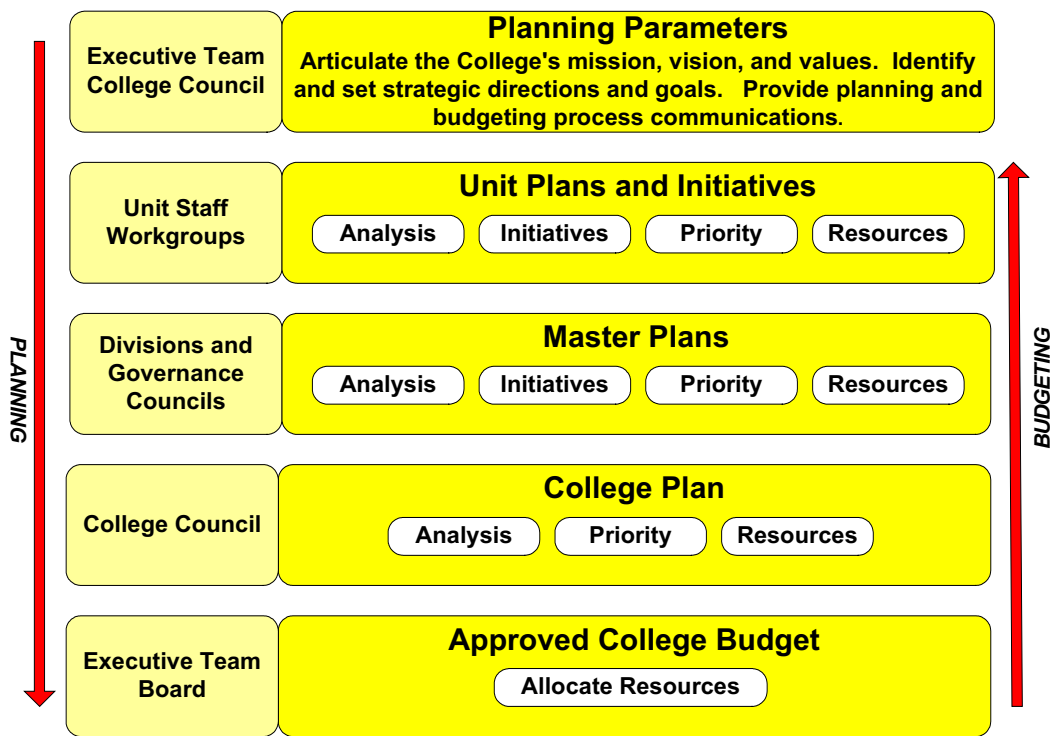


Figure 1-2: Annual Planning System at Lane. (Source: Strategic Planning Task Force, 2004.)

The budget process, too, has benefited from evaluation and improvement: budgeting has evolved from a tightly controlled process understood by few on campus to one which follows clear criteria developed by a broadly representative group and guided by a plan. The Budget Advisory Group continues to develop tools to communicate the budget processes to non-specialists.

The unit planning process, undertaken first in 2003-04, requires each functional unit, i.e., department or division, to evaluate and plan annually: units assess past and present performance; develop a plan for the future; and integrate unit missions and goals with those of the college. The college uses these unit plans to guide resource allocation, which allows for a “ground-level” analysis of college needs to effectively reach college-level planning and budgeting. The Unit Planning Design Team has just completed an evaluation of the first year’s successes and areas for improvement, and will revise the process accordingly for 2004-05. Figure 1-2 illustrates the

role that unit planning plays in the college’s annual planning and budgeting process.

The college’s Strategic Planning Task Force was more inclusive and representative than previously, and has been guided by the mission, vision and core values of the college in developing the Strategic Plan for 2004-08. The work of strategic planning will become the purview of the College Council under the new governance system. Implementation of the new governance system is perhaps the most anticipated planning effort of the college for 2004. A major aspect of the work of members of the governance councils will be strategic-level planning and policy development (see Standard 6).

As can be witnessed by a quick perusal of a summary of strategic planning documents from 1988 to the present presented in Figure 1-3, the college has more fully articulated its vision, mission, core values, strategic directions and goals (see Appendix A). As Lane’s planning processes

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Date	Planning activities	Participation
1988	Strategic Plan developed.	Executive Leadership Team (ELT).
1997-1999	More inclusive process concludes with President Jerry Moskus presenting comprehensive Strategic Plan for college review.	Members of ELT and small group of appointed stakeholders. Fall 1998 All-College In-service review. More faculty included after in-service review.
2001-02	Strategic planning process under new President Mary Spilde. College Council works on further development of the core values.	President and College Council.
	President and the Board of Education develop an operational work plan whose outcomes link to goals in the Strategic Plan. Work plan posted on the web with performance indicators.	President and the board.
2002-2003 Phase I	President's Office asks College Council to review the vision, mission and core values (approved by the board in January 2003). Executive Team (ET), in consultation with the board, develops Strategic Directions to guide college work for the coming calendar year while plan is being updated.	ET, College Council and the board.
2003-2004 Phases II & III	Strategic planning process produces new Strategic Directions (approved by the board in January 2004) and Goals (approved by the board in July 2004).	Chartered, representative committee of all groups, including students. Reviewed by councils and the college.
2004-2008 Phase IV	New Strategic Plan directs the work of the college; College Council reviews the plan.	Review and implementation of entire plan through new governance system.

*Figure 1-3: Evolution of Strategic Planning, 1988-present (Source: IRAP, 2004).*

evolve, more members of the college community are becoming familiar with the mission, vision, core values and strategic directions and goals of the college, and recognize their relevance to their daily work. While the college has had a strategic plan since 1988, plans in the past did not

necessarily guide decisions and resource allocations. The plan will become more fully realized when the entire college community experiences completed cycles in which the strategic plan drives resource allocation.

## College Mission and Goals

### Understanding the Mission and Goals

Lane's mission and goals derive from, and are widely understood by, the campus community; they are adopted by the governing board, and are periodically reexamined (1.A.1). Several educational activities at the college are anchored in and contribute to an understanding of the mission, vision, and core values. The Annual Spring Conference, an all-college gathering of faculty, classified staff, managers and administrators, has used the college's vision and core values in designing its program. Last year's conference theme, "Building an Inclusive Community that Puts Learning at the Center of our Work," traced core values of diversity and access as well as what it means to be a "learning college." The Spring Conference 2004 addressed core values of diversity and learning with its theme, "Learning and Working Together: Privilege, Power and Difference in Our Lives." By working directly with the college's core values and vision through work sessions, lectures, and open discussion, the college is becoming more aware of these guiding principles' relationship to everyone's work.

Even innovation is linked to the vision, mission and core values. The Strategic Learning Initiative (SLI) uses them to frame its programs and innovations (1.A.5). The Reading Together Project, through which common books are selected as the basis for college-wide reading, discussion and creative projects, also uses the college's core values, mission and vision as criteria for choosing books and activities.

### Publishing the Mission

Lane's mission, which was adopted by the board, is published in appropriate institutional publications, including the catalog, on Lane's website and in the printed class schedule (1.A.2). The schedule is mailed to district households every term. The mission, vision and strategic directions are published on the inside cover of 2004-05 Catalog; the core values are published on the outside cover. Lane's mission, vision, core values and strategic directions also appear in a variety of college publications. Announcers on the college radio station, KLCC, also regularly

communicate Lane's mission, vision and core values to the community at large.

### Documenting Progress in Meeting Goals

Lane documents and makes public its progress in meeting its mission and goals in several ways (1.A.3). Since the 2001-02 academic year, the President's Office has produced annual reports distributed to the community in special hardcopy mailings. These reports summarize highlights and progress made on areas of focus from the previous year. Board Monitoring Reports ensure regular monitoring of finance and treatment of learners and staff, among other topics (see Standard 6). Quarterly reports produced in the President's Office also address Lane's performance, including a section, "Lane's Mission Meets Community Needs." Lane also publishes an *Institutional Effectiveness Measurement Plan Annual Report* (1.B.7). In Spring 2002, an economic impact study was conducted which documented the benefits Lane brings to its students and to the community. Lane also provides brief progress reports to the entire community through occasional inserts in the printed class schedules mailed each term to nearly every household in the district.

To clarify to students the goals of programs and courses, learning outcomes are printed in Lane's Catalog for every instructional program. Also, course objectives are printed on course syllabi and distributed to every student at the start of the course (2.B.3).

Executive summaries of documents demonstrating analysis and appraisal of institutional outcomes are in the Required Evidence booklet for Standard 1. Complete documents are available in the Exhibit Room.

### Goals Consistent with Resources

Strategic directions and goals are aligned with Lane's mission and are consistent with college resources (1.A.4). Additionally, Strategic directions provide a framework for operationalizing the college vision to "transform lives through learning." The directions explicitly address areas of financial, human and physical resources to transform students' lives, the college environment, and the college organization.



Given the context of decreasing revenues at the state level, Lane faces changes in its operations. The college has traditionally valued a culture of expansion in line with its comprehensive mission; however, Oregon voters and legislators have recently refrained from fully funding this mission—at Lane and elsewhere in public higher education. Adapting this tradition of expansion to working within reduced resources involves setting priorities, and these priorities must be inclusive and fair.

In an effort to achieve the college's comprehensive mission in the face of these fiscal challenges, the college piloted a differential pricing structure in 2003-04. The board reviewed this structure and has approved a second pilot year, after which the impact will again be reviewed. All budgeting decisions are made with maintaining the college's comprehensive mission in mind. (See Standard 7 for discussion of the budget development process.)

In the most recent strategic planning cycle, goals for the coming year were developed with source documents such as the Diversity Plan, unit planning themes, the Long-Range Financial Plan Draft, and the Long-Range Facilities Plan Draft, each of which specifically links projected and available resources to goals. The Civil Rights Audit and the Lane Self-Study also provided information for developing goals.

The \$43 million Millennium2 Bond Construction Project used monies from a 1995 bond issue to fund important facilities essential to meeting the college's mission and goals. (See Standard 8 for more on the Bond Project.)

### **Mission and Goals Provide Direction For College Work**

The college's mission and goals provide direction to all educational activities, to the admission policies, selection of faculty, allocation of resources, and to planning (1.A.5). Lane's core value of accessibility is embodied in its open admission policy. The Strategic Plans from 1999 to the present have had sustained impact on the direction of the college's work.

### **Instruction and Instructional Support**

Allocation of resources is tightly aligned to the

mission, vision and core values of the college. During unit planning, each unit must make clear links between its work and these overarching goals and principles. Institutional and unit initiatives are evaluated for allocation based on how they help achieve the college's goals (see Introduction).

Disciplines and departments link their educational activities to the college mission in a variety of ways, whether by providing learning-centered instruction in vocational and career preparation courses, transfer classes, skill upgrading, personal development and enrichment, or cultural and community services. In addition, curricular additions and changes are guided by the mission of the college. The faculty-led Curriculum Approval Committee has followed the college's strategic plan in honoring diversity.

Several key educational initiatives at Lane are also guided by the college's core value of innovation. In 2000, Lane submitted a comprehensive evaluation of its innovation efforts to the League for Innovation in the Community College in successful application for continued board membership. Lane has participated in the twelve-college League Vanguard Learning Project, which serves as an incubator and catalyst for colleges that place learning first throughout their institutions. Lane's goals for the Learning Project were aligned with goals set out in the 1999 Strategic Plan.

The Strategic Learning Initiative (SLI) has broad goals and objectives that are linked to Lane's core values and goals set out in the 1999 Strategic Plan. A faculty/administration partnership aimed at improving the learning environment, SLI is built around widely engaging faculty toward four general goals directly linked to the core values of learning, innovation, and accessibility. The SLI goals are:

- to incorporate what is known about learning and student motivation to enhance the learning environment (*learning*);
- to incorporate technology to enhance the learning environment (*innovation*);
- to fit the course and program formats to better meet the learning needs of current and potential students (*accessibility*);

- to create a college-supported practice of learning scholarship among faculty (*learning*).

Every project selected for SLI funding meets these criteria. The SLI leadership team continues to review its goals as part of its work. (For more information on SLI, see Standards 2 and 4.)

Lane's planning efforts with respect to recruitment and retention of students have evolved in the last five years. In 2001-02, Lane's Enrollment Management Plan was directly linked to Goal 5-A of the 1999 Strategic Plan to develop a proactive plan to enroll and retain students. The plan involved ongoing evaluation of each college project designed to enhance student access and success at Lane. More recently, the Office of Instruction and Student Services focused on improving the plan by reorienting it from student enrollment management to student retention, success, and goal attainment. Since Spring 2003, the Success and Goal Achievement Committee (SAGA) focused these efforts.

#### **Admission Policies**

Lane's admission policies are aligned with the college's mission; accessibility is directly addressed in the Admission Policy (3.D.1). Additionally, Board Policy D.070 supports the college's values of diversity and accessibility, giving all students equal and open access to the college's services.

#### **Selection of Faculty**

Lane has been intentional in aligning its mission, vision, and core values to selection of faculty. Historically, many stakeholders in Lane's hiring process have suggested that hiring processes needed to be reviewed and modified to ensure this. Many hours of work have culminated in several important working documents aimed at outlining means by which the college's hiring goals with respect to learning and diversity could be achieved:

- The Lane Community College Diversity Plan (1995)
- The Future Faculty Task Force Report (1995)
- The Future Faculty Steering Committee
- The Hiring Policies and Practices Development Group (1996)
- The Committee to Focus Efforts to Create and Maintain a Diverse Faculty (2001, continuing)

The Future Faculty Task Force, comprised of faculty, and a second committee, the Future Faculty Steering Committee, which included faculty and managers, made recommendations based on the Task Force report; many of these have been implemented. Recommendations concerning search requirements have helped the college scrutinize its internal promotions policies and meet affirmative action goals.

To develop and maintain a high-quality faculty whose focus is on student learning, new hiring processes are in place to help ensure that the college's vision, mission and core values are reflected in hiring processes. Nine hiring recommendations were implemented as a result of the Future Faculty Steering Committee's recommendations; these included moving to an annual calendar of posting and hiring that more closely matches other national academic searches and clearly outlining the duties of the hiring committee chair.

The Executive Team chartered a Hiring Process Team in February 2003 to review and revise the college's hiring process. The team was chartered to develop a proposal for a more operationally efficient hiring process that would support several objectives:

- hiring the best person for the job;
- meeting the college's Affirmative Action Plan goals;
- affirming Lane's commitment to career ladders for current employees;
- advancing the mission of the learning-centered college.

The team worked for three months; its report was reviewed and completed in May 2003. The team made recommendations for changes related to policy, to orientation of new hires, and to training. They also made recommendations for developing capacity through trainings, process improvement, and streamlining and clarification of manuals and forms. Several of these recommendations have already been implemented.

Various other efforts have been ongoing to help ensure that the core value of diversity is reflected in selection of faculty. As a result of suggestions from the 1994 accreditation report, Lane took advantage of the large number of retirements in

the 1990s to overhaul its hiring practices. One improvement made was to specifically link the college's mission and goals to job descriptions for employees. To more closely align selection of faculty with Lane's core value of diversity, Lane started to include diversity advocates in hiring teams. The Office of Instruction and Student Services made improvements in this area, as did Human Resources. At the curricular level, faculty in the English Department and Social Sciences Division were hired specifically for their expertise in subject areas related to diversity such as Asian American literature, Native American literature, Latino/a literature and ethnic studies.

Members of the Diversity Team often serve on hiring committees. The Committee to Further Efforts to Recruit and Maintain a Diverse Faculty was convened under a Memorandum of Agreement between the Lane Community College Education Association (LCCEA) and the administration; when developed and implemented, its recommendations could improve Lane's diversity in selection and retention of diverse faculty.

#### **Allocation of Resources**

From 2001 to 2004, Lane's Budget Advisory Group (BAG) advised budget leaders, the vice president for college operations, and the budget analyst about matters regarding the development of the annual college budget, including the development process and the substance of the budget. This group facilitated communications with the rest of the college community regarding budget development. The BAG follows budget development criteria which specifically mandate maintenance of the overall mission, core values and strategic directions of the college. The strategic plan is referenced in the "Financial Policies and Strategies" section of the Budget Development website, which also includes the criteria (see Standard 7). In 2004-05, the Finance Council will undertake this work.

#### **Public Service**

Public service at Lane is consistent with the college mission (1.A.6). Lane has explicitly included cultural and community services in its comprehensive mission statement since its 1988 Strategic Plan. The college's award-winning

public radio station, KLCC, reaches over 70,000 listeners each week within a 75-mile radius of Eugene with a variety of programs that serve the informational and cultural needs of Lane County residents. KLCC provides innovative, diverse, high-quality programming which strives to reflect and serve the needs of the community. KLCC continually assesses needs of listeners and success of its programming.

Student publications include the *Torch*, an award-winning, student-produced, weekly college newspaper with an average circulation of 4,000; and *Denali*, an award-winning literary arts magazine published three times a year. Cultural events and community activities are listed and publicized in the class schedules, the website, in the *Daily* staff newsletter, and in local newspapers and news releases.

Lane has recently served as the venue for the Lane Native American students annual pow-wow. Each year, hundreds of students and families from Lane County and the larger Northwest region attend this event.

Lane's instructional programs are also active in community service. For example, Lane's Construction Technology program is well-known for its involvement in community housing projects. During the 1997-98 academic year, staff and students from the program collaborated with Habitat for Humanity to construct homes for low-income families in Lane County. In 1999, Lane began to support a Service Learning Project entitled, "Poet in the City." This project enables Lane students to reach out to troubled and disadvantaged youth, elders and others in the community, while learning about the power of poetry in their own lives.

Each year, musical, dance, and theatrical performances open to the public extend the reach of Lane's instruction in these areas to the entire community. Lane provides the venue for collaborative arts and performance ventures with the University of Oregon theater and music departments as well. In Summer 2004, *Fiddler on the Roof* performances to the public continued the summer musical theater tradition at Lane.

Lane's Rites of Passage Summer academy for middle-school and high-school students of color has a four-fold mission:

- to introduce African American, Asian/Asian American, Native American, and Latino/Latina students to the rich history, literature, folklore, and customs of their individual cultures;
- to expose this population of students to the opportunities and possibilities of life-long education through the community college experience;
- to prepare students for the demands and rigor of higher education in an environment that respects and nurtures their culture and community;
- to help these students develop positive self-esteem, confidence, and awareness essential for success in life.

Many Lane staff are actively involved in public service organizations and events in our community. A recent example is the Copia Lecture Series, begun in 2002 by a Lane faculty member as a partnership with the Adult Education Commission of St. Mary's Episcopal Church. The goal of the series is to "nourish the mind and spirit of our community." All lectures are free and open to the public.

In addition, Lane's president serves on the Board of Directors of the United Way of Lane County; she was also appointed by the Governor to the Oregon Workforce Board; she sits on the Lane Metro Economic Development Partnership board and the Southern Willamette Research Corridor board. The executive director of Continuing Education and Workforce Development (CEWD) sits on the Chamber of Commerce board and the local workforce board.

### **Other Cultural and Community Services at Lane Community College**

- Archives and Records Management
- Art Department Gallery
- Bookstore
- Business Development Center
- Career and Employment Services
- Center for Meeting and Learning
- Culinary Arts
- Cooperative Education
- Diversity Training

- Dental Hygiene Clinic
- Fitness Education Center
- Infant Toddler Lab School
- KLCC-FM
- Lane Family Connections
- Library
- Multicultural Center
- Music, Dance and Theatre Arts
- Preschool Center Lab School
- Recycling Services
- Senior Companion Program
- Seniornet
- Specialized Employment Services
- Service Learning
- Rites of Passage Summer Academies
- Workforce Development

### **Substantive Change**

Lane's Application for Substantive Change has been mailed to the Commission (1.A.7). This application reflects a change in the number of classes available online for the Associate of Arts Oregon Transfer degree. While the college has reviewed and revised its mission in recent years, it has not altered the comprehensive nature of the curriculum, nor have changes occurred in autonomy, ownership, locus of control or the offering of degrees higher than the two-year associate degree.

### **Strengths (1.A):**

- Broad college discussions, use of the college staff newsletter, in-service and conference activities, and the unit planning process contribute to making the vision, mission and core values a living document better understood by all members of the college community.
- The mission, vision, core values and Strategic Plan continue to be evaluated and updated as necessary to reflect the environment and respond to community needs. The Strategic Planning Team, and architects of the Long-Range Facilities Plan and Long-Range Financial Plan ensure that all goals are closely linked to the college vision, mission, and core values.
- Marketing and Public Relations and IRAP, among other offices, have been successful in publicizing the mission, vision and core values.

- The Budget Development Principles are clearly outlined and posted on the website. These principles are driven by the college's mission, core values and strategic directions.
- At the instructional and student services level, key initiatives connect the mission and goals with their projects.
- Lane is improving in its capacity to prioritize goals and adapt to current fiscal challenges.
- Public services such as KLCC, the *Torch* newspaper, and *Denali* serve students and the community well.
- The college has developed capacity for principled, systematic recruitment, hiring and retention of staff in alignment with the college mission, core values, and Affirmative Action goals.
- College Council and other designated committees will clarify the relationship between annual and strategic planning as part of its work in 2004-05.
- The College Council and other designated committees will prioritize goals to best focus the work of the college within available resources. Councils for Technology, Learning, Student Affairs, Diversity, Finance, and Facilities will also address the impact of funding issues on priorities for the college.

#### **Challenges (1.A):**

- Reaching common understanding of how best to translate all of the core values into action is an area for college development.
- Assessing how the many initiatives across campus contribute to institutional effectiveness as a whole is a challenge.
- Broad involvement of Lane faculty, staff and members of the community is key when setting priorities and developing goals, but is often a challenge given workload, schedules, and processes.
- Strengthening the link between strategic and operational planning is an area of development for the college. In particular, the relationship between annual planning and strategic planning needs to be clarified.
- Setting priorities to reflect a changed financial picture for higher education presents a planning challenge.

#### **Improvement Plans:**

- The college will continue to use development tools, including the unit planning process and in-service activities, to translate the core values into action.
- The college will develop measures of effectiveness for individual initiatives and projects to coordinate with institutional benchmarks and measures of effectiveness.
- Staff resources have been included in the new governance structure to address its workload impact on staff, and the college will assess the impact of the new governance system on workload.

## **Planning and Effectiveness/ Improvement**

### **Evaluation and Planning**

In the last ten years, Lane has significantly improved its evaluation and planning processes, and has developed and implemented procedures to evaluate institutional goal achievement (1.B.1). Lane will continue to refine these improvements under the new governance system.

Most members of the college community understand at various levels the Plan-Do-Check-Act (PDCA) cycle of continuous improvement adopted by the college (Figure 1-1). Lane's learning-centered principles and its mission and goals provide the foundation for this cycle. In the Fall 2003 in-service, the college undertook extensive discussion of how their work follows this cycle. To maintain heightened awareness of the PDCA cycle, responses to questions raised during inservice about the PDCA cycle were published in the Daily staff newsletter throughout the academic year.

Each chapter of unit plans is linked to a step in the P-D-C-A cycle, which facilitates the infusion of continuous improvement awareness across the college. Much evaluative work is coordinated through the college's councils, committees and teams who are responsible for specific areas of the college. (See also Standard 6.A.1 for composition and function of the new council system and its role in institutional evaluation.)

The primary formal means by which Lane evaluates institutional goal attainment is through preparation of *The Institutional Effectiveness Measurement Plan Annual Report*, which is prepared by the Office of Institutional Research,

Assessment and Planning (IRAP), distributed to the board and ET, and posted on the IRAP website. In December 1992, Lane adopted 12 primary measures and 27 benchmarks to enable the college to track achievement of its mission and goals (Figure 1-4). This report's purpose is to evaluate trends and changes; by focusing on critical indicators, Lane is able to plan improvements at the college-wide curricular, service, or organizational levels. The plan includes four segments:

- Oregon Community Colleges' key effectiveness measures
- Lane's primary measures
- Lane's Benchmarks
- Lane's continual assessment studies

These measures indicate areas of potential concern which may warrant further study or attention. The measures provide quantitative data on two broad variables — institutional effectiveness and student outcomes — for internal and external audiences. An important task of College Council and the six functional councils will be to review and update Lane's Institutional Effectiveness Measurement Plan. In addition to this annual report, effectiveness assessment surveys, evaluations, and special studies are conducted annually and when the need arises. Figure 1-4 lists measures of institutional effectiveness. Executive summaries of reports of these measures are in Required Evidence booklet for Standard 1. Complete reports are in the Exhibit Room.

Annual Monitoring Reports, which are required by the board and tied to board policy, focus on areas such as finance, treatment of learners, treatment of staff, and assets. Lane Benchmarks are prepared and presented to the board each month; prior to presentation to the board in their monthly meeting, the benchmarks are discussed and analyzed by ET, which identifies necessary action; the benchmarks prompt discussion during the board meeting of the issue being evaluated and serve as a vehicle for board members to better understand and offer ideas for continued effectiveness and future evaluation. Benchmarks are published in Lane's *Profile*, available in hardcopy and on the web.

Lane participated in developing a National Community College Benchmarking system to identify and define a series of standard performance indicators to enable performance comparison across community colleges. Results of the pilot report were published in November 2003.

In addition to benchmarks and monitoring reports, in June 2000, the college evaluated achievement of its mission and goals at the department level; accomplishment of college goals were compiled in the *Strategic Plan Attainment Report*. The president regularly tracks Lane's progress in meeting its goals through regular reports in ET meetings.

Other evaluations help the college improve its services. The Printing and Graphics Perceptions and Needs survey, for example, helped that department improve how they communicate to their clients about their services. Housekeeping Team surveys, conducted three times since 1998, assess and improve satisfaction levels.

### **Planning and Evaluation of Activities**

Lane engages in systematic planning for, and evaluation of, its activities, consistent with its mission and goals (1.B.2). The Strategic Planning system, working within the new governance system, provides the college with a comprehensive and inclusive framework through which it plans and evaluates its activities, including teaching and public service. Figure 1-5 illustrates the planning cycle which includes strategic and operational planning. Annual planning, including unit planning themes and initiatives, as well as long-range plans developed by the councils, systematically inform the three-year strategic planning review and revision.

### **Evaluation of Teaching and Learning**

To fulfill the college's vision to "transform lives through learning," Lane constantly evaluates how well it facilitates that transformation through the teaching and learning process. This evaluation is accomplished through various means, including instructor and department evaluations; regular committee review processes; individual course evaluation by students each year; and student follow-up studies and Student Focus Groups.

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Lane's Primary Measures of Institutional Effectiveness

The following measures reflect the twelve primary desired outcomes of Lane students.

Outcome 1	Professional Technical Students Are Employed in Jobs Related to Training:
Outcome 2	Professional Technical Students Attain Appropriate Job Skills.
Outcome 3	Professional Technical Students Attain Family Wage Jobs.
Outcome 4	Transfer Students Attain Academic Performance Levels at Four-Year Institutions Comparable to What They Achieved at Lane.
Outcome 5	Students Who Want A Bachelor's Degree Transfer to a Four-Year Institution.
Outcome 6	Students Transfer to an Institution or Program of Choice with Minimal Difficulties.
Outcome 7	Students Attain Appropriate Skills for Further Academic Study.
Outcome 8	Students Attain a High School Diploma or GED Certificate.
Outcome 9	Students Attain 8.9 Grade Level Competency.
Outcome 10	Students Achieve Their Individual Goals.
Outcome 11	Students and Community Members Are Satisfied With the College's Services and Overall Offerings.
Outcome 12	Community Members Use Lane's Community Services and Participate in Its Cultural Events.

Lane's Benchmarks

- FTE by reimbursement category.
- Student headcount for credit, noncredit, and total college.
- Student distribution by gender, age, ethnicity, and disability status.
- Percent of students receiving zero credits.
- Educational Goal at Lane.
- Main reason for attending.
- Percent of students enrolling from district high schools.
- Feedback from former students on overall satisfaction with (a) courses and (b) services.
- Feedback from former students about importance of skills and effectiveness of Lane Training.
- Feedback from former students about whether they achieved their goals.
- Employment status of former students.
- Community rating of Lane's overall quality and the quality of instruction.
- Students' degrees and certificates by gender and ethnicity.
- Employee headcount by group.
- Minority staff by employee group.

*Figure 1-4: Institutional Effectiveness Measures and Benchmarks (Source: IRAP, 2004).*

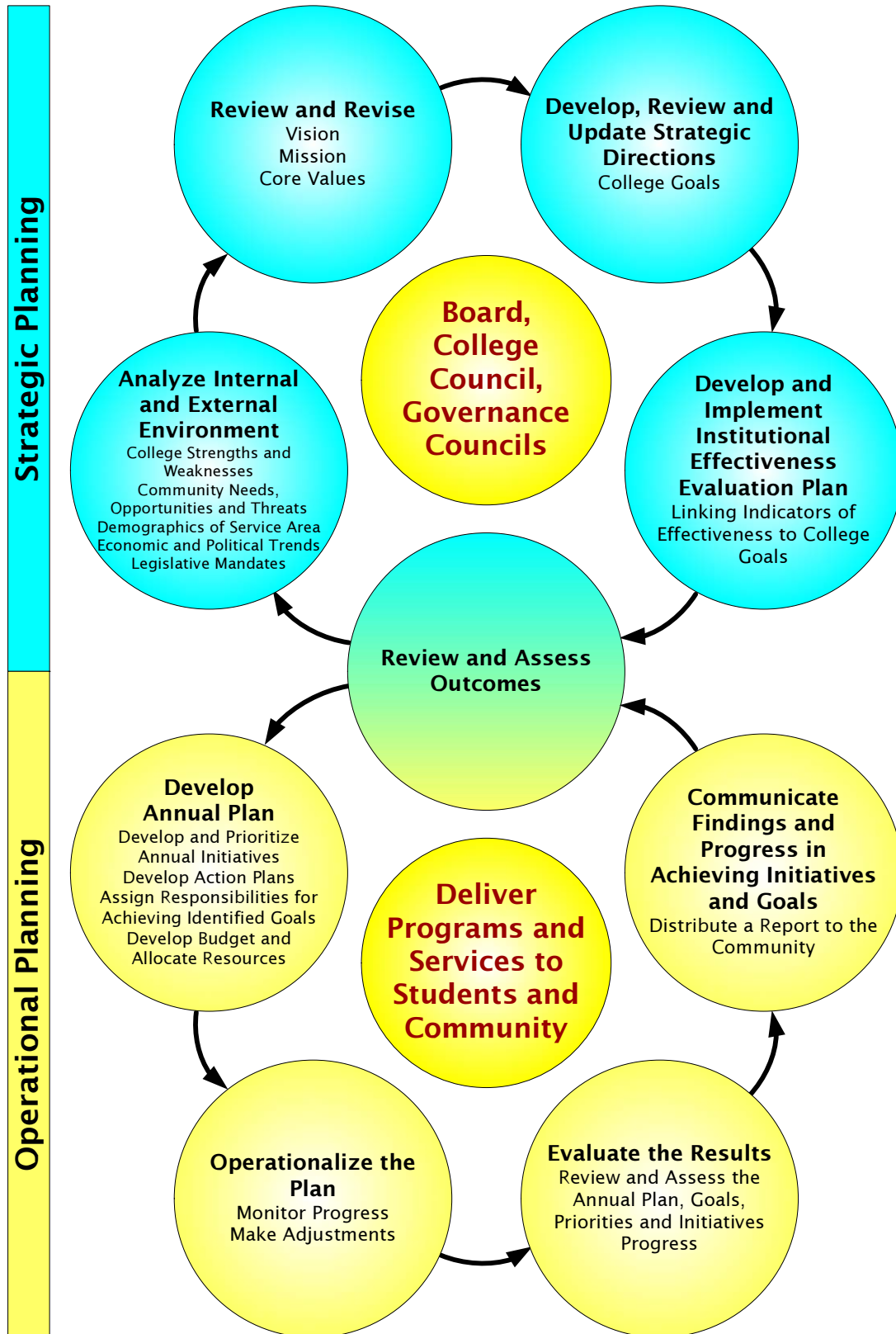


Figure 1-5: Planning Cycle (Source: IRAP, 2004).



The regular and coordinated work of the Curriculum Approval Committee ensures new courses are designed appropriately and meet student and program needs. This committee is charged with overseeing the academic quality and content of the curriculum. To fulfill this assignment, the committee initiates strategies to promote academic breadth, depth, and integrity, and to facilitate innovation in the programs offered to students. Among the duties outlined in its charter are to review and evaluate proposals to initiate or change courses/programs/ certificates; to evaluate the impact of a curriculum proposal on the resources and other curricula of the college; and to assure that assessment is built into the curriculum proposal.

The Degree Requirements Review Committee (DRRC) ensures that program requirements are appropriate, current, and serving the learning needs of students. The committee reviews and evaluates suggested changes to requirements for all degrees and certificates; holds hearings to gather current faculty, student, and administrative thinking regarding proposed changes; and recommends to the vice president for instruction and student services prepared changes or rejections.

Students provide the college with valuable feedback to help Lane evaluate and improve its teaching and learning processes. Each term, students evaluate their courses individually. This feedback is provided to instructors and division chairs. Recently, the college has designed and begun to pilot an online course evaluation system. This system is being evaluated by a faculty-led group to determine how to most effectively use the Internet in this evaluation process (4.A.5, see Standard 4).

#### **Assessment of Graduates' Learning**

Each Spring, the Graduate Assessment of General Education Survey is conducted to assess the effectiveness of general education at Lane. General education is intended to foster wisdom through educational depth and breadth and to develop the core abilities, which are to:

- communicate effectively;
- think critically and solve problems effectively;
- understand the relationship between self and community and increase self-awareness and personal responsibility;

- explore academic disciplines of liberal arts, social sciences and physical sciences.

The primary objectives of this survey are to determine: 1) how important Lane's general education core abilities are to students and 2) how effective Lane's courses have been in helping students develop these core abilities. (2.B.1, see Standard 2.B.)

Every two years, all Oregon community colleges conduct a student opinion survey to assess perceptions of Lane's environment and services. The survey has been authorized and supported by the Oregon Community College Deans of Students Association. The first statewide administration of this survey occurred in the Fall of 1993 using the standard *Student Opinion Survey* questionnaire developed by American College Testing (ACT). Following that first survey project, the Oregon Council of Community College Institutional Researchers developed a customized Northwest Edition of the standard ACT instrument. This new survey instrument has been administered to Oregon community college students during Spring Terms of 1996, 1998, 2000, 2002 and Spring 2004. Findings from the Spring 2002 survey are posted online. ACT survey data offer valuable insights into Lane's operations and provide just one instrument for the college to track, over time, the way Lane's services are perceived.

Other examples of evaluation and planning of teaching and learning activities at Lane include a Case Study in 1997 which examined 27 instructional areas for planning and evaluation of assessment techniques used at Lane; the findings were reported in the 1999 Commission interim report (see also Standard 2). Faculty responses were analyzed, and faculty professional development sessions led to development of assessment coaching teams. The project's intention was to increase faculty awareness of assessment strategies.

Focus groups with students provide key information for the Treatment of Learners Monitoring Report to the Board. The vice president for instruction and student services shares results of this focus group study with instructional managers and other groups such as Faculty Council.

### **Evaluation of Student Services**

Process Redesign was an important example of evaluations of support services leading to improvements. The president and vice presidents adopted Process Redesign in 1995 and authorized technology and process analyses that year. A team of managers, faculty and classified staff first identified six areas at the college to use this methodology to improve operations. The team chose services to students to focus on (see Standard 3). The other areas were found to be less amenable to business process redesign methodology; other kinds of redesign, such as SLI, were used to improve instructional areas.

Through Process Redesign, analyses of business processes and student needs, and changes to these processes, were identified and implemented. Highly successful in many ways, the process redesign culminating in the Students First! Project has improved student access and reduced confusion.

Students provide Lane with information about their experience after they leave the college. IRAP has conducted a survey of former Lane students each year since 1976. The Student Follow-up Study is conducted annually to help Lane understand how it contributes to the lives of graduates and near-graduates with respect to their employment, transfer studies, etc. These surveys provide data about attitudes, perceptions, and experiences of former students. The results are distributed throughout the college, including instructional departments, and are the basis for a number of Lane Benchmarks.

IRAP also has conducted and guided special assessment projects. For example, Lane has surveyed students who did not complete a program to find out why; and surveyed those who did not apply for the second year of a program after finishing the first year. Although tracking students who do not continue at Lane is harder than tracking those who do, these data provide some insights into the possible oversights in ensuring student success.

A key component of the Enrollment Management Plan (1.A.5) was ongoing evaluation of each project that was designed to enhance student access and success at Lane. Lane used this plan to

evaluate its own goals; Student Services improved this plan by changing its focus from enrollment to student retention and success. In Spring 2003, the Success and Goal Achievement Committee (SAGA) was formed; the committee set three goals for 2003-04:

- Use data to establish Lane Community College's baseline student success rate.
- Use interviews of experts and a thorough review of the literature to identify the best practices in supporting student success.
- Create an action plan for improving how Lane can best support student success.

### **Evaluation of Workload**

During 2001-02, in an effort to respond to budget cuts and to streamline work, the Efficiency Work Group researched, analyzed and made recommendations to ET regarding duplication of services, to identify efficiencies, and to advise ET about possible solutions. Recommendations were sent to departments for feasibility review, and progress on recommendations have been tracked by ET since then. A progress report on the Group's work was taken to the board. The Faculty Workload Advisory Committee and the "Less with Less Committee" have also undertaken efforts to evaluate workload.

### **Evaluation of Public Service**

Public services at Lane are evaluated at the point of service through surveys and questionnaires and by special assessment projects and Community Perceptions surveys. Services are also included in the ACT Student Opinion Survey.

### **Participatory Planning**

In the last ten years, Lane has become increasingly participatory in all of its activities, including its planning process (1.B.3). Students, faculty, staff, members of the Board of Education and members of the community have been active participants in reviewing and updating Lane's Strategic Plan. See Figure 1-3 for an overview of participatory process related to reviewing and updating the mission, vision and core values, and developing strategic directions for the 2004-05 through 2007-08 Strategic Plan.

Within the new governance structure, stakeholders throughout the college serve on functional

governance councils that have planning and evaluation responsibilities for that function. The initial governance structure recommends that College Council serve as the major planning and policy body of the college and be responsible for strategic planning, policy development, institutional effectiveness and coordinating the governance system and the councils that are part of the system. Six functional councils are each responsible for planning and evaluation as they relate to the domain of the council, and are staffed by administrators and stakeholders in those areas. (See Standard 6.)

The community at large were invited to participate in focus groups conducted in Fall 2002 to communicate their values, beliefs, and perceptions related to higher education. Contacted community members included:

- representatives of local higher education institutions (public, private and proprietary);
- members of Lane Advisory Committees;
- counselors/principals from area high schools;
- large donors to Lane;
- current students.

Information gathered during this project was used by College Council in updating Lane's vision, mission and core values.

As part of Lane's Strategic Plan review and updating process, a Citizen's Advisory Group comprised of leaders of Lane County businesses, public agencies, higher education institutions and community groups was formed to help the college better understand community needs and how Lane could focus its resources to meet those needs. This group met several times during Fall Term 2002 and discussed Lane's strengths and elements of Lane's mission that are key to serving the community. The group also discussed Lane's funding situation and how budget decisions can be aligned with the college's mission and vision.

In addition to providing input to the creation of the mission, vision and core values, all staff have opportunities to review and comment on draft versions through College Council representatives and also directly to staff involved in the review and updating projects.

### **Budget Development**

As is true with the Strategic Planning process, budget development at Lane has also evolved to become more participatory and more explicitly linked to the mission and goals of the college. Previously, managers provided Function Information Sheets to budget administrators without consulting all unit staff. With the Budget Review templates, managers are expected to share the nearly final templates with staff to ensure accuracy.

Representatives of college constituencies were key in the program/unit review phase of the budget development process. The Criteria Applications Work Group (CAWG) for budget development 2002-03 and 2003-04 was a broadly representative group of staff that reviewed the budget development materials that were prepared at the unit level and were aligned with Lane's mission, core values and strategic directions. The CAWG prepared recommendations each year and presented these to ET, who forwarded final budget recommendations to the board.

The Budget Advisory Group (BAG), which includes students and representatives from all three employee groups, advises the vice president for college operations, the budget analyst and ET about matters regarding the development of the annual college budget, including the development process and the substance of the budget. This group also facilitates communications with the rest of the college community regarding budget development.

The complexities of the budget process have frustrated members of the college community. The Budget Advisory Group produced a report making recommendations for improvement in this regard. This report was reviewed and accepted by the board in February 2002, and many recommendations have been implemented or are in process.

### **Unit Planning Process**

Through the unit planning process first implemented Fall 2003, all staff in units have responsibility for determining how their unit is aligned with college goals and for identifying unit outcomes. Unit staff are also responsible for evaluating outcomes and performance of their unit

Budget Year	Process	Groups Involved
2001	Function Information Sheets	Division Managers, President and VPs; the Board; Public hearings; Unit-level discussions on ideas and possible cuts. Changes to initial slate of cuts resulted from feedback.
2002-03; 2003-04	CAWG and Budget Development	Representative Committee and ET; Public hearings; Unit-level discussions on ideas and possible cuts. Changes to initial slate of cuts resulted from feedback.
2004-05 (pilot year)	Unit Planning	Units, ET
2005 and beyond	Unit Planning	Units, Functional Councils, ET

Figure 1-6: Recent Planning and Resource Allocation Changes (Source: IRAP).

and for developing initiatives to improve performance of the unit.

Unit plans provide the opportunity for faculty, staff and managers to evaluate their departments for planning and resource allocation requests. The 2003-04 year was the pilot year. The Unit Planning Design Team, comprised of members from all employee groups, has evaluated the first-year implementation and has made improvements on the system.

As with any new system, there has been a steep learning curve with respect to planning, as all staff integrate the new cycle of planning into their work. Given the many changes that have occurred in the last several years, the learning curve and workload have increased. This results in a lack of time for all members of the faculty and staff to attend to and internalize changes as they emerge. The unit planning process will affect resource allocation, but many at the departmental level are still unclear how this process will be different from the ones preceding it; involvement in and support of this system need to be understood as part of the essential work of staff throughout the college. This is an organizational development issue inherent to institutional change.

### Planning and Resource Allocation

Lane uses the results of its systematic evaluation activities and ongoing planning processes to

influence resource allocation and improve its programs, services and activities (1.B.4). Lane is developing in this area, moving from a situation in which the budget development process had driven planning and resource allocation to a more systematic process whereby planning drives resource allocation. Figure 1-6 traces the changes in planning and resource allocation since 2001.

During the budget cuts of 2001-2003, the CAWG was convened to evaluate programs; these evaluations were instrumental in developing Lane budgets for the 2002-2004 academic years. For development of the 2002-03 and 2003-04 budgets, all programs and services were evaluated according to CAWG criteria. This process served as a program needs and effectiveness review. Performance indicators included:

- Enrollment capacity
- Student/community demand
- Cost per FTE
- Local demand for employment
- Wages
- Availability outside Lane Community College
- Currency of the program
- Extent to which the service is essential to enrollment, retention or success of students
- Extent to which the service directly supports instructional activity.

The draft of the Long Range Financial Plan, completed in Spring 2004, is aligned with the

vision, mission, and core values of the college. The Finance Council will review this plan in 2004-05.

In addition to using planning for resource allocation, the college uses planning to improve its instructional programs, institutional services and activities. In 2004-05, the unit planning process will be in its second year of evaluation of programs, department performance and goal achievement. The unit planning process represents a major shift in planning emphasis and coordination at Lane. Previously, major initiatives at the college level did not necessarily evolve in response to work at the unit level; under the new unit planning system, however, themes developed from plans initiated at the unit development will inform college-wide initiatives.

### **Diversity and Planning**

One example of a systematic evaluation that led to improvement concerned the issue of diversity at the college. After the WICHE evaluation (see Introduction), Lane staff, students, and community members created the first Diversity Plan, which resulted in, among other things, the hiring of a Diversity Coordinator and an Ethnic Studies Coordinator; the institution of diversity scholarships; and the addition of a diversity component to new faculty orientation. The WICHE recommendations also resulted in development of the college's centralized tutoring center.

Other issues, such as Americans with Disabilities Act compliance and Title IX impact, have driven evaluation and improvements at Lane.

### **Planning, Evaluation and Priorities**

Lane integrates its evaluation and planning processes to identify institutional priorities for improvement (1.B.5). The Strategic Planning Task Force in 2003-04 integrated evaluation and planning activities articulated in the Long-Range Financial Plan, the Long-Range Facilities Plan, and the Diversity Plan, to establish its institutional goals for coming year. The College Council under the new governance system will continue this work to establish priorities under the strategic plan for the coming years.

To enable Lane to develop as a learning college, the Vanguard Learning College Project developed

project plans to evaluate five areas:

- responses to changes in Lane's organizational culture;
- staff recruitment;
- technology;
- learning outcomes;
- under-prepared students.

Many of the project's individual goals have been achieved. Lane's commitment to the Vanguard Learning Colleges project has set its priorities for the college's work with innovation.

Resources for effective evaluation and planning processes are provided, and research is integrated with and supportive of institutional evaluation and planning (1.B.6; 1.B.7). IRAP is staffed by a director who oversees and coordinates planning efforts and provides annual data and reports to college constituencies; he sits on ET, the Strategic Planning Task Force, among other committees. Lane's IRAP office also has a full-time faculty coordinator of student outcomes assessment and curriculum development who contributes to the college's program assessment and curriculum evaluation; a special projects manager who coordinates unit planning efforts; and administrative and support personnel. IRAP will provide councils in the new governance committee with research data upon request.

IRAP is structurally organized to ensure integration and support of the college's evaluation and planning efforts (1.B.7). The director works toward maintaining continuity between information gathered in IRAP and activities at the instructional, administrative and executive levels.

IRAP also tracks several other key areas of the college's focus of work: professional technical program annual evaluations; Student Outcomes Reports; Community Needs and Perceptions Surveys; Annual Student Follow-Up Study. IRAP's evaluations for operational work units such as Housekeeping; Printing/Graphics; the Bookstore; and Foodservices contribute to their continuous improvement. Instructional unit assessments have included the Business Department; Graphic Design; Math; and Academic Learning Skills.

### **Systematic Review of Planning and Evaluation**

The review and revision of the college's strategic plan has been systematic (1.B.8). The Strategic Planning Task Force was formed by the president and included members of ET, the director of IRAP, and representatives from councils and employee groups. This committee used information from the Self-Study, discussions and analyses of the CAWG evaluations from 2002-2003, and several key planning documents to create the new plan. This plan has been forwarded to College Council, whose responsibility it will be to undertake systematic review of planning and evaluation at Lane under the new governance process. (See Standard 6.)

Following an executive review of Lane's Benchmarks, Lane joined a small group of League for Innovation colleges to design and begin implementing a National Community College Benchmarking system. This system will provide data for useful enhancement of Lane's evaluation of institutional effectiveness, enabling comparison of Lane's performance with similar colleges on standardized indicators of performance.

The Lane Administrative Systems Renewal (LASR) project included a project team that evaluated the information and data needs of units across the college (see Standards 5T and 7).

### **Communicating Evidence of Effectiveness**

The IRAP website communicates evidence of Lane's effectiveness to the public, and IRAP provides other reports to the public through its board Monitoring Reports and Benchmarks (1.B.9). The board minutes are made available to the public via media reports (the radio station KLCC reports on board activity) and online. IRAP is planning how to better convey the findings of its *Institutional Effectiveness Measurement Plan Annual Report* (Figure 1-4) to the college community and the public.

Status reports on planning and implementation efforts of large projects such as the Bond Construction Project or Lane's Administrative Systems Renewal (LASR) project have been presented and discussed at monthly board meetings.

As part of the new governance system, each council develops appropriate methods for communication with the college community prior to, during, and following its deliberative processes. Each council is also responsible for coordinating with College Council and other governance councils. (See also 1.A.3 and Standard 6.)

### **Strengths (1.B):**

- Lane has a variety of mechanisms for evaluation and planning of its activities and for measuring institutional effectiveness. Lane's planning and evaluation are more systematic than ten years ago.
- The college community is starting to internalize the Plan-Do-Check-Act cycle.
- Lane's Institutional Effectiveness Measures, Benchmarks and Monitoring Reports provide comprehensive data for improvement based upon evidence.
- Lane's participation in the national benchmarking project will allow the college to compare its effectiveness with other community colleges.
- The Curriculum Approval Committee and the Degree Requirements Review Committee are stable, established and effective at maintaining effectiveness at the curricular level.
- Increased participation and community involvement in evaluation and planning has changed the college culture.
- Planning and resource allocation are more effectively linked.
- Evaluation and planning of teaching and learning, student services, and college facilities have resulted in the Strategic Learning Initiative, Students First! Project, and the Bond Construction project, all of which have improved institutional effectiveness and student success.

### **Challenges:**

- Lane's strategic planning process and unit planning processes are still not clear to all staff.
- Many staff are still unclear about criteria for resource allocation under the new system.
- Some college evaluation and planning efforts have been reactive rather than proactive.
- As the college has moved to a more data-based planning system, workload for IRAP and other areas involved in planning and evaluation has

increased. Workload is also implicated in unit planning efforts across the campus.

**Improvement Plans:**

- The Unit Planning Design Team and other staff members will work to clarify the relationship between unit planning and strategic planning and how this relates to resource allocation.
- The new planning system embeds assessment into its work so that it is more proactive than reactive.
- The college will continue to review the workload implications of its planning efforts and make adjustments as feasible. As the college integrates the changes created in the past five years, staff will become familiar with the new systems and the learning curve will flatten somewhat, which will help with some workload issues.
- The strategic plan calls for committing to a culture of assessment.





## STANDARD TWO

### *Educational Program and Its Effectiveness*



### Part I: Introduction and Overview

#### History

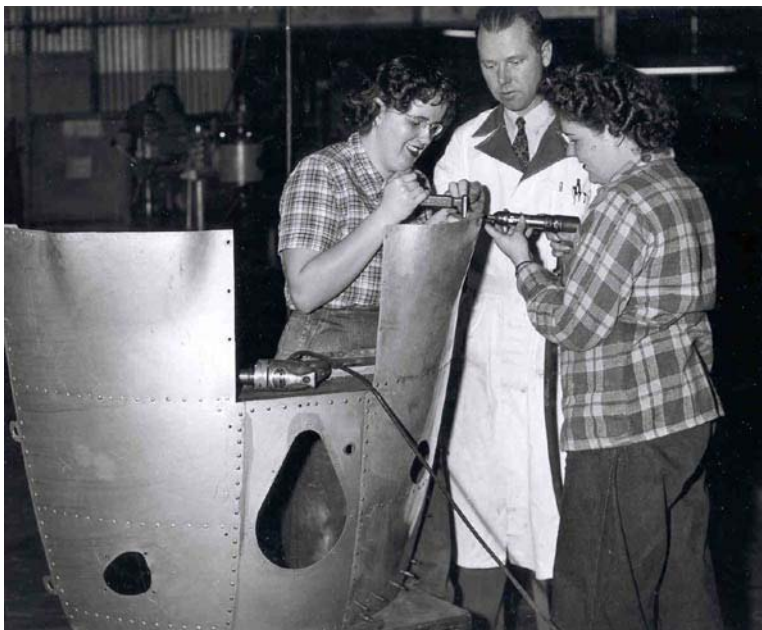
Well-known for quality learning experiences, Lane fulfills its mission as a comprehensive community college. Lane's educational program embodies the core values of the college: Learning, Diversity, Innovation, Collaboration and Partnership, Integrity, Accessibility.

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 buckler 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.

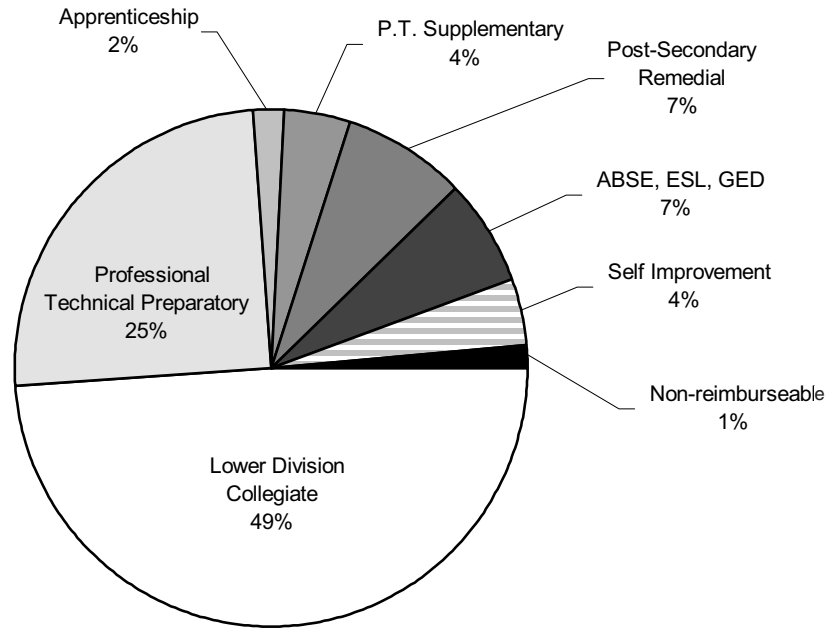


Figure 2-2: Percent of FTE 2003-04 by Type (of Total FTE 10,700) (Source: IRAP).

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

<b>DEGREES AND CERTIFICATES DISCONTINUED SINCE 1994:</b>	<b>NEW DEGREES AND CERTIFICATES SINCE 1994:</b>
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 ( <i>not offered due to funding constraints</i> )
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).

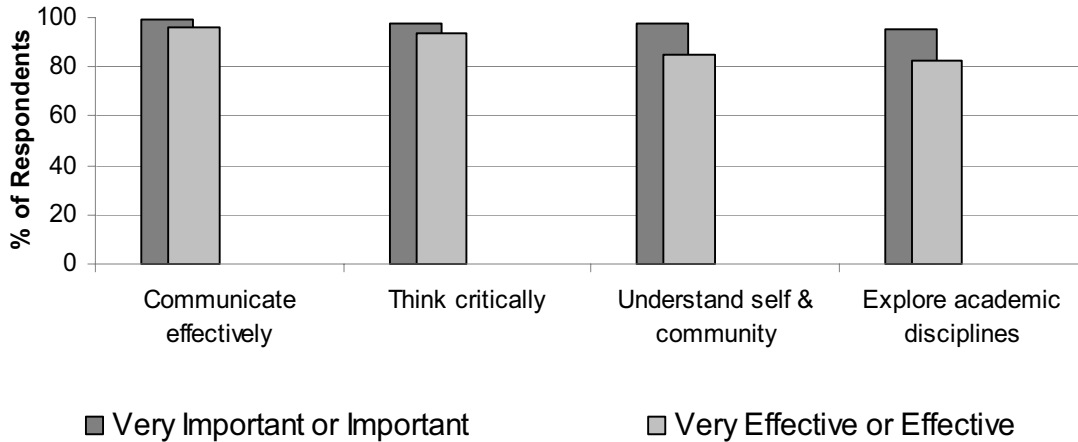


Figure 2-4: Importance of Lane’s General Education Core Abilities and Effectiveness of Lane Courses (Source: IRAP, 2003).

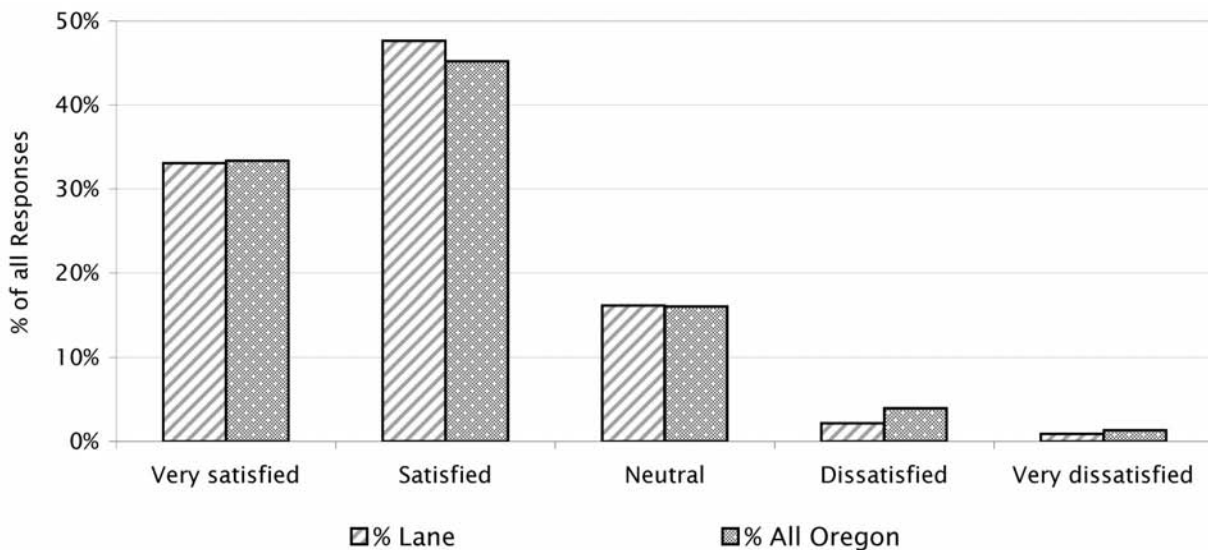


Figure 2-5: Student Reports of Satisfaction with Instructional Quality (Source: ACT Student Opinion Survey, 2002).

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<sup>1</sup>).

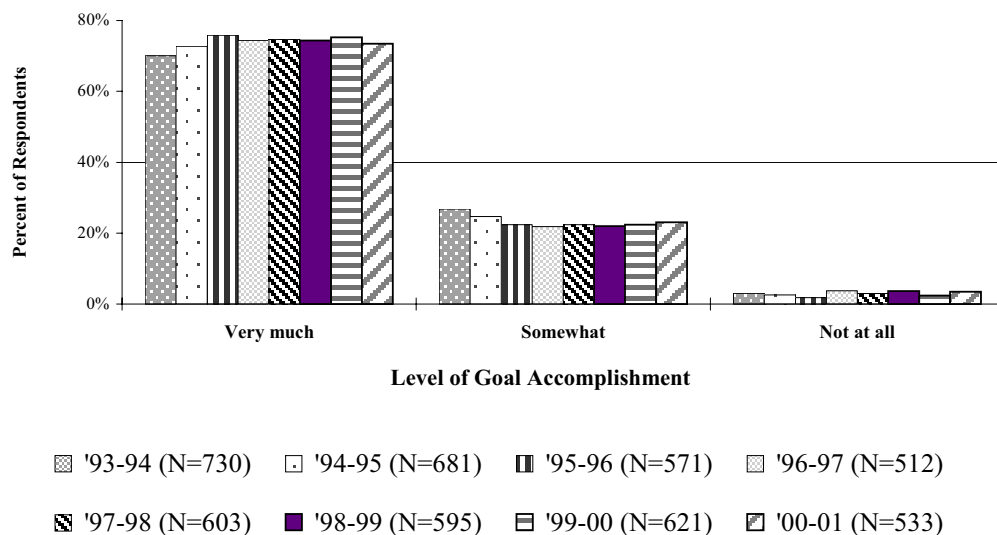


Figure 2-6: Goal Accomplishment of Former Students (Source: Student Follow-Up Study Spring 2002).

<sup>1</sup> 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).

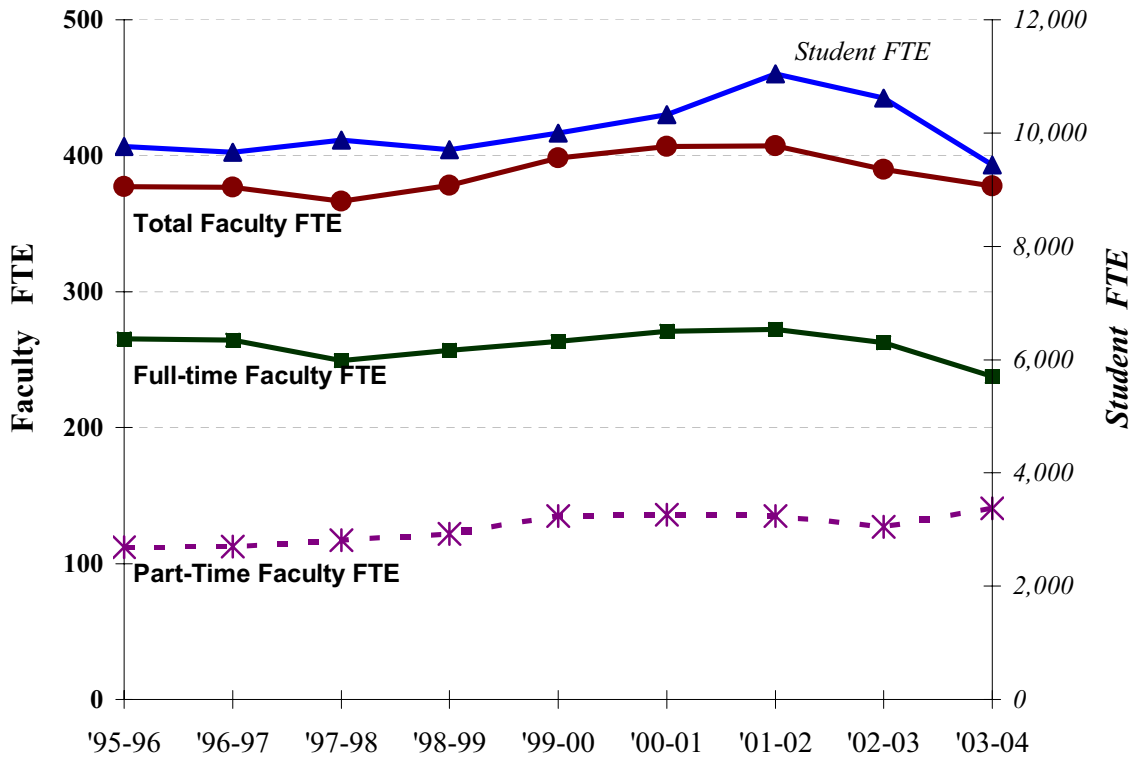


Figure 2-8: Faculty and Credit Student FTE Trends 1995-present (Source: Human Resources and IRAP).

- 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
30 <sup>th</sup> Avenue	746,836	203,887	950,723
Outreach Centers	125,106	45,173	170,279
<b>Total</b>	<b>885,347</b>	<b>255,664</b>	<b>1,141,011</b>

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
<b>Department / Division</b>	Reviews for quality and appropriateness.		
<b>Library Liaison</b>	Reviews collection for support materials.		
<b>Curriculum Committee</b>	Reviews for quality, appropriateness to mission.		
<b>Office of Instruction and Student Services</b>	Reviews for quality, appropriateness, and budgetary support; approves.	Reviews for quality, appropriateness, and budgetary support.	
<b>Department of Community Colleges and Workforce Development</b>	--	Reviews for quality, compares with other courses statewide, approves, assigns course number.	--
<b>Office of Professional Technical Education</b>	--	--	Approves within next catalog cycle of program amendments.
<b>Lane Curriculum Office</b>	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
<b>Faculty and Advisory Committee</b>	Initiate and complete DCCWD form.	Complete research for program planning and application.	Review program assessments and propose amendments annually.
<b>Curriculum Committee, including Library Liaison</b>	Reviews and recommends to OISS.	Reviews for quality and appropriateness to mission and recommends to OISS.	--
<b>Office of Instruction and Student Services</b>	Reviews and recommends to OPTE.	Reviews and recommends to Board of Education.	--
<b>Lane Board of Education</b>	--	Reviews and approves to forward to OPTE.	--
<b>Office of Professional Technical Education</b>	Completes “Intersegmentary Adverse Impact Notification”.	Staff reviews and recommends to State Board of Education.	Reviews amendments and approves for publication.
<b>Other Educational Segments</b>	Respond if Negative Impact.	--	--
<b>State Board of Education</b>	--	Reviews and approves for funding; notifies College.	--
<b>Lane Curriculum Office</b>	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



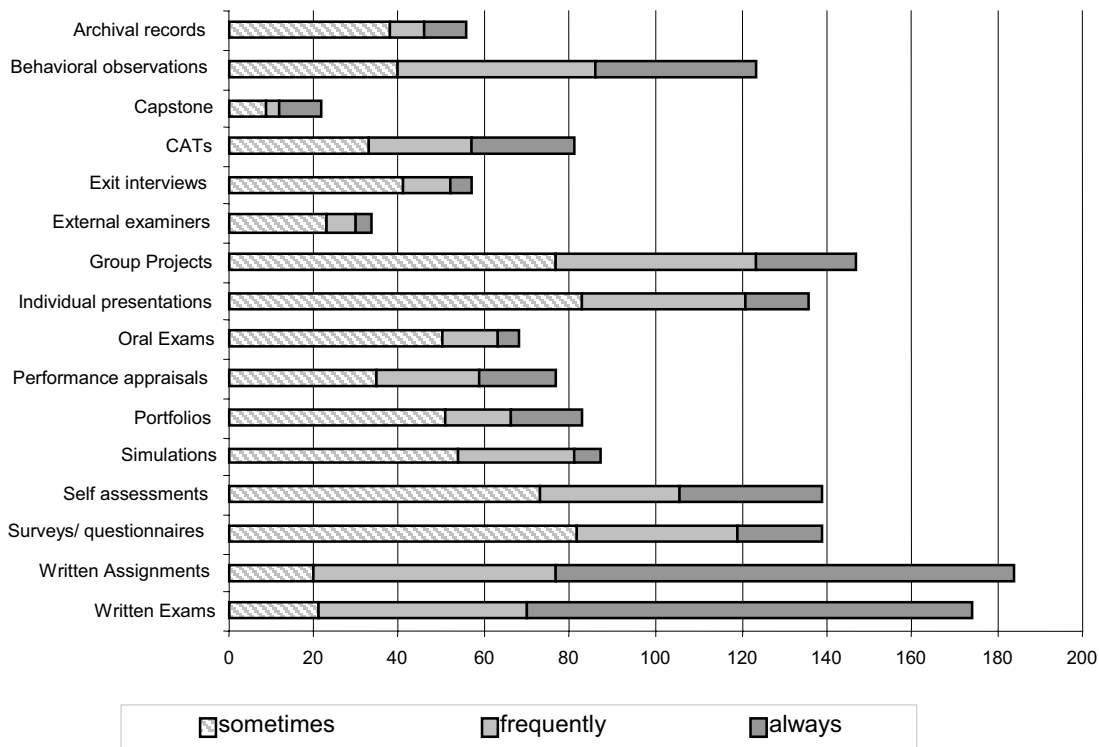


Figure 2-11: Inventory of Assessment Practices used by Instructors, N=188 (Source: IRAP, 2004).

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

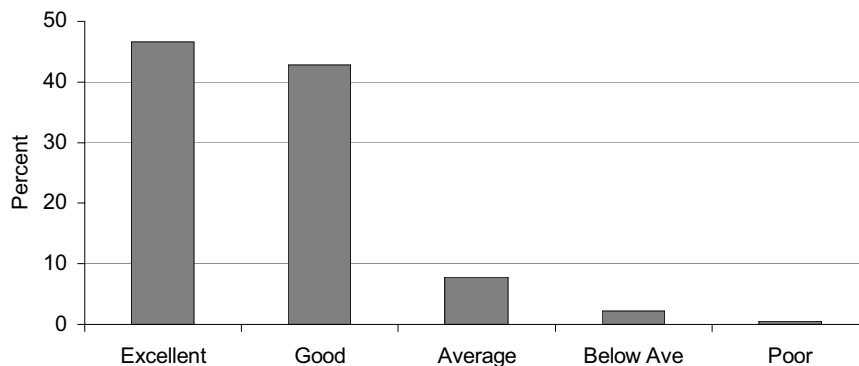


Figure 2-12: Overall Rating of Lane Training (Source: Student Follow-Up Survey 2002).

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,

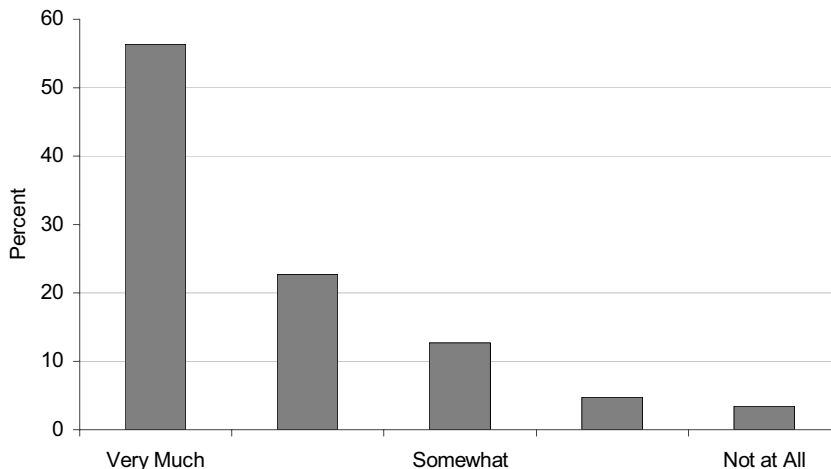


Figure 2-13: Rating of Lane’s Contribution to Placement/Advancement (Source: Student Follow-Up Survey 2002).

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 (I.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.



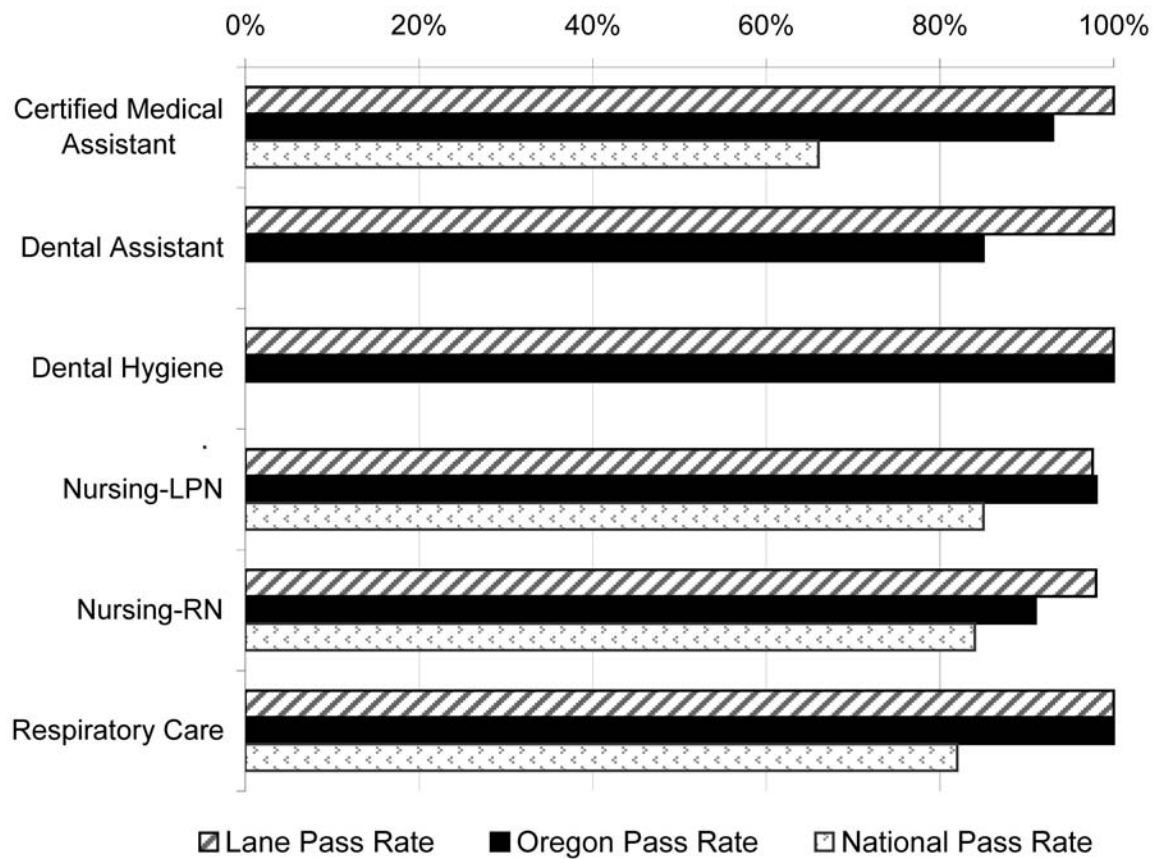


Figure 2-15: Licensing Exam Pass Rates, 1999-2000 (Source: DCCWD).

**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

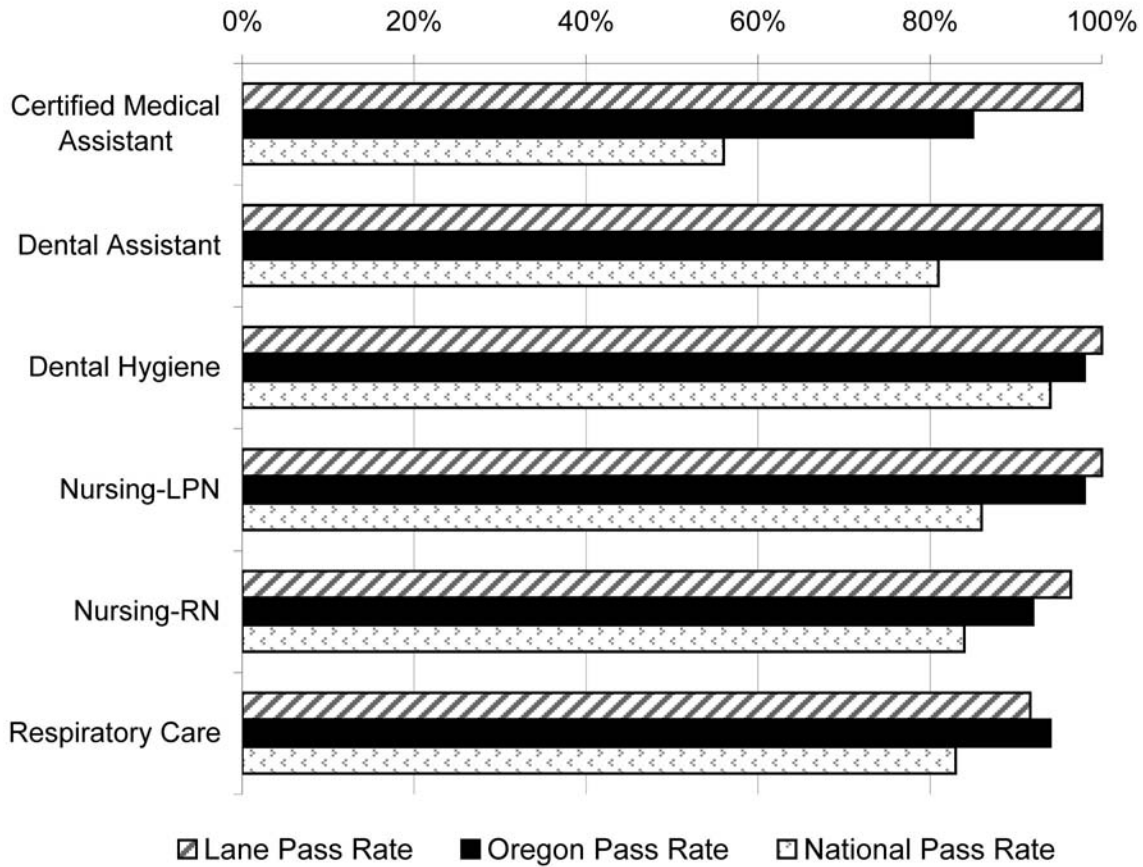


Figure 2-16: Licensing Exam Pass Rates 2000-01 (Source: DCCWD).

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

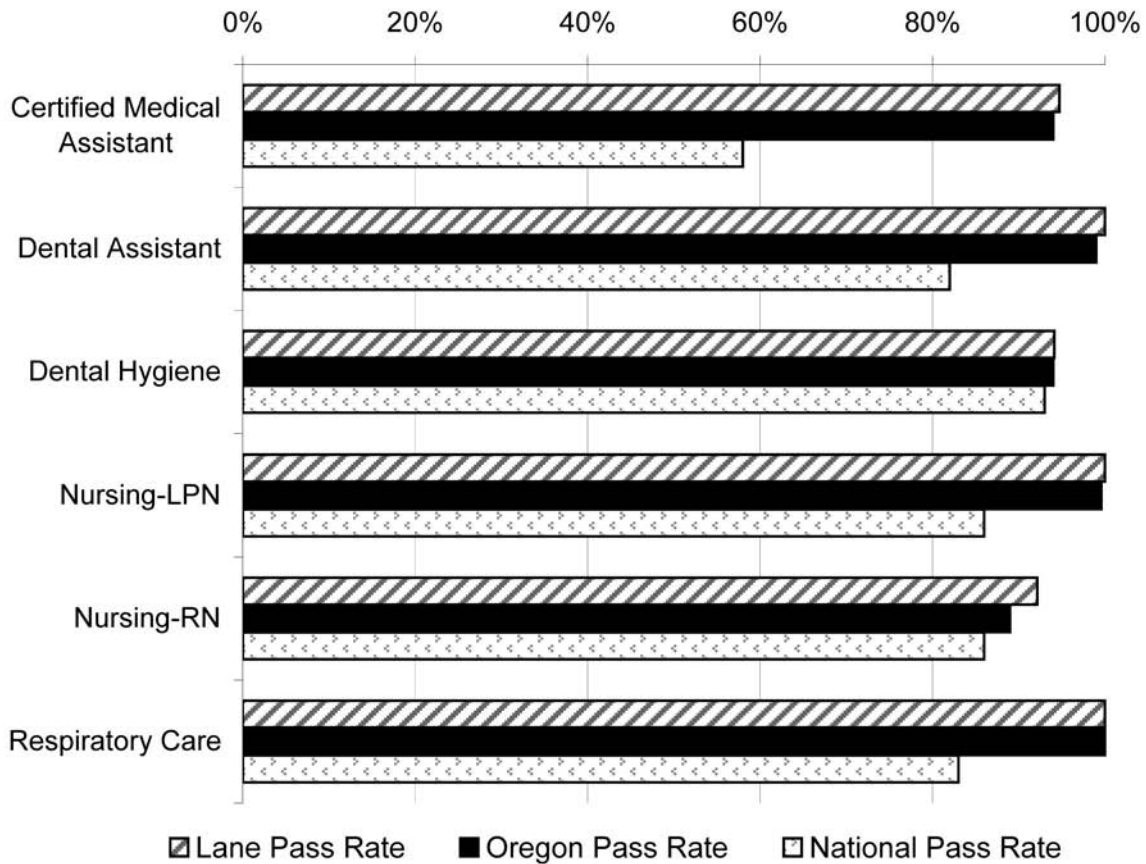


Figure 2-17: Licensing Exam Pass Rates 2001-02 (Source: DCCWD).

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 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 the increases in the number of students enrolled in

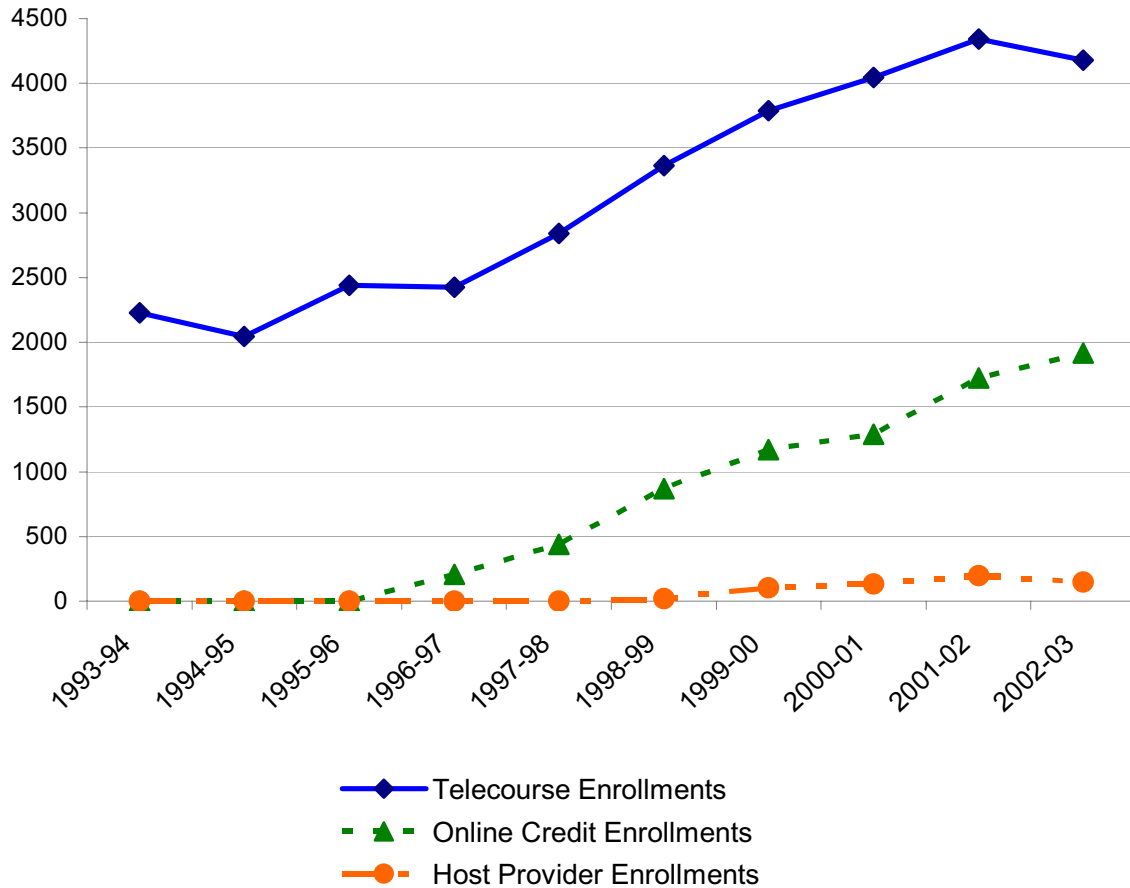


Fig 2-19: Distance Learning Enrollment (number of students registered), 1993-2003 (Source: 1993-2003 Enrollment Reports).

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.

## STANDARD THREE

### *Students*



### Introduction

From the moment students walk in the door of the new Student Services building, they benefit from the major evaluation and redesign efforts in this area of the college in the last ten years, including the culmination of the Students First! process redesign project (3.A.4). A key element of Student Services is integration: all service staff at Lane put the student's perspective and convenience first, and services are located and coordinated with this in mind. The Student Services building is a major physical resource for student services that reflects this integrated, student-centered approach (3.A.4). Within it, students can apply for admission; seek academic advising, career or personal counseling; register online; apply for financial aid; take placement tests; and pay their bills. Completed in 2001, the aptly named Building One provides a home for most student services under one roof, and has become the new gateway for the college.

The college provides comprehensive and high-quality student services that are also closely integrated with instruction through its "neighborhood" model for placing counselors locally in instructional divisions as well as

centrally in the Student Services building. Counselors and advisors use a developmental model that has proven highly effective in assisting students with their goal attainment. The college is guided by a philosophy that views student learning holistically, and so makes every effort to provide all the necessary services that support student success: in addition to counseling, advising, and financial aid, Lane provides student health services, child care services, a Women's Center and a Multicultural Center, among many others.

The college's implementation of Banner, a new organizational information management system, is another major improvement that automates registration and business processes and allows students to select courses and register online in "ExpressLane," saving them time and offering 24-hour convenience.

The expanding level of services has resulted in increased student traffic for all units, particularly during peak periods. Figure 3-2 summarizes major student services offered by the college, indicating a bustling environment with students benefiting from multiple services.

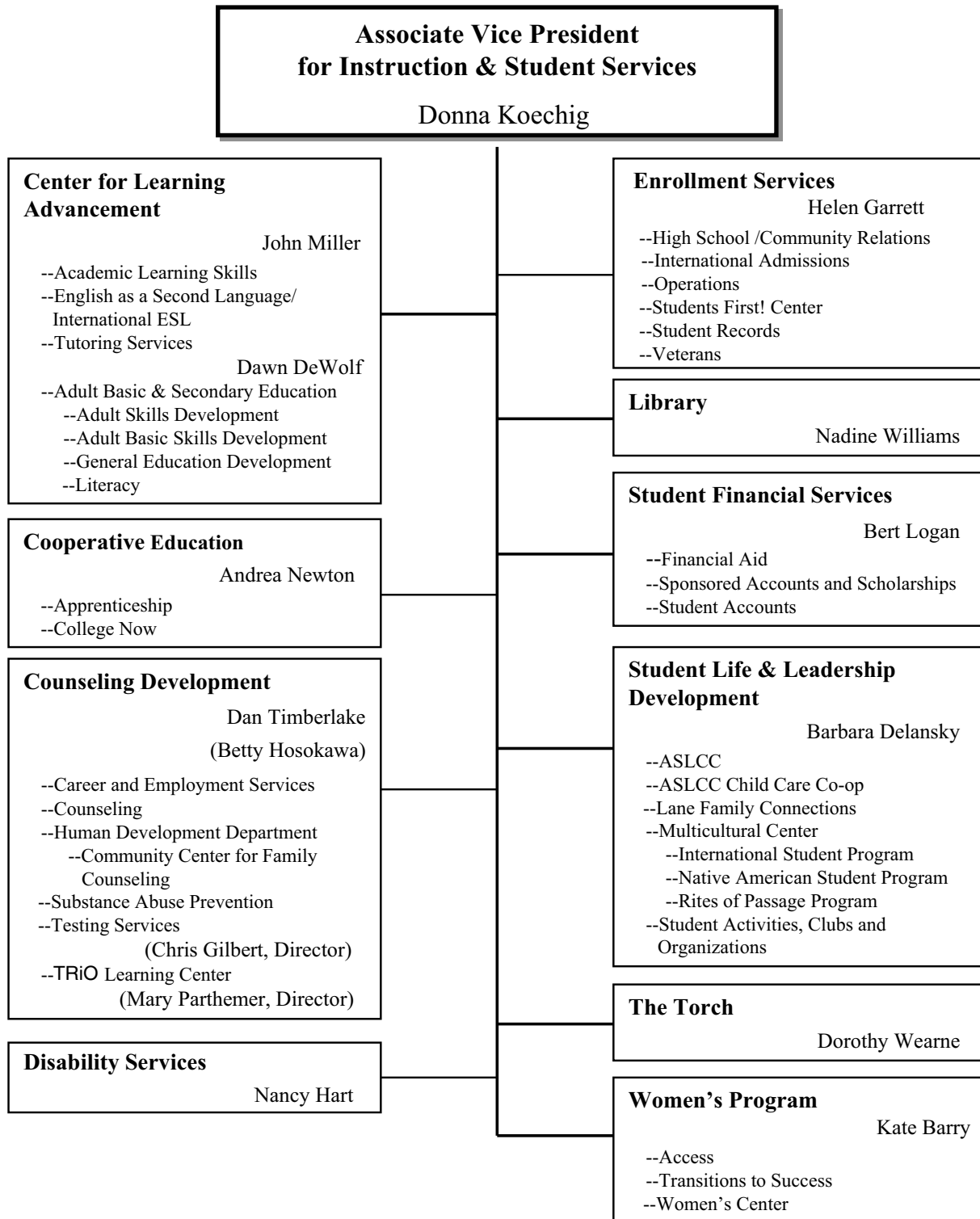


Figure 3-1: Organizational Chart for Student Services (Source: IRAP).

## Student Services at a Glance Characteristics and Activities

(per year except when noted)

### Athletics

- 135 student athletes participated in intercollegiate sports
- 4,227 students participated in open gym
- 20,000 joined in 27 events

### Bookstore

- \$450,000 transferred to General Fund
- 20,000 used books bought back from students

### Career and Employment Services (CES)

- 1,147 students toured CES
- 222 students earned wages of \$563,314 in Job Location and Development Program
- 744 students earned \$793,167 in Federal Work Study Program
- 233 students earned \$132,459 in Learn and Earn Program

### Counseling and Advising Center

- 74,895 contacts (16 months)
- 23,166 called the reception desk
- 7,155 students participated in advance registration

### Disability Services

- 700 students eligible for services
- 3,446 in-person services per term
- 1,312 calls received at reception desk per term

### Enrollment Services

- 34,394 total enrollment in 2002-03
- 99,894 credit registrations
- 37,342 non-credit registrations
- 411 students served in person daily at Students First! Center
- 342 student phone calls responded to daily at Students First! Center

### Financial Aid

- 9,000 students received financial aid
- \$28 million disbursed in financial aid

### Foodservices

- 481,874 transactions processed
- \$1.5 million annual gross revenues

### Student Health

- 5,178 health care visits
- 1,011 students educated via class presentations
- 169 emergency/urgent care visits

### Student Life and Leadership Development (SLLD)

- 100 visits per day in SLLD
- 100 visits per day in Multicultural Center (MCC)
- 16 recognized student clubs and organizations
- 300 students per term seek assistance through ASLCC Legal Services
- 2,161 children in families served through Lane Family Connections
- 48 families per term received low-cost child care from the ASLCC child care co-op

### Substance Abuse Prevention (SAP)

- 300 walk-in contacts
- 900 phone calls received
- 1,700 contacts through clubs and activities

### Testing Office

- 17,997 placement tests administered
- 2,247 GED tests administered
- 2,228 interest inventories administered
- 23,750 total tests administered

### The Torch

- 4,000 student circulation

### TRiO

- 84 percent percentage of students who persisted to enroll the next fall after beginning TRiO
- 82 percent transferred to 4-year schools

### Tutoring Services

- 4,000 students served
- 50,000 tutoring hours
- \$75,000 students earned in wages as tutors

### Women's Program

- 2,284 visits per month
- 607 attended program orientations
- 675 women students enrolled in Transitions to Success classes

Figure 3-2: Student Services at a Glance (Source: Office of Instruction and Student Services).

## Purpose and Organization

Lane's Student Services support the achievement of the college's goals by contributing to students' educational development. Student services are organized to best ensure students' success (3.A.1) Student Services units support instructional departments by focusing on the whole student in a student-centered, integrated service-delivery model.

In its recent organizational restructuring, the college emphasized the importance of strong linkages between instruction and student services: the associate vice president for instruction and student services (AVP for ISS), who oversees several instructional and student service areas, reports to the vice president for instruction and student services (VP for ISS), the chief academic and student services officer of the college. This linkage between instruction and student services on the Executive Team (ET) helps assure that the college provides high-quality and integrated services for students (Figure 3-1).

Additional Student Services areas covered in this standard are overseen by appropriate members of ET: Athletics (AVP for ISS), Foodservices (Executive Director for Community Education and Workforce Development), Marketing and Public Relations (President's Office), and Public Safety, Student Health, and the Bookstore (Vice President, College Operations).

## Process Redesign

In 1995, the president and vice presidents determined it was important to streamline processes at the college; they authorized technology and process analyses for that year, and budgeted \$1.5 million for the project (3.A.4). Several areas were reviewed and narrowed down to focus on six key process areas:

- Facilities/support
- Grants/contracts
- Personnel/payroll
- Planning/budget/financial transactions
- Procurement
- Services to students

Services to students was selected for focus, and a significant Process Redesign effort was initiated, resulting in the Students First! Project, an innovative, holistic approach to meeting students' needs.

Lane's human, physical and financial resources are allocated on the basis of identified needs and are adequate to provide essential services for student services and programs to achieve the college's mission and goals (3.A.4). Overall, there are 13 managers overseeing 13 units, 50 faculty, 189 classified staff, 55 student employees and 27 other employees providing student services support. In the new Building One, Lane has created a physical nucleus for Student Services which enhances efficiency and reduces confusion for users. Student services are funded from several appropriated budgets: the General Fund (\$6,790,993 for FY04); financial aid (\$320,449 FY04); Enterprise Fund (\$11,006,300 FY04); special revenue (\$5,751,000); special revenue—restricted (\$743,753 FY04).

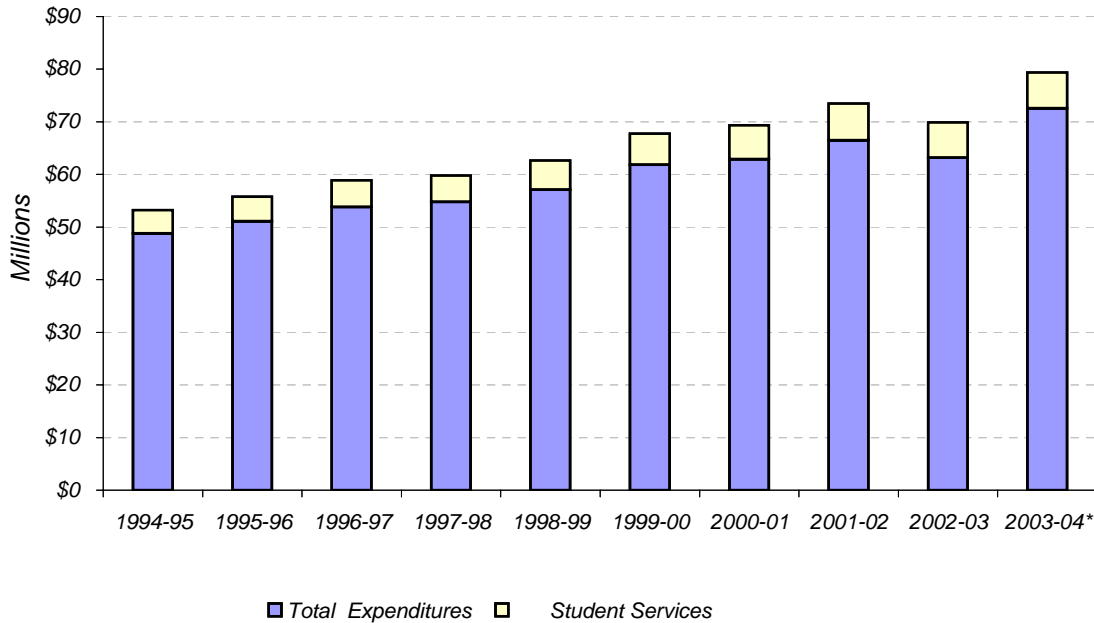
Figure 3-3 shows the general fund allocation for student services over the last ten years. There was an overall increase in student services funding from FY96 to FY03 and then a 14 percent decrease from FY03 to FY04, which reflects college-wide budget reductions as a result of decreased state revenues. Even during budget cuts, however, the percentage of the General Fund budget allocated to Student Services has remained stable: in 2003-04, the Student Services budget was 9.36 percent of the total general funds budget; this compares to a low of 8.52 percent in 1995 and a high of 11.09 percent in 2002-03 (Figure 3-3).

From 1995-2003, student transfer, professional technical, and developmental FTE increased 9 percent overall, from 9,762 to 10,613, with the largest increase in transfer credit FTE (up 10 percent since 1995<sup>1</sup>).

Given that students use services such as counseling and advising heavily, these increases have stretched resources: in a recent survey, students reported that while they were satisfied

<sup>1</sup> Because of a 1995 state change in the calculation of FTE (to 1 FTE = 510 clock hours), in this report all statistics will date from 1995.





\* Figures based on 2003-04 budget rather than expenditures

Figure 3-3: Student Services General Fund Allocation Trend FY95-FY04 Need (Source: College Operations).

with the *quality* of services (3.D.10), their satisfaction with *availability* has declined in recent years. In 1994, 19.8 percent were “very satisfied” and 43.4 percent were “satisfied” with availability of advisors. In 2002, those numbers had dropped to 16.4 percent and 38.6 percent respectively.

The high success of Students First! and its new enhanced visibility in Building One have produced increased demand for services that staff have found difficult to meet adequately given budget constraints. In the Women’s Center, for example, user count per month at the front desk the year they moved into Building One increased from 931 in 2000 to 1,765 in 2001; by May 2004, that number had increased to 2,284; there has been no decrease in use of the Women’s Center even with drop in college enrollments in 2003-04. In addition to the high visibility and convenience of Building One, other factors have contributed to the significant increase in workload in Student Services. During this same period, community resources have dwindled due to federal, state and local budget cuts in social services. Individuals who had relied on these services have turned to Lane to replace some of their needs for psychiatric, social, medical, recreational and other types of support. For

example, in 2000, 582 students used Disability Services and accommodations; by 2004, that number increased to 717. Lane’s student services meet an important set of community needs during difficult economic times.

### Staff Qualifications

Lane’s thorough search and hiring practices have resulted in competent staff with excellent qualifications appropriate to their assignments (3.A.2). Student services units have access to classification descriptions on the College Online Policy and Procedure System (COPPS). Job descriptions which clearly outline the essential functions for each position are updated when vacancies occur. When positions change through reorganization, technological change, or college needs, a reclassification review process, described on COPPS, is followed.

Classified staff, faculty and managers are evaluated, as per union contracts, agreements, and college policy (4.A.5). Self-assessment is part of each evaluation process, and evaluations contribute to staff development. The performance review process for managers is aimed at evaluating managers’ achievement of their units’ goals.

COPPS policies and procedures also guide the appropriate operation of Lane's student development programs and services (3.A.3).

Policies and procedures guide the development of clubs that are ratified by the Associated Students of Lane Community College (ASLCC). Clubs and advisors are expected to abide by college rules and procedures. Student programs and services have policies and procedures formalized and on record. Each develops goals for the coming year that are compatible with Student Services' and the college's mission and goals.

#### **Strengths:**

- Lane provides a comprehensive range of student services conveniently located, including counseling and advising, legal, health, social, cultural, and even basic needs such as donated clothing.
- The new Student Services building has had a significant positive impact on student service delivery, providing a central location for specialized services such as the Multicultural Center and Women's Center, and for formal and informal student meetings and gatherings.
- Students relate high satisfaction with services.
- Lane uses a holistic approach to providing services, with a high level of coordination.
- Nationally recognized student services personnel are highly qualified and deeply committed to ensuring a welcoming environment and student success.
- Lane is committed to providing services for a diverse group of students, including programs for various groups of students and special populations.
- The organizational structure strongly integrates student services with instruction.
- Recruitment and retention are strongly supported.
- Banner improves student access to information and streamlines productivity.

#### **Challenges:**

- Heightened demand for student services has resulted in increased workload in the most heavily used areas, including services by phone. During peak periods, workload can be unmanageable.

- The learning curve involved in the Banner implementation added to staff workload and changed many job functions.

#### **Improvement Plans:**

- Student Services directors will continue to use the unit planning process to identify solutions to address student demand for services, including appropriate staffing levels and increased utilization of technology.
- Lane invited two consultants to examine workload and service delivery issues in 2004, in Enrollment Services and Student Financial Services. Several recommendations were offered and are in the process of follow-up. Use of document imaging may provide some workload relief.
- The learning curve in Banner is a temporary phenomenon which will improve each year as staff become accustomed to it and fully trained. In fact, the implementation of Banner will eventually streamline some of the student services functions.

### **General Responsibilities**

#### **Meeting Students' Needs**

Lane systematically identifies the characteristics of its student population and students' learning and special needs; the college also makes provision for meeting those identified needs (3.B.1). Examples of programs that meet identified needs follow:

#### **Career and Employment Services**

- ASLCC Child Care Coop
- Testing Office
- Counseling and Advising
- Tutoring Services
- Adult Basic and Secondary Education
- Academic Learning Skills
- English as a Second Language (ESL)
- Disability Services
- Substance Abuse Prevention Program
- Student Life and Leadership Development
- Multicultural Center
- Native American Student Program
- Rites of Passage Summer Academy
- College Information Sessions for Students of Color
- High School Visitation Program

- Women’s Program
- TRiO
- Guided Studies
- Student Health Services

Institutional Research Assessment and Planning (IRAP) tracks students over time (longitudinal) who attend Lane, including those coming to Lane from high school and those with county residency status, to record their reasons for attending, as well as their race and ethnicity, gender, and age. To the extent possible, the college also tracks data on disability, preparedness, and income, and addresses these issues as well. The American College Testing (ACT) Student Opinion Survey, Student Follow-Up Studies, Benchmarks and Monitoring Reports provide key information about Lane’s success in meeting students’ identified needs (1.A.3; 1.B.7).

The Success and Goal Achievement (SAGA) committee focuses on overall student success. SAGA, a relatively new adaptation of the college’s Enrollment Management Plan, shifted the focus of the original plan from enrollment to student success and retention. SAGA incorporates best practices learned from Lane’s Student Support Services (TRiO), a successful high-risk intervention model for a limited group of students, and generalizes TRiO’s successful methods to Lane students at large. In Spring 2003, the SAGA Committee set three goals for 2003-04:

- Use data to establish Lane Community College’s baseline student success rate.
- Use interviews of experts and a thorough review of the literature to identify the best practices in supporting student success.
- Create an action plan to improve student success at Lane.

SAGA has seen promising results so far: one is the institution of a First Year Experience class to enhance student success.

Lane maintains an open admissions policy and makes provision for students’ varying preparedness (3.B.1). Students entering the college take placement tests, primarily in the Main Campus Testing Office. Most degree-seeking students take placement tests in reading, sentence skills, and math, which places them in the appropriate class for their skill level.

## Counseling and Advising

Counseling and Advising identifies and serves students’ learning needs and serves the mission of the college by facilitating student orientation, entrance, and successful completion of program choices; providing placement test orientation and matching appropriate resources to developmental needs; and collaborating with students to help realize their potential. Counselors are trained in crisis intervention techniques and respond to urgent situations within the department and across campus. Counselors and advisors are assigned to programs, undeclared majors, and diverse populations to facilitate entry into the college learning environment. Counseling and Advising uses a unique computerized tracking system, which collects information on students’ reasons for seeing counselors and advisors, time spent waiting, and numbers of contacts. Staff can add notes after each contact with students to enhance continuity during a student’s subsequent visits.

Counselors at Lane are also faculty, and teach courses using a psycho-educational model. The college-wide advising model, in which some counselors’ and advisors’ offices are physically located in instructional divisions, facilitates coordination of instructional and student services (3.D.10).

Following a comprehensive evaluation of the college’s efforts at retaining students of color, two retention specialists/counselors have been hired with .4 FTE of each position dedicated to retention of students of color. Traditionally underserved populations are sought out and especially encouraged to use the retention services offered.



### **Women’s Program**

The Women’s Program has been highly successful in identifying the needs of women students and helping them achieve their academic and life goals. The Women’s Center offers resources, referral and information for women returning to school; Alternative Career Choices for Equitable Student Success (ACCESS) helps women explore technical and trades careers; Transitions to Success is an entry program for women in transition; and the Options Unlimited Conference provides hand-on exploration for middle- and high-school girls in non-traditional skills. A calendar of events and an online newsletter keep women informed of events and services.

### **Disability Services**

Disability Services strives to provide equal access, as defined by federal legislation, to all students with qualifying, documented disabilities. The department provides academic accommodations, advising and problem solving, printed materials in alternative formats, assistive technology, and resources and training for faculty on referral and accommodations. Disability Services also collaborates with community resources and school districts throughout Lane County and provides website links to information on financial aid, grants, and scholarships for students with disabilities.

Disability Services has seen a significant increase in a variety of areas of service, including the number of students requesting services and the number of complex accommodations. The ratio of students to Disability Services advisors is 280:1; the best practice ratio according to national recommendations is 150:1. Still, student satisfaction with Disability Services is high.

### **TRiO**

Preparedness for college is a common issue for Lane’s students; TRiO is one of the most successful models for using supplemental learning environments to facilitate the success of students with identified needs. A federal grant-funded program, TRiO offers a variety of services to help first-generation college students, students with disabilities, and other at-risk students move from a two-year to a four-year institution. TRiO provides a Learning Center, a computer lab, academic

advising, personal and career counseling, information and referral to services on- and off-campus, mentoring, cultural enrichment activities, study groups, special workshops and classes, assistance with transfer planning, and visits to Oregon four-year colleges and universities. TRiO’s performance outcomes for 2002-03 are impressive. On measures of persistence, good academic standing, graduation, and transfer, TRiO students surpassed proposed benchmark levels.

### **Focus Groups**

In the last several years, Lane has increased its efforts to identify and address the needs of communities of color. In November 2001, for example, the board met with students and community leaders for one of several “Strategic Conversations” to hear their perspectives on the direction of Lane’s diversity efforts. Results of these conversations have been incorporated into Lane’s Diversity Plan (3.D.2). In Spring 2003, the administration conducted eight student focus groups, involving 55 students. Students described many concerns they felt about campus climate and other on-campus issues. Their concerns were taken to Faculty Council, the board, and departments organized a response where appropriate.

### **Student Participation**

Students utilize many opportunities to participate in institutional governance (3.B.2; see also Standard 6). Lane recognizes that student government, ASLCC, is an active and vital part of the campus community, and that organization is often the route by which students are recruited for participation on institutional committees. ASLCC is given a great deal of autonomy over its operations and budget.

ASLCC includes as members all main campus students who are enrolled and have paid mandatory student fees. Because Lane recognizes the importance of the student voice at the highest level of governance, the ASLCC president, while not officially a member of the board, sits at the board table for meetings. The Strategic Planning Task Force and the College Council both have two seats available for student representatives. Each of the seven new governance councils,

which provide strategic planning for all college functions, also has two student representatives. It is also customary, when feasible, for students to sit on hiring and standing college committees such as the Budget Advisory Group and the Facilities Management Team. (See Standards 7 and 8.)

### **Faculty Involvement**

Some student services departments are also instructional units, and faculty are involved in the development of policies and planning for student programs and services (3.B.2). Some student services use a psycho-educational model, enhancing student access by providing developmental counseling in a group setting that would otherwise be unfeasible on an individual basis. Many faculty also serve in an advisory capacity to programs such as the literary magazine *Denali*, the Nature Writer's Club, and others. In addition, Rites of Passage Summer Academies involve many faculty in its development. The Diversity Team, which includes several faculty, drew up the campus Diversity Plan (3.D.2). The Diversity Team College Climate Action Team chair is a faculty member, as are the Student Retention Counselors. Student Services personnel who are faculty serve on such committees as Faculty Council, where they can communicate important student services needs to the instructional areas. The new Student Affairs Council has faculty representation.

### **Student Rights and Responsibilities**

Lane has clearly stated and well-publicized policies on students' rights and responsibilities with procedures to ensure policies are implemented in a fair and consistent manner (3.B.3). COPPS policies for students include: Code of Conduct, Student Complaint Process, Informal Report and Resolution Process, Sexual Harassment, Race/Ethnicity and National Origin Harassment (with both Informal and Formal Report and Resolution Processes), ADA Complaint Procedures and Affirmative Action Guidelines and Complaint Procedure. Information is publicized in the Catalog (pp. 60-68); in the Class Schedule; and on the web.

### **Safety and Security**

Lane makes adequate provision for the safety and security of its students and their property (3.B.4;

see also Standard 8). The Public Safety Department's goals support the learning environment through proactive responses to safety concerns. Public safety officers are on campus 24 hours a day, every day. The emergency extension for all emergency calls is publicized and easy to remember: 5555. Public Safety also provides other non-emergency services free of charge, including collecting lost and found items and performing security checks.

A college-wide committee, the Joint Emergency Action Planning Group (JEAP), developed and widely distributed an employee manual describing a wide variety of potential emergency situations and action steps for handling them. The college informs staff to ensure the safety of students.

Information concerning student safety is published and widely distributed, including an incident report in the *Torch*, the student newspaper. Lane has a low crime rate (see Standard 8). Policies and procedures for dealing with security issues are described on COPPS, including how to deal with crime reporting, substance abuse prevention, and building access. The Women's Center and the Counseling Department also provide services and assistance for domestic violence and sexual assault victims.

While the college attempts to meet the needs of a diverse population, challenges remain. In Spring 2003, for example, a series of on-campus racial harassment incidents prompted the college to take steps to provide support for individuals and groups affected. President Spilde called an all-campus gathering and publicly condemned the incidents and committed her support and the college's support for individuals affected. In addition, she convened a Response Team, which included all employee groups and the union presidents, to make recommendations to address these incidents. Many of these recommendations have been implemented or are in process.

### **Information for Students**

The college collects all necessary information on student rights and responsibilities in one source, the catalog, which is provided to students at no charge if picked up and for \$3 shipping and handling charge if mailed; the catalog is also available on-line (3.B.5). A Student Planner that

supplements rather than repeats catalog information has garnered positive student and staff feedback. Updates for the printed catalog are made annually; updates for the on-line version are made periodically.

The 2004-05 Catalog includes all of the information required for compliance: the mission, vision, core values, and strategic directions are printed on the inside front cover; admission requirements and procedures are on pp. 11-13; students' rights and responsibilities, pp. 60-68; academic regulations, pp. 54-68; degree completion requirements, pp. 39-50, and for each degree, pp. 69-126; credit courses and descriptions, pp. 127-204; tuition, p. 19; fees and other charges, p. 19; refund policy, p. 23; items relative to attending or withdrawing, pp. 4-64; student conduct, pp. 60-68; grievance policy, p. 60; academic honesty, p. 63; student government, p. 33; student organization and services, pp. 24-38; athletics, p. 33.

### **Student Services Evaluation**

Lane periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change (3.B.6). The college utilizes the Profile of Lane Community College and the ACT Student Opinion Survey to track the effectiveness of its student services. In addition, the assessment chapter of unit plans allows departments and units to systematically engage in the annual evaluation of their own goals and achievements at the point of impact, and build from year to year on that information. These unit plans are also the basis for college-wide resource allocation and planning (1.B).



The SAGA report is also being used for planning and evaluation of student services goals (3.B.1). The Response Team Report and the Diversity Plan encourage evaluation of student services in responding to college climate issues and diversity. In addition, the Student Affairs Council in Lane's new governance system will develop, review and evaluate plans and set directions for student affairs in accordance within the vision, mission, core values, learning-centered principles and Strategic Plan of the college.

### **Strengths:**

- Lane systematically identifies the characteristics of its student population and provides comprehensive, high-quality services to meet those needs. Lane is unique in Oregon in its provision of basic medical care to community college students, and Lane's child care centers help working parents attend school while their children are well cared for.
- Student participation in governance is welcomed. Two students sit on each of the new governance councils and are present on many committees across campus.
- Policies and other information are readily available to students through Lane's publications and website.
- Lane provides a safe, secure environment for its students.
- The college's integrated service delivery model for Counseling and Advising is high quality, and its unique computerized tracking system ensures continuity in service.
- Evaluation and improvement are deeply embedded in the culture of student services. The Students First! project itself was an improvement based on evaluation, and continues to be evaluated and improved.
- SAGA, Counseling and Advising, and the Women's Program regularly use assessment data to track and improve student success.

### **Challenges:**

- Some on-campus racial harassment incidents have shown the need for continued positive college response in this area (3.D.2).
- Some students have expressed concern about the enforcement model used to manage campus safety.

**Improvement Plans:**

- Recommendations from the Response Team have begun to be implemented and will come under review and further implementation in 2004-05.
- Public Safety is transitioning from a security enforcement model to an educational-developmental model in handling campus safety.

**Academic Credit and Records**

Evaluation of student learning and the award of credit are based on clearly stated and distinguishable criteria (3.C.1). Criteria for award of credit are noted in the 2004-05 Catalog, p. 53, including classroom hours per credit hour, classroom hours per lecture/lab credit hour, and classroom hours per lab credit.

Academic records are accurate, secure, and comprehensive: all permanent records are stored on microfilm in a fireproof vault; comprehensive records include records for each term of attendance, course numbers and titles, grades earned, and indication of credit or non-credit classes. Records are kept permanently with no expiration date. Degree evaluations verify that students have met requirements set by the state and approved by the Degree Requirements Review Committee (see 2.C for specific degree requirements). In 2003-04, the credit evaluation process was automated through Banner and counselors can now review students' progress at any point; degree evaluators can double-check system-generated degree evaluations.

ExpressLane is a group of web services for students, staff and others to view and change their information in Lane's administrative system. Lane students, instructors, administrators, staff employees, and the general public may use some or all of ExpressLane services. Every ExpressLane user is assigned an "L" number as an identifier, replacing the insecure Social Security number.

**Evaluation, Credit and Records**

Criteria used for evaluating student performance and achievement are appropriate to the degree level, clearly stated and implemented (3.C.2). Syllabi, distributed to every student on the first day of every class, outline the course objectives, requirements,

and grading criteria. Departments are very involved in the process of establishing criteria. In those areas that use portfolio grading, departments set the standard for student performance and achievement. The Curriculum Approval Committee approves departmental standards (see Standard 2).

The college makes a clear distinction in the Catalog between credit and non-credit on pp. 69-126 and pp. 205-6 (3.C.3). In addition, Lane's quarterly class schedule is clearly divided into credit and non-credit sections. The distinction is further defined on the Continuing Education website FAQ section. Student transcript notes clearly indicate whether courses are credit or non-credit. In the Banner system, students choose whether to include non-credit courses on their transcripts, whereas credit courses must appear on a transcript.

Lane's policy on the award and transfer of academic credit is consistent with indicator 2.C.4 and Policy 2.5 (3.C.4). The Catalog describes articulation agreements in place with individual colleges; the AAOT covers all Oregon University System (OUS) institutions. Staff are well-trained and experienced in transfer of credit. Lane only accepts credits from regionally accredited institutions or, in the case of international transcripts, colleges that are recognized by the Ministry of Education or a similar government body of foreign countries.

Lane's student records, including transcripts, are private, accurate, complete, and permanent (3.C.5). Student records are stored on microfilm in a fireproof vault. The data and records in the computing systems are saved daily on tape and stored at an off-site location. Recent construction has improved space for storage and security.

All staff have Family Educational Rights and Privacy Act (FERPA) training and are supervised to ensure the law is observed. The college includes FERPA guidelines in COPPS on-line and posts them in Divisions.

**Strengths:**

- Lane's systems of evaluation of student learning and awarding of credit are clear, appropriate, and well-publicized.
- Records are private, accurate, complete and permanent.

- The ExpressLane computer self-service environment allows students to access their academic records without waiting in line.
- Procedures for transfer credit are appropriate.

**Challenge:**

- Some students who have fewer computer skills have difficulty interfacing with Lane’s automated registration system.

**Improvement Plan:**

- Student Services employs students and staff to assist students with ExpressLane. They are also currently designing a survey of students to study user-friendliness of ExpressLane, and will make improvements as appropriate.

## Student Services

### Admission Policies, Inclusiveness

Lane’s General Admissions policy, published in the Catalog on p. 11, is consistent with the college mission to provide affordable, quality, lifelong educational opportunities to all students (3.D.1). According to this policy, Lane is open to all applicants who are 18 years of age or have a high school diploma or GED. Previous academic status at other institutions does not constitute a criterion for denial of admission. Board policy D.070 provides for equality of opportunity in admissions. Students who enroll for high school or alternative school credit must comply with Oregon Revised Statutes 339.010 (Compulsory School Attendance Law). Lane’s admission policy for Adult Basic and Secondary Education (ABSE) is described in the Catalog on p. 207.

A primary goal of the College is to assist students to develop programs of study designed to meet their individual needs and consistent with feasible college operation. Some programs do have selective enrollment or waiting lists. There is a publicized and clear process for those who are on a wait list.

International students follow a different admissions process. Students must have sufficient English language skills as measured by TOEFL or IELTS exam results, have completed secondary school and provide official records, and have evidence of financial responsibility.

### Attention to Students’ Needs

Lane gives attention to the needs of its student body, and pays conscious attention to such factors as ethnic, socioeconomic, and religious diversity while demonstrating regard for students’ rights and responsibilities (3.D.2). Lane exceeds federal guidelines for protected classes, including lesbian, gay, bi-sexual and transgendered students in its non-discrimination policies. Diversity is one of Lane’s core values and undergirds its strategic directions. Lane has an open and non-discriminatory admissions policy and does not factor ethnic, socioeconomic, or religious diversity in its admissions process. Once admitted, students have access to support, success, and retention services (3.B.1).

### Services for Diverse Students

The college holds diversity as an area of continuous training and improvement, and has made consistent efforts at every level to address the needs of a diverse community. The Diversity Team and the Response Team have worked directly to solve ongoing problems and issues related to bias and discrimination. In addition, Lane has approached these issues from an educational standpoint by including issues of privilege, power, and difference in its Reading Together Project and in the Spring Conference. The Diversity Team is also responsible for long-range, proactive planning in this area, which will be assumed by the Diversity Council in Lane’s new governance system. Lane has a draft Diversity Plan, which outlines approaches to many diversity issues. The plan is comprehensive and ambitious in its scope.

The college maintains an on-going program of diversity education, events and leadership opportunities for students and staff. A partial list of programs follows:

- The Multicultural Center (MCC) provides a place for students, staff and community members to meet, connect, and network, and supports student academic and cultural activities. MCC provides support for all students, including services for Asian, African, Native American, and Latino and Lesbian, Gay, Bi-Sexual and Transgendered (LGBT) students, and provides hands-on experiences to



complement theoretical and philosophical classwork in many areas.

- The Rites of Passage Summer Academy is a collection of four cultural immersion programs designed to provide high school and middle school students of color in Lane county with education specific to their ethnic heritage. The four programs include: African American Rites of Passage, Asian/Asian American Rites of Passage, Umista Native American Rites of Passage and Puertas Abiertas Latino/Latina Rites of Passage.
- The International Student Community Program (ISCP) supports and offers special services and activities that assist international student success. The ISCP provides cultural and program resources to instructors and students through class presentations and special events. The ISCP also contributes significantly to the overall diversity of the student body.
- The Native American Student Program has increased the enrollment of Native American students and has established contacts with various tribal representatives that will have long-term impacts in a variety of training and education programs at the college. This group is a vital recruitment and retention tool and also may soon receive financial support from Tribal education representatives to further expand services.
- The Women’s Program provides a home base for students, resources, and sponsors cultural events as well as providing services and programs for women.
- The Queer-Straight Alliance provides support, social activities and special events for queer students, staff and allies on campus and in the community.
- In an effort to enhance the learning environment, Lane supports efforts to create a long house. Frank Merrill, Native American Student Program Coordinator, first raised the issue of building a long house in 1993. The Board has reserved \$250,000 in matching funds for construction of the long house, which is designed to be a multiple-use facility for all students that incorporates the needs of Native American students and the local Native American community. The structure would also

be available for all students and promote a sense of campus community.

- Disability Services provides strategies, resources, support and legal accommodations for students with disabilities.
- Specialized Employment Services (SES) provides employment training and education to adult students who experience developmental disabilities. SES operates as a cooperative venture between the college, the Lane County Office of Developmental Disabilities, and the State of Oregon’s Seniors and Persons with Disabilities Division.

### Other Support Services

The college provides comprehensive tutoring services, both in departments (e.g., Math, Languages) and in a newly remodeled “Tutor Central” on the second floor of the Center Building. Adjacent to the Academic Learning Skills department, Tutor Central is staffed by professional and student-peer tutors, and provides a welcoming environment for students who need help with coursework and skill development. The Tutoring Center houses a coordinator of tutoring services, four coordinators for Math, Science, Music, & 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 (see Standard 2.G).

Among other support services for its diverse population, Lane offers support for low-income students (such as a free “No Cash Clothing Stash” clothing outlet, Learn and Earn, and job placement services). The Guided Studies program supports students who are under-prepared in reading, writing, and math skills (see Standard



2.G). The college supports specialized services that are available for students who encounter language barriers or other obstacles (e.g., ESL and International ESL, TRiO, Disability Services; 3.B.1).

**Strengths:**

- Lane’s admission policies ensure accessibility consistent with its mission: Lane is one of a few community colleges which does not charge an application fee.
- More bilingual signage is planned to accommodate needs of Spanish-speaking students.
- The college offers a host of support services for its student body.

**Challenge:**

- Resource allocation for the Diversity Plan is a challenge.

**Improvement Plan:**

- The Board has reviewed the Diversity Plan and funding recommendations will be made during the budget development process.

## **Placement, Degree Requirements, and Termination Policies**

To facilitate student success, appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Through the Testing Office and Adult Skills Development (ASD), the college makes provisions for the ability of college work to benefit students. Lane provides instruction at no charge for students who need skills improvement before taking or re-taking the Ability to Benefit test. The Testing Office oversees testing and provides tips on preparing for placement testing, taking computer-administered tests, managing test anxiety, improving memory, and developing effective strategies for college success. The Testing Office also makes provisions for computer literacy differences; provides clear policies and explanations; and provides referrals for test interpretation and advising.

Degree-seeking students must take placement tests. Test results guide the direction of their

registration with an aim of ensuring their success: if they are prepared for college-level work, they are referred to advisors and counselors for that area; they may be restricted to registration for non-credit developmental classes and the Guided Studies department; or they may be referred to Lane’s non-credit Core College Connections program for skill development. Lane’s Credit for Prior Learning gives students the opportunity to demonstrate they have mastered the material covered in a Lane course (2.A.10, see Standard 2).

### **Policies and Appeals**

Lane specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process (3.D.4). The policy for readmission of students who have been suspended or terminated is clearly defined. The requirement of continuation in or termination from educational programs is described in the 2004-05 catalog on p. 58; the policy for readmission for students who have been suspended for academic reasons is in the 2004-05 catalog on p. 59. This information is also available online.

In the case of dismissal, students are provided the opportunity to petition the Academic Progress Review Committee for reinstatement into the college the following term if there is evidence that extenuating circumstances contributed to unacceptable academic progress. The student may be allowed to remain in class(es).

Requirements for Lane graduation are stated clearly in the catalog on pp. 39-41 and the online catalog (3.D.5). These are consistently applied in both the certificate and degree verification process. Student Right-to-Know Act appears on p. 41 of the catalog and online. Graduation requirements for transfer degrees, degrees, and certificates are stated in the catalog on pp. 39-50. Pages 69-126 of the catalog detail professional technical program requirements.

### **Financial Aid**

Lane provides an effective program of financial aid consistent with its mission and goals (3.D.6). The college provides more financial aid than any other community college in Oregon. Figure 3-4

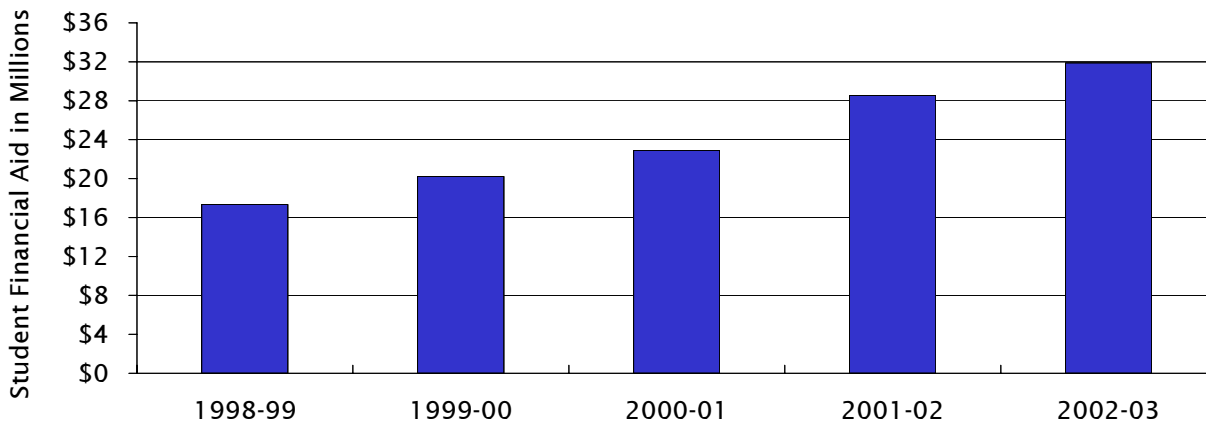


Figure 3-4: Growth in Total Financial Aid to Lane Students (Source: Lane Profile 2002-2003).

shows growth in total financial aid to Lane students from 1998-99 to 2002-03. Financial Aid (FA) staff are dedicated to providing financial assistance to all student applicants who demonstrate financial need based on federal, state and institutional guidelines.

Banner automates labor-intensive processes and allows increased productivity and timely services. The Banner system also enables student access via the web, which provides on-demand services and information regarding the students' own financial aid status. The online website also provides general information and guides the student through the financial aid process. With the Students First! model in place, Financial Aid is able to provide a focused effort to the timely processing of financial aid applications. Students First! personnel are trained as financial aid specialists, while financial aid advisors attend to the more complex nature of the delivery of aid. On short notice and when appropriate, students can see a financial aid advisor who has expert knowledge in the determination of student aid eligibility.

Institutional reporting for financial aid awards is provided through the yearly Profile, which reports the number of students receiving financial aid, the amount of award, amount of grants and loans, and amount of scholarships. The Profile tracks financial aid trends over time.

Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students on the financial aid webpage

(3.D.7). A full range of financial aid information is published on the web for prospective and enrolled students, and the Foundation publishes a book on scholarships available to Lane students. In addition to providing required consumer information, the FA Office also conducts a number of outreach activities, including presentations at high schools and community meetings of parents and prospective students.

Comprehensive scholarship resources, applications, and assistance are available in Career and Employment Services (CES) (3.D.11). Staff assist students with researching and applying for scholarships. Numerous scholarship workshops are conducted in fall and winter terms, as well as an annual "College Financial Aid & Scholarship Workshop" in January. In 2003-04, CES hired a part-time scholarship coordinator, funded through a Carl Perkins grant, who is responsible for overall coordination of scholarship resources and services.

Lane regularly monitors its student loan programs and the institutional loan default rate; the preliminary default rate for 2002 is 9.4 percent (3.D.8). Borrowers are required to pass a pre-loan/entrance test that identifies the responsibilities of borrowing and includes a statement of their rights and responsibilities. This information and test is provided by the US Department of Education Direct Loan programs. The Perkins Loan Program is closely monitored by Student Accounts (SA) and Lane's default management strategy ensures that Department of Education expectations regarding default rates are met.

Enrollment Services has implemented changes in its credit policies intended to help students accumulate less debt. These changes include no longer allowing students to register who owe past due balances, sending accounts to collection after three months instead of six, discontinuing special payment plans, shortening the refund period from two weeks to one, no longer carrying collection agency charges on Lane's accounts receivable, and discontinuing first-time students from charging non-textbook items in the bookstore. As a result, the total student debt has been reduced from \$9 million in 2002 to \$6.8 million in 2003. Exit counseling information sessions are provided on the web and pay particular attention to loan repayment obligations.

**Strengths:**

- The Testing Office has a strong record of placing students at levels appropriate to their preparation, which increases retention.
- To help reduce the impact of tuition increases, the college has increased financial aid to students; the college gives out more financial aid to students than any other community college in Oregon, regardless of size.
- Lane's default rate on student loans has been reduced by 4 percent over the last six years.
- Changes the college has made to its credit policies are having the effect of lowering student debt.

**Challenges:**

- Testing Office staff have difficulty finding sufficient time to train part-time staff, particularly in outreach centers.
- Because of tuition increases and other financial considerations, not every student who wishes to attend Lane can.
- Continuous cross-training of all Students First! representatives in financial aid and other functions is a challenge.

**Improvement Plans:**

- The Testing Office will continue to address the learning curve involved in training part-time staff.
- The college and Lane Foundation will continue to develop scholarship opportunities for students with the goal of finding financial aid for every student who wishes to attend.

- To provide additional cross-training in financial aid and other functions, Students First! is now closed for an additional two hours a week.

**Orientation and Advisement**

Lane's numerous orientation programs for new students, including special populations, are strong. Students First! provides general information for new students about applications for admission, residency, catalog and schedules, registration, photo identification, refunds/drop deadlines, transcripts, release of records, and financial aid (3.D.9) Students First! directs students to five steps for new (and returning) students: admission, placement testing, new student information sessions, program advising/course planning, and registration. It also provides referrals to campus and community services. Students First! offers a one-stop approach that allows new students to get started at Lane with minimal confusion; services are also offered at the Downtown Center.

The Counseling and Advising Department offers new students program orientation sessions; an online orientation is available for those who cannot attend in person. Counseling and Advising also provides Early Orientation and Registration (EOAR) for new students, and provides advising at outreach centers on a limited basis, which new students can access.

Academic Advising is available on the main campus and outreach centers for every student at Lane to help them choose a career, select the appropriate academic program, or select courses (3.D.10). Training at all levels ensures the delivery of timely and accurate advising information to help students make appropriate decisions concerning academic choices and career paths (3.D.11). Specific advisor responsibilities are defined, published, and made available to students (2.C.5; see Standard 2; 4.A.2; see Standard 4). Counselors, advisors, and support staff work as a team using a college-wide advising model to present a variety of services to a diverse student population. Students report a high level of satisfaction with advising services, with 73.6 percent satisfied or very satisfied compared with an all-Oregon rate of 65.9 percent (Figure 3-5). Advisors follow FERPA Guidelines and NACADA (the national advising association) standards.

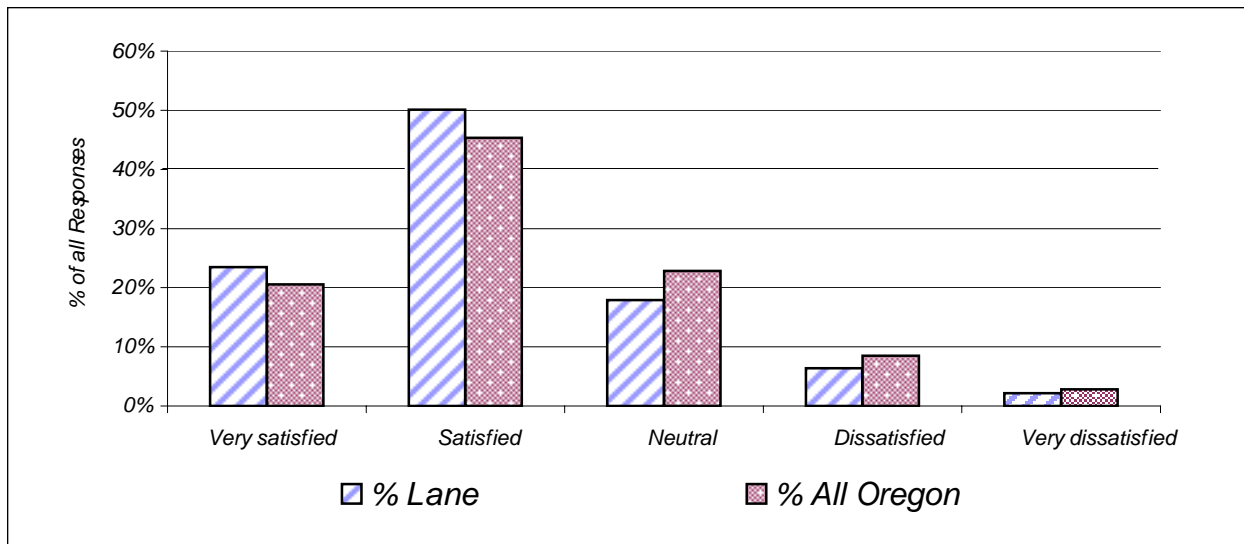


Figure 3-5: Satisfaction rates among students for Academic Advising (Source: ACT Student Opinion Survey, Spring 2002).

Advising teams have a broad range of information and specialized knowledge about assigned programs and provide specialized advising for programs and for students with identified needs. The Counseling Department has developed the Academic Advising Handbook for students to use in conjunction with web pages, catalogs, and other advising information.

Other areas of the college that provide targeted orientation and advising are:

- International Student Community Program
- Disability Services
- TRiO
- High School and Community Relations
- Guided Studies
- The Women’s Program, including Transitions to Success
- Career and Employment Services

**Strengths:**

- The college-wide advising model, assigning a counselor and advisor to each instructional area, increases communication linkages and effectiveness between instruction and advisement.
- Students report a high level of satisfaction with Lane’s advising.
- Orientation sessions for special populations help ensure these students’ success.

**Challenge:**

- The unemployment rate in Oregon has been high, contributing to a high volume of contacts in Career and Employment Services. This poses a challenge to meet the need for individual assistance with career exploration, job search skills, and scholarships.

**Improvement Plans:**

- The college will continue to review appropriate service and staffing levels to ensure high-quality within fiscal constraints.
- In partnership with Lane Educational Services District, the college is developing a career counseling pilot program to assist high school students in career exploration and development. This will provide relief to CES by reducing the number of contacts with undecided high school students entering Lane.

**Services and Co-Curricular Activities**

**Student Health**

Lane is the only community college in Oregon with a Student Health Clinic. Open on regular school days during the academic year, it provides primary health care services, family planning services, services for students with disabilities, information about student health insurance, and links to “patient-friendly” sites. The clinic

provides a professional level of health care and excellent services and is well-utilized by students (3.D.12). In-house Student Health surveys show that students are satisfied with service.

COPPS provides procedures and policies regarding student and staff health.

High-quality counseling within the Counseling Department and the Women's Program provide help for students experiencing problems that prevent them from being successful in school, and links students with community resources. The Counseling Department also provides a Substance Abuse Prevention Program and a Recovery Center, which includes counseling, support groups, and retention services. This program has a multicultural emphasis and provides culturally sensitive support and recovery counseling. In addition, the Community Center for Family Counseling provides credit and non-credit classes in parent education, counseling, and a telecourse series on parenting skills.

### **Housing Services**

Although Lane does not provide dormitory housing, Student Life and Leadership Development provides free housing referral services to Lane students. The Ashlane settlement provides housing to qualified credit students at Lane who are working toward a two-year degree, one-year certificate, or transfer to a four-year institution. Ashlane includes four complexes in Eugene, rented on a sliding scale based on individual income. The housing is operated by local non-profit housing, and subject to health and safety regulations (3.D.13). Lane's investment in Ashlane includes an agreement which allows Lane students priority access to a certain number of units. The Student Life and Leadership Office has a process for referring students. The International Student Community Program offers housing resources and homestay placement opportunities for international students only.

### **Food Services**

Appropriate food services are provided for students and staff during the normal class schedule from 7 a.m. to 6 p.m. most days (3.D.14). A wide variety of menu offerings are provided, including espresso, a snack bar, a food court, full-service catering, and a small bistro-style restaurant. Prices start from under \$3 for a

hot entrée. Vending machines for food and beverages are available at all times. The menu is under constant development.

Because Lane has degree and certificate programs in Conference and Culinary Services, there is a high level of culinary support and instructor involvement. The student-run Renaissance Room provides a "laboratory" for students to prepare sophisticated cuisine in an elegant atmosphere for students and staff at reasonable prices. A customer feedback survey is completed every spring, and the department makes improvements accordingly.

### **Student Life and Leadership**

Student Life and Leadership Development (SLLD) is a center for co-curricular activities on campus. In alignment with the college mission, these activities and programs foster the intellectual and personal development of students (3.D.15). Lane adheres to the spirit and intent of equal opportunity for participation, and explicitly communicates its policies in this regard. The college ensures that appropriate services and facilities are accessible to students in its programs through Disability Services (3.B.1). Co-curricular activities and programs include adaptation for traditionally under-represented students.

Student Life and Leadership Development provides a web-based newsletter, the *Includer*, to keep students informed about its broad range of co-curricular programs and services, which include:

- *Denali* Literary Magazine
- International Student Program
- Latino Student Union
- Native American Student Association (NASA)
- Psi Beta Psychology Club
- Phi Theta Kappa Honor Society
- Queer Straight Alliance (QSA)
- Black Student Union
- Asian Pacific American Student Union (APASU)
- Nature Writer's Club
- Oregon Student Association
- Oregon Community College Student Association
- Oregon Student Public Interest Research Group (OSPIRG)
- ASLCC Child Care Co-op

Student Life and Leadership Development also sponsors a broad range of cultural events and programs, including a Tea and Chat (International Student Program); English Conversation Partners (International Student Program); Week of the Young Child (ASLCC child care co-op); Fall Welcome Week (SLLD); and a series of trips and special events. SLLD also provides leadership trainings (in collaboration with ASLCC); sponsors Yom Ha Shoah, Day of Remembrance (MCC); and sponsors other speakers and events.

SLLD supports ASLCC operations, such as the Book Consignment; Student Resource Center; No Cash Clothing Stash; and Ad-Hoc Committees; maintains 11 bulletin boards for posting information; and maintains roommate and information boards in the Student Resource Center.

Campus-wide, Lane spent over \$3 million in 2003-04 on diversity efforts. The Multicultural Center, staffed by full-time coordinators, provides a comfortable atmosphere where students from all ethnic backgrounds can get information about multicultural services on campus. The MCC is a planning hub for a variety of activities and celebrations, including the Lane Pow Wow, with 3,000 attendees; *Día de los Muertos* with 350 attendees; the Martin Luther King Celebration with 1,000 attendees; Chinese New Year celebration with 750 attendees. The center hosts video screenings and speaker series, and its members attend the Oregon Diversity Institute each year, plus other conferences.

Lane's co-curricular program includes policies and procedures that determine the relationship of the college with its student activities (3.D.16). Policies and procedures have been developed to determine the institutional relationship with student government: clubs are sponsored by ASLCC, and must conform to COPPS policies as part of their bylaws. The Director of SLLD is the advisor and budgeting director for student government but has no evaluative role; he or she is the budget authority for clubs. However, there is no instrument for attaching money to performance of club functions, and there is currently no policy for training club advisors and student government leaders.

**Strengths:**

- The Student Health Clinic is an invaluable resource to students.
- High-quality counseling services address the needs of the whole student to help ensure student goal achievement.
- Students benefit from the dedicated spending on diversity efforts, including the Multicultural Center.
- Food services are comprehensive and the Culinary Arts Program's Renaissance Room provides fine dining and service at a reasonable cost.
- Student Life and Leadership Programs provide learning opportunities that extend beyond traditional academic boundaries, including a variety of cultural activities and services.

**Challenges:**

- While Student Health Services is heavily used, the physical space is insufficient, and does not allow for confidentiality in the waiting room.
- Accountability and evaluation of student clubs by the Student Life and Leadership Development Director could be improved.

**Improvement Plans:**

- Student Health has submitted a formal request to the Space Assignment Committee for additional space. The college is currently considering integrating health care for staff into the Student Health Clinic; money for remodeled and enlarged space will be included in this project. Staff will continue to analyze current space use and look for ways to improve patient privacy. The department will clarify how this impacts HIPAA/FERPA policies.
- Policies are being established to clarify the expectations for student leaders and club advisors, and the role of the SLLD director, and to provide a mechanism for accountability for all parties. A training manual for student leaders and club advisors is currently being developed and SLLD staff are developing systems for identifying needs and evaluating effectiveness of programs.

## Facilities, Bookstore, Student Media and Athletics

Part of Lane's mission is to provide lifelong personal development and enrichment, and the college supports this mission by providing a variety of opportunities and facilities for student recreational and athletic needs. The mission of the Athletics Department includes providing the finest recreational experience for as many participants as possible (3.D.17).

Lane's Fitness Education Center (FEC) provides equipment and facilities for students to increase their strength, flexibility, and health, and the college offers classes in aerobic dance, yoga, and other health and fitness areas. Highly popular among students and staff, the FEC operates at 97.5 per cent of its capacity. There are also several informal opportunities for sports including:

- Intramurals
- Club sports (cheerleading, karate, men's/women's soccer)
- Fast pitch softball
- Family recreation (miniature golf, ice skating)
- Swimming
- Bowling
- Badminton
- Basketball
- Cards and games
- Tennis
- Volleyball
- Weight lifting

Lane is exemplary in that it is only one of two colleges in Oregon that offers Family Recreation programs. In 2001-02, the total number of participants in Family Recreation at Lane was 1,099; 24 different activities were offered. In the Open Gym, there were 4,227 participants in 15 activities. In club sports, there were nine teams with 123 participants, averaging 14 per term. Lane sponsors trips to the Oregon Coast Aquarium, Oregon Museum of Science and Industry and the Wildlife Safari.

### Bookstore

The Lane Bookstore's mission is to enhance learning and provide quality products and services to the Lane community (3.D.18). The Bookstore aspires to supply goods and services at the best

possible prices; to join with faculty and staff to create an environment for innovative learning and a respectful and inclusive climate; to promote services, products and information that support campus activities and enhance pride in Lane.

An open dialogue with students, faculty and vendors provides direction for the selection of general books, supplies and merchandise that best fit the needs of Lane's population. The Bookstore has been actively involved in the "Reading Together" project. During 2002-03, the Bookstore participated with other Enterprise Units (e.g., Foodservices, Laundry, Printing and Graphics) to create an advisory board of students and staff.

Surveys indicate that customers are pleased with Bookstore services. IRAP's fall 1999 survey indicated a rating of 4.2 (strongly agree rated five) for overall services. This survey of more than 1,000 students found that 92 percent of all valid responses agreed that people working in the store were well-informed and ready to help, and 86 percent were pleased overall with the service.

### Student Media

Lane sponsors student media under clearly defined and published policies (3.D.19). *The Torch* is a student-produced weekly campus newspaper published by authority of the Lane Board of Education. *Denali* is a literary arts magazine that includes genres of student writing and artwork and is published three times a year. It operates under the guidelines of the Media Commission.





## Intercollegiate Athletics

The Board of Education periodically reviews the philosophy, goals, and objectives of its intercollegiate athletics. The program is evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational mission of the institution (3.E.1).

Lane provides information regarding the goals and objectives of Lane's intercollegiate athletic program and institutional expectations of staff members in writing. Policies and rules concerning intercollegiate athletics are reviewed at the annual Athletics department meeting during Fall In-service. The duties and authority of those involved in athletics policy-making and program management are stated explicitly in the athletic director's job description and in the athletic commissioner's job description. Faculty participate in development of athletics policies (3.E.2; also 4.A.2).

## Admissions

Lane uses the same admission requirements and procedures, academic standards and degree requirements, and financial aid awards for all students, including those involved in student athletics (3.E.3). There are Talent Grants which provide twelve credit tuition remissions; these are awarded to students with exceptional abilities in specific areas, such as athletics. However, Lane offers fewer talent grants than other schools in the region.

Lane's athletic budget development is systematic; funds raised for and expended on athletics by alumni, foundations, and other groups are subject to the approval of the administration and are accounted for through Lane's practices of documentation and audit (3.E.4). Preapproval letters are arranged for some food purchases for student activities. Lane's purchase order system ensures central budget oversight. The Foundation has signature authority for some activities.

## Equal Opportunity

Lane demonstrates its commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support

services, equipment, equal number of sports and access to facilities (3.E.5). The practice schedule for men and women alternates to ensure fairness. The athletic trainer hours and access are the same for men and women. Lane provides equivalent locker room team facilities. Lane offers the same number of scholarships to men and women, although individual teams may fundraise to provide additional scholarship opportunities. In addition, the equipment and maintenance budgets for both men's and women's facilities are equivalent, as are repair and prevention schedules. Both men's and women's sports are covered in the *Torch*, the college's weekly newspaper.

Lane schedules its intercollegiate practices and competition for both men and women to avoid conflicts with the instructional calendar, particularly during end-of-term examinations (3.E.6). Lane also follows all policies outlined in the *Official Code Book of the Northwest Athletic Association of Community Colleges (NWAACC)*.

## Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered at Lane are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities (Policy 3.1). Lane student success stories are also featured in such literature. Lane has an active recruiting program which reaches out to high schools and the community at local events, describing Lane's benefits and sharing information about courses and programs. College catalogs are distributed free of charge, and class schedules are mailed to most households in Lane County. Lane's class schedule won a Paragon Gold award (first place nationally) in 2002. Lane's has also won other awards from the National Council for Marketing and Public Relations for its print, television and movie theater advertisements.

Most schedules offer feature articles on successful students and programs. Reasonable accommodations for Lane's publications can be made available upon request.

The college radio station communicates Lane's vision, to transform lives through learning, in its

promotion of the college. Marketing materials reflect college values.

The core value of diversity provides a guiding principal for Lane's efforts to promote its programs to diverse communities. Photographs and graphics in college publications show diverse students and staff.

Lane has expanded its efforts to recruit Latino students by publishing a recruitment brochure written in both English and Spanish. A recruitment packet, which includes information in Spanish, was designed to recruit a more diverse staff.

**Strengths:**

- The Fitness Education Center is a valued resource for the fitness and recreation needs of students and staff. Some equipment is state-of-the-art.
- The Bookstore provides quality educational materials and services at competitive prices at a central location.
- The *Torch* has won numerous student journalism awards and is a valued outlet for an independent student voice on campus.
- Full compliance with Title IX and an Athletics Department culture that supports women athletes contribute to student success.
- Lane's men's baseball team won the NWAACC championship in 2004.
- Overall athletic team GPA is 2.938 for 2001-02, testament to a strong scholar-athlete culture.
- Athletic scholarships support many Lane students' transfer to four-year schools: 20 out of 36 students who transferred to four-year schools in 2001-02 received athletic scholarships.
- Lane's Marketing and Public Relations Department has won numerous awards.
- A highly competent staff ensures accuracy of information and keep the public informed.
- To promote inclusiveness, the college has been developing materials, including posters, in Spanish.

**Challenges:**

- While the Athletics department follows the NWAACC policy concerning the scheduling of intercollegiate practices and competition, it would be valuable to develop an internal COPPS policy.
- Keeping all publications current and communicating Lane's vision, mission and core values in advertisements is challenging, given the college's limited human and fiscal resources.

**Improvement Plans:**

- The department will follow COPPS procedures for adding scheduling policies from the NWAACC handbook to COPPS.
- The college will continue to improve communication of its vision, mission, and core values to the public within resource constraints.

<b>Standard Three – Students Table 1 Admission Report</b>				
(Data requested may be provided in computer format compatible with the institution's data information system. (Not all data requested may be applicable to all institutions.)				
	Evaluation Year (2003-04)	1 Year Prior (2002-03)	2 Years Prior (2001-02)	3 Years Prior (2000-01)
Total Enrollment <sup>1</sup>				
Admitted	N/A			
Denied	N/A			
Enrolled	Not avail. yet	34,394	40,099	43,223
Transfer Applications Received	N/A			
Readmission Applications Received	N/A			
Graduate Applications Received	N/A			
Professional Applications Received	N/A			
Non Degree Applications Received	N/A			

<sup>1</sup> Lane does not track First Time Freshmen applications Received. Total Enrollment figures only are reported here.

<b>Standard Three – Students Table 2 Student Affairs Staff Profile</b>				
	Professional	Support	Student	Other
Female	37	162	41	11
Male	27	27	14	16
Degrees <sup>2</sup> : PhD, EdD	13	1		1
MD, JD, MSW	2	1		1
MA, MS	39	20	1	3
BA, BS	9	50	3	4
AA, AAS, Certificate, etc.	1	61	10	2
Years Experience in field:				
None		1	3	
Less than 5	4	45	41	13
5 – 10	16	48	10	8
11 – 15	8	24		
16 – 20	6	25	1	1
More than 20	30	47		5
Full-time: 9/10 months	23	15	1	
12 months	15	94	1	
Part-time: 9/10 months	19	38	42	19
12 months	7	43	11	8

<sup>2</sup> Only highest degree completed was counted.

## STANDARD FOUR

### *Faculty*



### Introduction

Lane's faculty strive to translate into practice the college vision to transform students' lives through learning. Faculty excellence in teaching, research and artistic creation at Lane has been recognized at the local, regional and national level. Each term, this love of teaching and the faculty culture that sustains it can best be captured by example: Science faculty walk with students at Amazon Creek to study native Willamette Valley flowers; Culinary Arts faculty lead students in a live laboratory to create lunches for hundreds; Physical Education faculty lead a room full of students, faculty and staff through their aerobic paces; team teachers engage students in one of Lane's many Learning Communities such as Go for Baroque! or AfroBlue.

Workforce Training faculty help create a bilingual workforce through their courses with students, or help students build software skills for the information economy; Counseling faculty teach at the "Saturday Circus" parent education classes; Cabinet Making faculty lead students in their career and lifelong avocational interests; Sign

Language faculty speak eloquently with their hands; Ethnic Studies faculty connect the Chicano/a Latino/a experience in Oregon to the national picture; faculty gather with students in the Drumming Circles of Native Circles.

Visitors can witness faculty dedication by walking around campus: through the second floor Library window, one might see a faculty librarian ease a student's apprehension about an online search; through a studio window one might see dance faculty calling steps to a group of intent students; an early morning visit to Sacred Heart Hospital finds nursing faculty guiding students through a rigorous practicum.

Back on campus, one might see Aviation Maintenance faculty build a reciprocating diesel engine with students in the hangar lab; Energy Management faculty work with students to do an analysis of the Administration Building's air flow; Massage Therapy faculty prepare students for their first clients in the student clinic; Dental Hygiene faculty supervise students working on clients of the Dental Clinic; or Flight Technology faculty preparing students for their first solo flight.

Faculty Credentials	Contracted faculty with Doctorate	Part time faculty with Doctorate	Full time faculty with Masters	Part-time faculty with Masters
1994	12.8 %	—	51.1%	—
2004	16.6%	16%	64.4%	56.8%

Figure 4-1: Percentage Change from 1994 in Faculty with Graduate Degrees (Source: Human Resources).

These are only some of the ways that Lane’s faculty shape the learning environment, individually and collectively. Innovation has been a faculty strength at Lane for years, a strength most recently given new emphasis through the Strategic Learning Initiative (SLI) partnership, in which faculty and administrators work in concert to foster innovation in education. Through SLI, faculty have expanded educational opportunities by developing Learning Communities, Service Learning, and the college’s Instructional Technology Infrastructure, among other projects. Innovation has now been mainstreamed into the instructional budget at Lane through the SLI “incubator.” Another campus-wide project, “Reading Together,” won a 2003 Schafer Innovation Award for building community across campus through discussions, book groups, and curriculum infusion.

## Faculty Selection, Evaluation, Roles, Welfare and Development

### Faculty Qualifications

Lane faculty are highly qualified, and the contracted faculty’s primary commitment is to the institution (4.A.1). The faculty data shows that 16.6 percent of Lane contracted faculty have doctorate degrees, and 64.4 percent of contracted faculty have master’s degrees (see Figure 4-1). Every field or program offering degrees or major work is staffed by a core group of contracted faculty who are carefully screened for qualifications.

Lane ensures the quality of faculty work through several avenues: the faculty contract outlines the conditions for employment of all faculty; the College Online Policy and Procedure System (COPPS) policy for Instructor Certification outlines the responsibility for maintaining these standards; departmental managers, in

collaboration with faculty, determine certification standards for new courses, and update these standards periodically; and Human Resources maintains these qualification standards and ensures their implementation for new-hires. The qualifications are also posted on all Job Vacancy Notices. Qualifications for both credit and non-credit instructors are outlined in COPPS.

## Faculty Roles and Participation

### Academic Planning Participation

Faculty members participate actively in curriculum development, academic planning, advising and governance (4.A.2). The Curriculum Approval Committee, which reviews curricula submitted by individual faculty members, is comprised primarily of faculty (currently nine out of 15 members). Faculty also serve on the Degree Requirements Review Committee (DRRC), which determines the composition of the degrees offered by Lane and reviews the courses that can be used to meet degree requirements. Twelve faculty members serve on this committee out of a total of 17 members. (See Standard 2.)

The Academic Council (six faculty out of 16 members) decides on student petitions based on policies set by the DRRC. The Council acts on student petitions covering deadlines extensions, program waivers, college graduation requirements, grade appeals, and other concerns, as appropriate. Furthermore, faculty play a major role in academic advising through the Counseling Department.

### Innovation

The many innovative efforts of SLI have led faculty and administrators to appreciate the benefits of the interdisciplinary mode of learning. A small group of SLI representatives and administrators began discussions to consider the best infrastructure to support interdisciplinary learning. Planning for a Center for Connection

and Innovation in Learning (CCIL) emerged from these discussions, although the project is still in its nascent stages. Currently, CCIL provides a central location and administrative support for innovation initiatives including Learning Communities, Faculty Professional Development, the *Community College Moment*, Reading Together, Service Learning, SLI and other projects related to innovation. In 2004-05, there will be a broader discussion on campus about CCIL's character and formal role.

### **Division Governance**

The faculty contract supports the development of division charters, which outline faculty's, manager's and classified staff's roles and participation in divisional governance. While some divisions have developed sophisticated and useful charters, others have chosen to set up division governance and structures without creating a formal charter. The decentralized process of developing division charters poses some challenges with consistency across campus, but many divisions have found them to be unifying documents that support division governance.

### **College-Wide Governance**

In the last ten years, Lane has made improvements in its inclusion of faculty in major decision-making processes such as strategic planning. Faculty have long been involved in division- and department-level governance. This has had the benefit of local involvement; however, limited participation at this level had not encouraged development and inclusion in institutional processes and decision-making. Seven years ago, faculty had to petition to be included in the strategic planning process for the 1999-01. Following this petition, three faculty were selected to serve on the Strategic Planning Committee.

Since then, governance at Lane has shifted from a situation of appointment to a systematic and representative model of inclusion that faculty have come to expect. The current Strategic Planning Task Force, for example, is comprised of one faculty representative from the Lane Community College Education Association (LCCEA), one from College Council, and one from Faculty Council. While some faculty suggest that the

numbers of faculty participating on this committee are still relatively low (25 percent in 2004 vs. 21 percent in 1999), the process by which they were selected is an improvement: in contrast to the previous system of administrative appointment, each body (e.g., Faculty Council, LCCEA, College Council) appoints its own faculty representatives.

The new governance system, still in the early stages of implementation, will develop this representational model of participation (see Standard 6). Some are apprehensive about how the new governance system will impact their work. See, for example, an article, "Faculty Decision Making and Participation in the College Governance System at Lane Community College," written by former Faculty Council co-chairs.

In the Lane Self-Study Feedback Survey, 134 self-identified faculty responses were collected in Spring 2004. To the statement, "The new Lane governance proposal is an improvement," 63 somewhat agreed; 41 agreed; and three strongly agreed (Figure 4-3). Eleven disagreed and one strongly disagreed with the statement. At the same time, not all faculty felt that the previous system of governance was ineffective. To the statement that "Lane's previous system of governance was *effective*," 43 somewhat agreed and 15 agreed (Figure 4-2). (See Executive Summary for a description of the Self-Study Feedback Survey methodology.) The new governance model has a built-in mechanism for evaluation and improvement, and provides for communication of all stakeholders' concerns.

### **Faculty Workloads and Professional Growth**

Faculty workloads reflect the college mission and goals and talents and competencies of the faculty (4.A.3). By contract, non-teaching-related workload comprises "up to 15 percent of faculty . . . FTE, averaged over the academic year, provided it can be accomplished within a work schedule based on 1.0 FTE = 40 hours/week." Many faculty are unable to accomplish all their tasks within the 40-hour week, however, which presents workload issues. Smaller departments are often disproportionately affected, since committee work such as departmental hiring and

representation on college-wide committees is shouldered by a smaller group of faculty.

### Teaching Workload

Multiple factors have affected changing workloads at Lane during this decade: First of all, this decade has witnessed a simultaneous growth in credit and developmental student FTE and decline in full-time faculty FTE paired with a growth in part-time faculty FTE. This decline has been felt keenly in the past year, when 27 vacancies were temporarily left open due to state budget cuts. With these positions open, full-time contracted faculty numbers decreased from 265 in

1995 to 237 in 2003-04 (Figure 4-4). However, 24 of these have been filled for Fall 2004, which nearly restores the 1995 level. Student FTE (except for enrollment in apprenticeship, occupational skills supplementary, and noncredit personal enrichment classes) rose from 1995-2001 from 9,762 to 11,043; enrollment for 2003-04 declined slightly to 9,439 (Figure 4-5). The overall student FTE decline over the last decade is 3 percent. The ratio of student FTE to faculty FTE has remained stable with 25.9 in 1995-96 and 25.0 in 2003-04 (Figure 4-6).

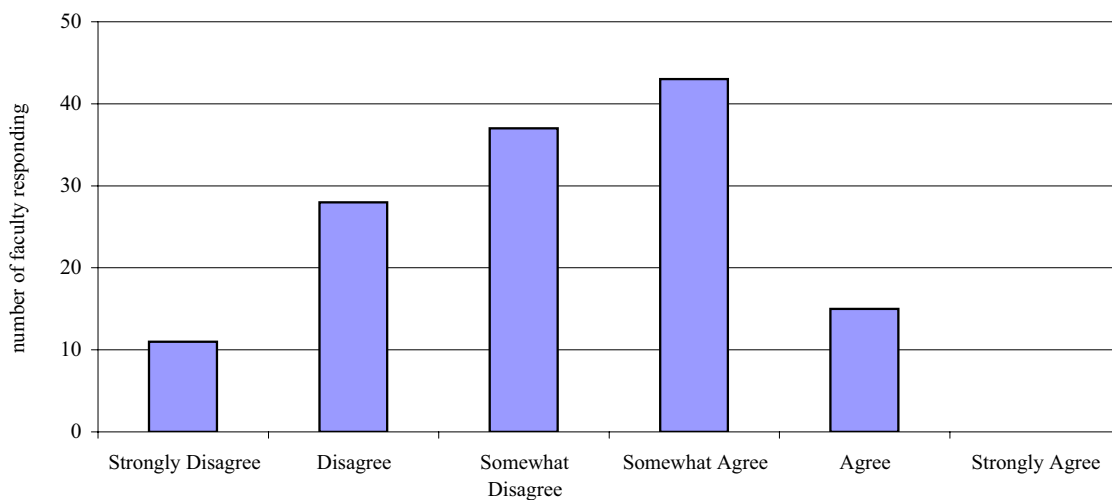


Figure 4-2: Faculty Opinion – Lane’s Previous System of Governance was Effective (Source: Self-Study Feedback Survey, Spring 2004).

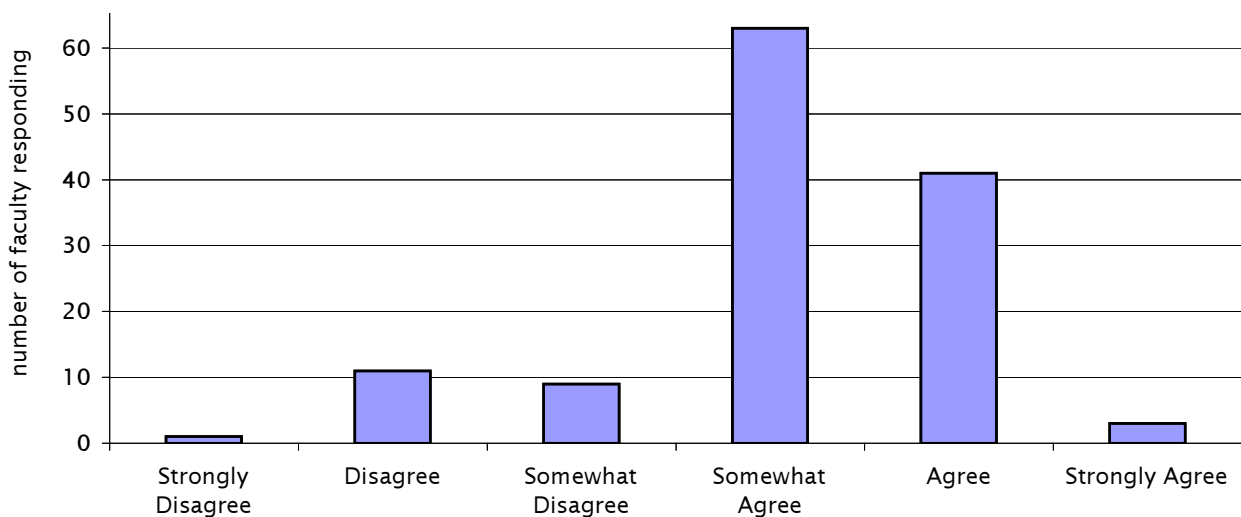


Figure 4-3: Faculty Opinion – Lane’s New Governance Proposal is an Improvement (Source: Faculty Opinion Survey, Spring 2004).



**Faculty FTE Comparison**

	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04	Change 1995-04
Full-time Faculty FTE	265	264	249	257	263	271	272	263	237	-10.6%
Part-time Faculty FTE	112	112	117	122	135	136	135	127	141	25.7%
Total Faculty FTE	377	377	367	378	399	407	407	390	378	0.2%

Figure 4-4: Faculty FTE Comparison 1995-2004 (Source: Human Resources Data).

**Student FTE (Credit) Comparison**

	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04	Change 1995-04
LDC	4,750	4,897	5,079	5,103	5,223	5,419	5,861	5,768	5,225	-10.0%
Professional Tech.	2,643	2,613	2,640	2,717	2,782	2,759	2,962	2,994	2,689	1.7%
Developmental	2,370	2,151	2,160	1,887	1,998	2,150	2,220	1,851	1,525	-35.6%
Total Student FTE	9,762	9,661	9,879	9,707	10,002	10,328	11,043	10,613	9,439	-3.3%

Figure 4-5: Student FTE Comparison 1995-2004 (Source: IRAP).

**Ratio: Student FTE to Faculty FTE**

	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04	Change 1995-04
Student FTE: Faculty FTE	25.9	25.7	26.9	25.7	25.1	25.4	27.1	27.2	25.0	-3.5%

Figure 4-6: Student FTE to Faculty FTE Comparison 1995-2004 (Source: IRAP).

The college strives for equitable teaching loads for faculty. For example, Social Science faculty teach 15 credit hours with four preparations. English faculty are required to assign multiple drafts and essays (the Oregon English and Writing Advisory Committee recommends five papers or 20 pages per term); due to the required increased workload involved in reading drafts, conferencing, and grading essays, English faculty currently teach 12 credits in the form of four classes (three credits each) with a maximum of three preparations.

In order to keep courses current in a rapidly changing technological environment, CIT faculty typically teach 12 credits per term in the form of three classes (four credits each). Health Occupations faculty maintain their equivalency through 22 contact hours in a laboratory situation. Currently, the Nursing Department has proposed workload based on Teaching Load Credit (TLC) system as opposed to contact hours in a clinical

lab. Lecture credit is calculated at 100 percent of its value, whereas lab credit is calculated at 68.2 percent. Faculty who teach labs have some concern about the equity of these percentages. By contract, all non-teaching duties are “focused on furthering the college mission.”

Four-year colleges in the Oregon University System (OUS) have moved from offering three- to four-credit classes. For pedagogical reasons and to enhance transferability, many faculty in the areas of arts and letters and social science are moving the number of credits for their courses from three to four. These courses are changing in response to student need. Some faculty see an increase in workload brought about by the conversion, while others note a decrease. Currently, with classes at three credits, a typical faculty member’s annual workload is 15 classes for a total of 45 teaching load credits. With the change to four credits, the assignment will mostly be 11 classes for a total of 44 teaching load credits.

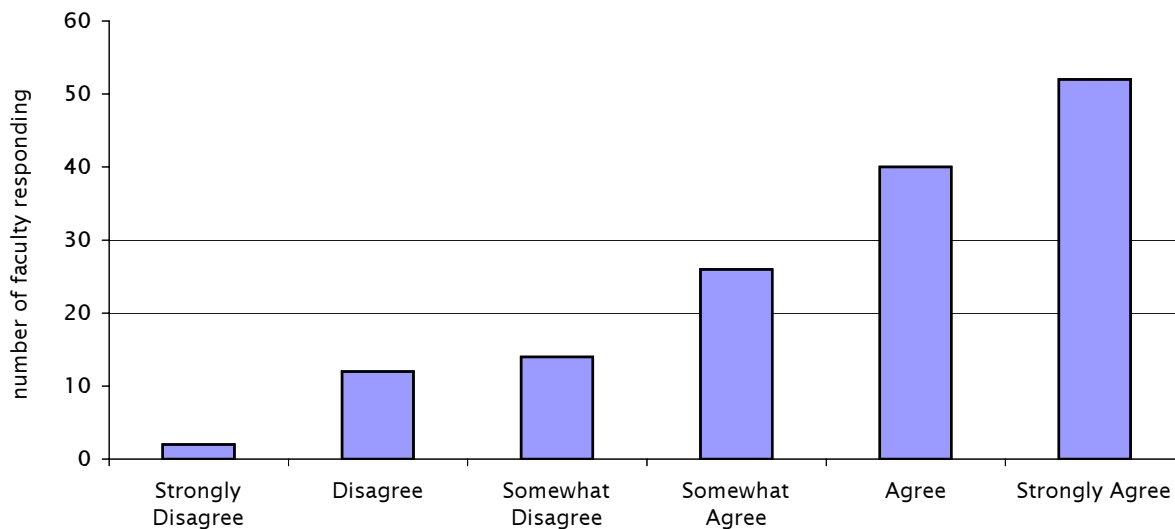


Figure 4-7: Responses of 149 self-identified faculty to the statement, “The Workload at Lane is excessive” (Source: Self-Study Feedback Survey, Spring 2004 ).

In the Spring 2004 Self-Study feedback survey of 149 self-identified faculty, the results strongly suggested that faculty find workload excessive (Figure 4-7).

As part of the self-study process, the Standard Four Team and the Coordinating Team conducted several discussions and gathered feedback from faculty about the constellation of factors that contribute to a sense of oppressive workload for contracted faculty. Reasons put forth included:

1. The “flat” administrative structure resulted in downward pressure onto contracted faculty for administrative and instructional leadership traditionally provided by management.
2. The move to a participatory governance model has increased faculty committee work; however, there has been insufficient workload adjustment to account for this increase.
3. Increased lead faculty activities in some disciplines and reassignment time shifted to college-wide priorities.
4. An expanded unit planning process requires significant research on the part of faculty and more frequent meetings.
5. Increased participation in hiring committees to replace retirements, require more intense hiring procedures to ensure equity in hiring practices. The improvements in processes are labor-intensive.
6. New orientation procedures and mentoring duties help new contracted faculty and new part-time faculty.
7. Increased sections, reflected in the increased part-time faculty numbers, mean that some departments have grown in their instructional capacity at the course level, but have not grown in the instructional support capacity, because this is provided by contracted faculty for whom committee work is expected.
8. In the past ten years, expectations regarding use of technology in the workplace have affected workload in two ways: instructional technology involves a steep learning curve; and some work that involves technology, such as reading and answering emails from students and staff have increased workload. Emails have begun to produce a culture wherein students have high expectation of constant access and ready response from faculty.
9. Secretarial and administrative support has been directed away from supporting instructors’ work such as correspondence, typing, etc.
10. Faculty of color have unique workload issues related to their representation on college-wide committees; requests sometimes stretch them beyond a reasonable workload; and yet many find it difficult to decline requests given the importance of diverse voices in decision-making.

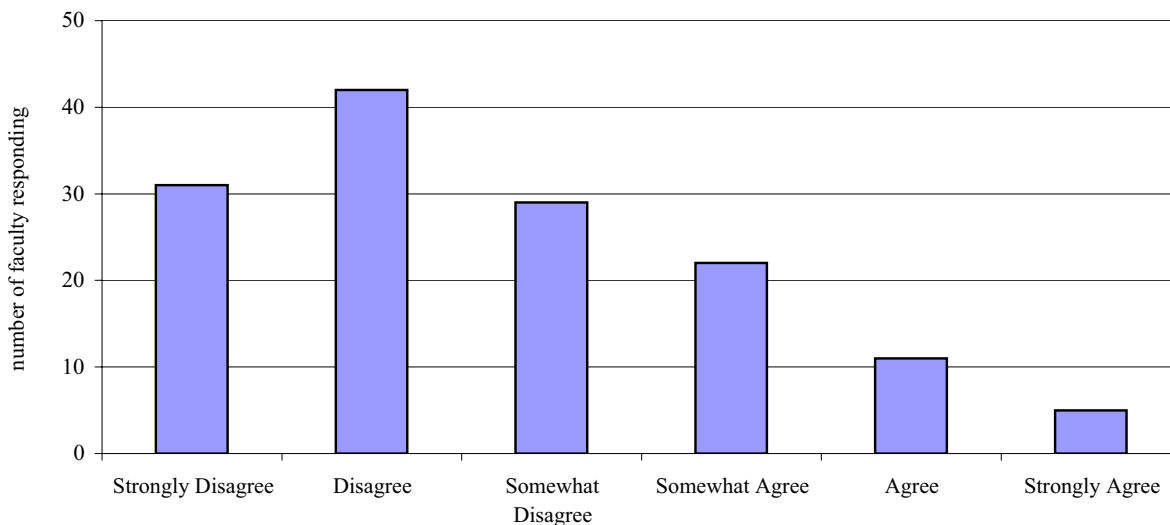


Figure 4-8: Responses of 149 self-identified faculty to the statement, “Lane does enough to address workload issues.” (Source: Self-Study Feedback Survey).

Workload is a topic under increasing discussion for all work groups across campus, even as staff members continue to meet the highest standards of instruction and services to students. The Self-Study Feedback Survey found that 31 respondents strongly disagreed that Lane “does enough to address workload issues”; 42 disagreed; and 29 somewhat disagreed, reflecting faculty’s expectation that the college should do more in this area (Figure 4-8). However, there have been challenges associated with the process of assessing workload issues. The Faculty Workload Advisory Committee (FWAC), which was formed in Fall 2002, is intended to facilitate “the clarification and definition of workload benchmarks, general principles, and workload issues/concerns.” It has been difficult for FWAC to reach agreement on workloads, and they continue their work. A report is due in the Fall of 2004.

Many of the workload issues at Lane are attributable to a high-achieving faculty. No one is willing to settle for less, yet the state legislators and voters have demonstrated that at least for now they will not fund public higher education at levels that support excellence. This, too, has an effect on workload. Given the funding picture and the need to do less with less, less work may mean fewer students, which would compromise the college’s value of accessibility. Thus the college is caught between its desire to be accessible and to

provide excellence in a climate of reduced financial support.

### Professional Growth

The college has made professional growth one of its strategic directions for 2004-08, raising awareness of its importance. By contract, the college provides money and leaves — paid and unpaid — for faculty professional growth. The per-contract-faculty three-year ceiling for short-term leaves to attend conferences is \$1,750, which translates into one professional out-of-state conference every three years.

Faculty are awarded sabbaticals to develop professionally. Sabbaticals are awarded competitively by a committee of faculty and managers. Each year, during fall in-service, faculty disseminate their findings and report the results of their research to their colleagues; these reports are posted on the web (4.B.1).

Article 23 of the Faculty Contract provides for a Faculty Professional Development (FPD) fund. As of the 2004 economic agreement with the LCCEA, the college moved from a fixed allocation of FPD funds to a dynamic one, with a floor not less than the 2003-04 allocation. The FPD allocation is now indexed at 2.25 percent of the General Fund faculty gross compensation; faculty choose how this money is spent. The dynamic percentage of payroll could have positive long-term effects on faculty professional

development funding if the college moves to a more substantially full-time faculty. The Professional Development Committee administers the funds, and a professional development coordinator (a reassigned faculty person) coordinates activities. Among other opportunities, FPD and professional activities funds support short-term and long-term sabbatical leaves, Faculty Connections, the *Community College Moment* and attendance at conferences.

Curriculum development money also supports faculty creation of innovative and updated courses. The rate of pay has changed significantly since 1994: after a brief raise in 1997 to \$15 per hour, the rate had not increased for seven years, until 2004, when it increased by 73 percent to \$25.94. This rate, negotiated in the faculty contract, is dynamically linked to Level 1, Step 1 of the contract faculty salary schedule. The total allocation for curriculum development in 2003-04 was \$42,000 from the general fund and \$60,000 from Carl Perkins.

Time, of course, is essential to professional growth for faculty, and workload issues pose a challenge for faculty in this regard.

### **Faculty Salaries and Benefits**

Faculty salaries and benefits are adequate to attract and retain a competent faculty. Policies on salaries and benefits are clearly stated, widely available, and equitably administered (4.A.4). The percentage of college General Fund Expenditures to pay for faculty salary and benefits has fluctuated over the past ten years, +/- three points of 30 percent. The percentage, however, is dependent on the aggregate of the General Fund Expenditures for each year. For example, while the percentage stood at 32.3 percent in 1994-95 and at 30.7 percent in 2002-03, the total expenditures in relation to contracted faculty stood at \$10.9 million in 1994-95 and \$13.2 million in 2002-03.

The mean faculty salary at Lane in 2002-03 was \$50,605 which is just above the 60th percentile compared nationally (\$48,698 for 2001-02, AAUP rating scale for category IV institutions). (Source: *Chronicle of Higher Education Full-Time Instructional Staff Salary Comparisons*).

The comparison of Lane's salaries to peer institutions has been a subject of debate for some time. The LCCEA and the administration have committed to completion of a faculty salary study agreed to by both parties. The study includes eight peer institutions: four in Oregon (Portland Community College, Chemeketa Community College, Mt. Hood Community College, and Clackamas Community College) and four out of state (Delta College, Truckee Meadows College, Kirkwood Community College and Clark College). A preliminary analysis found a 4-6 percent differential based on peer institutions; in work session on the issue, the board asked for more information. The results of the completed study will be considered in future salary negotiations.

While the policies concerning salaries and benefits have been applied in an equitable manner overall, an issue surfaced when some faculty were initially misplaced on the salary schedule. Initial misplacements can have a deleterious cumulative effect on career salary. Human Resources addressed this problem by placing new-hires on the salary schedule only after a meeting with the candidate to determine all relevant salary data.

### **Faculty Evaluation**

Lane's evaluation system has fundamentally changed in the last ten years. The original investigative model could lead either to help or to discipline. Currently, the college uses two mutually exclusive options: one is a time-triggered "developmental evaluation" performed regularly as an integral part of learning and ongoing faculty development. The second, "corrective" evaluation is only triggered by allegations of poor performance. The new Faculty Evaluation Handbook has been agreed to in its entirety by the LCCEA and the administration and has been published on the web and distributed to departments and divisions. As per the contract, this handbook may be clarified and move through another iteration before final publication. The handbook outlines the process of evaluation for probationary and non-probationary faculty. The improvements reflected in the handbook have the effect of creating a more respectful and collegial working relationship between faculty and managers (4.A.5).

The new faculty evaluation process uses multiple indices: self-evaluation, student evaluation, management evaluation and peer evaluation. The real strength of the new system lies in its emphasis on “developmental” evaluation, which means that both faculty and managers see evaluation as being for improvement rather than punitive or merely corrective. The new system does acknowledge an appropriate need for corrective tools: should a faculty member pose consistent or multiple problems that interfere with an effective learning environment, the administration can initiate a “corrective” evaluation.

Some faculty have expressed uneasiness with the new pilot system of online student evaluations, which provides one index of faculty performance for evaluations. These evaluations are facilitated by Banner, which can capture data and efficiently store it. Students are required to log online outside of class in order to respond. The online response rate of 10-33 percent is substantially below the response rate of the conventional in-class, paper evaluations, which was approximately 60 percent.

### **Recruiting and Appointing Contracted Faculty**

The administration defines an orderly process for the recruitment and appointment of contracted faculty (4.A.6); policies and procedures for this process are published and made available to faculty on COPPS. The process includes a Hiring Processes Manual, which is currently being updated by the Hiring Process Team, a chartered committee made up of faculty, staff, and managers. The college is committed to taking affirmative action to remedy minority or female underutilization in the job groups identified under the current Affirmative Action Plan.

In the past decade, Lane has experienced the largest turnover of contracted faculty in its history; of the 237 contracted faculty at Lane (264 positions, with 27 vacant positions in 2003-04), 163 faculty retired and 65 faculty left for other reasons since 1998. Responding to a 1994 Commission recommendation, over the years several college efforts have taken advantage of these retirements to improve hiring practices.

### **Improving Hiring Practices**

One of those efforts was the Future Faculty Task Force (FFTF) comprised of faculty, which produced a report in 1995 outlining the “faculty of the future.” The president did not approve the findings of the report but appointed a Future Faculty Steering Committee, which included union leadership, managers, vice presidents, and faculty leadership, to review recommendations and develop implementation plans. Some of these recommendations were approved by the former president and have been implemented. Professional development issues raised in the FFTF Report were not the subject of joint work, but changes were made in the 1999 collectively bargained agreement between faculty and administration. Many recommendations in the FFTF report are now in the manual that hiring committees receive.

A more recent effort to systematize hiring practices across the college culminated in the 2004 Hiring Process Team Final Report and Recommendations, a 39-page document outlining improvements in areas such as the hiring calendar, committee makeup, and recruitment tools. Starting around 1990, the college moved from local to national searches, and the screening process is now more systematic and rigorous than it has ever been.

### **A Faculty in Transition**

Recognizing that the large number of “faculty of the future” would need to be welcomed to a “new Lane,” SLI initiated a new project in 1998, Faculty Connections, a successful new faculty orientation also available to part-time faculty that has since been mainstreamed. The two-day in-service activity is intended to build collegiality among faculty across the college and break down the “silo” mentality whereby faculty from different departments do not connect with one another. Through introductions, discussions, presentations, luncheons and games, Faculty Connections smoothes the transition to Lane for new full- and part-time faculty, helping with the appointment process, including communicating faculty’s rights and responsibilities upon hire. This process often involves new faculty pairing with a continuing faculty member in a mentoring relationship that fosters cross-departmental

collegiality. Meetings between new faculty and mentors are supported through a stipend paid to both mentor and mentee in the first year.

### **Diversity in Hiring**

One of the main benefits of the retirements of the past ten years has been the opportunity for the college to focus on its Affirmative Action goals in hiring. The issue of salary is an important factor in recruitment and retention of diverse faculty because of Oregon's relatively low diversity of qualified faculty candidates. Since Lane cannot depend on its local candidate population to increase faculty diversity, the solution has been to increase recruitment from neighboring states such as California, which is highly diverse in comparison. However, the faculty data indicates that, as noted above in 4.A.1, the percentage of people of color who apply for faculty positions at Lane remains roughly static over the past ten years despite recent efforts to enhance Lane as a multicultural campus. Also, 49.25 percent of faculty at Lane are graduates from an Oregon institution.

The faculty union has taken a positive stance with respect to diversity in hiring. The current Main Agreement (1999-2005) has moved toward positive commitment to diversity rather than a compliance mentality, making issues of diversity a faculty-wide concern rather than an interest of a small group. Beginning in 1994, the LCCEA stated its commitment to non-discrimination by working for two contract negotiations to get non-discrimination contract language for sexual preference in the contract. (It was already in college policy.) In addition, the LCCEA worked to get language into the contract to protect faculty from initiative petition actions which might nullify affirmative action.

In its effort to recruit and retain a diverse faculty, Lane's current data at first seem hopeful. Whereas 25 faculty of color, or 5.0 percent, were employed by the college in 1995, in 2003, 45 faculty of color were employed, or 9.1 percent. For the purposes of increasing diversity, Lane has reached outside of Oregon for qualified hires from diverse backgrounds; 57 percent of those recent hires have been from out of state.

In relation to gender, the recruiting data are promising. In the five years from 1994 to 1998,

the percentage of female applicants rose and fell above and below an average of 40.77 percent. Whereas in the five years from 1999 to 2003, the average percentage of female applicants rose to 52.02 percent, with 2000 to 2003 consistently holding numbers above the 50 percent mark. (See also 1.A.5 and Policy 6.1 for discussions of Affirmative Action and Lane's improvements in hiring practices.)

Recruitment and retention efforts have been hindered in part by structural issues beyond the college's control. For example, the Oregon Public Employee Retirement System (PERS) recently restructured such that the retirement benefits at Lane and other Oregon community colleges are not competitive. This was a recruitment and retention tool that was effectively taken away from the college. In addition, some faculty who have left Lane have complained that the homogeneity in the service area results in a lack of communities of color, including communities of color for staff members' children. Such community issues affect the attractiveness of Lane and negatively affect retention.

In developing its capacity, the college has had to recognize that it must use alternative mechanisms, including networking to attract diverse applicants. Connecting with communities of color often happens at the departmental level. This work is hard to centralize institutionally. Recruitment and retention of diverse faculty are highly complex issues; the college has not achieved its goals, but has made progress.

### **Academic Freedom**

Lane fosters and protects academic freedom for faculty (4.A.7). The Faculty Contract clearly outlines this freedom (p. 31. Article 15.2):

15.2 **Academic Freedom.** Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter. The professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view, including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the college [. . .]

In addition, articles 16.2, 16.3, and 7.3 of the contract also support academic freedom for faculty. Agreements supporting SLI, division charters, and other opportunities for faculty work support the exercise of academic freedom.

Lane provides a non-moderated listserv for faculty to discuss issues related to their work life and the world of ideas. Free speech is not curtailed. Recently one faculty member developed an online newsletter posted from his Lane math website entitled, *News and Opinion*. Faculty have published articles in this newsletter on such topics as “Crisis in Community College Funding: Recommendations,” an analysis of the plans for college interdisciplinary studies, and an editorial on the college’s Governance Proposal.

Another example of the strong support for academic freedom at Lane is the process by which student complaints are addressed when related to course content and faculty speech. In 2002-03, there were a total of 46 student complaints and two (four percent) involving issues around faculty speech. Both complaints claimed hostile environments due to the way faculty presented information/analysis. The administration ruled in both cases that there was no basis for hostile environment due to the way the faculty presented the information. In 2003 to present, there are a total of 23 complaints and none of them involve issues around academic freedom of the faculty.

### **Qualifications of Part-Time and Adjunct Faculty**

Lane follows Oregon Administrative Rules 581-043-0700 to ensure that part-time faculty are certified to teach the courses they are assigned (4.A.8). HR maintains these certification standards. Part-time faculty are hired under the same qualifications as contracted faculty; however, the processes by which part-time faculty are hired may be somewhat less comprehensive than those for contracted faculty. The standards are outlined in COPPS for non-credit and for credit.

Given that retirees at Lane sometimes take up part-time positions post-retirement, one of the strengths of the part-time pool of faculty lies in its ability to retain a transitional period of

institutional memory and experience during times of faculty turnover.

### **Disseminating Information to Part-Time Faculty**

Through orientation and personnel training, part-time and adjunct faculty are informed about the college, their work assignment, their rights and responsibilities, and the conditions of their employment (4.A.9). At the institutional level, part-time faculty are invited to and paid to attend mandatory in-service activities, and are paid for mandatory division and department activities. Part-time faculty are also welcome to attend other college activities, although attendance at voluntary activities is uncompensated.

Every new faculty person is paid to attend Faculty Connections, a two-day new faculty orientation during which faculty may gather information about Lane.

In 1999, a handbook was developed as a resource for part-time faculty; while this handbook could be revised and updated, some divisions (e.g., Math) created their own part-time faculty handbook. Part-time faculty are provided mentoring through departments, a practice which could be done more consistently across departments. A part-time newsletter that discussed conditions of employment as well as research news was published by faculty on Lane’s website. The last posting on the web was Fall 2001, however. The Faculty Connections webpage goes some way toward being an information resource. This was updated Fall 2003.

As with many colleges in Oregon and elsewhere, compensation for part-time faculty continues to be an issue at the bargaining table. However, Lane’s part-time salaries are higher than at other Oregon community colleges, and Lane is the only institution in Oregon that provides health insurance benefits to faculty who work between 0.2 FTE and 0.5 FTE.

The faculty contract (Article 34) addresses part-time faculty issues related to the seniority system, which offers some measure of job security to long-term part-time faculty. This inclusion demonstrates that the institution values part-time faculty.

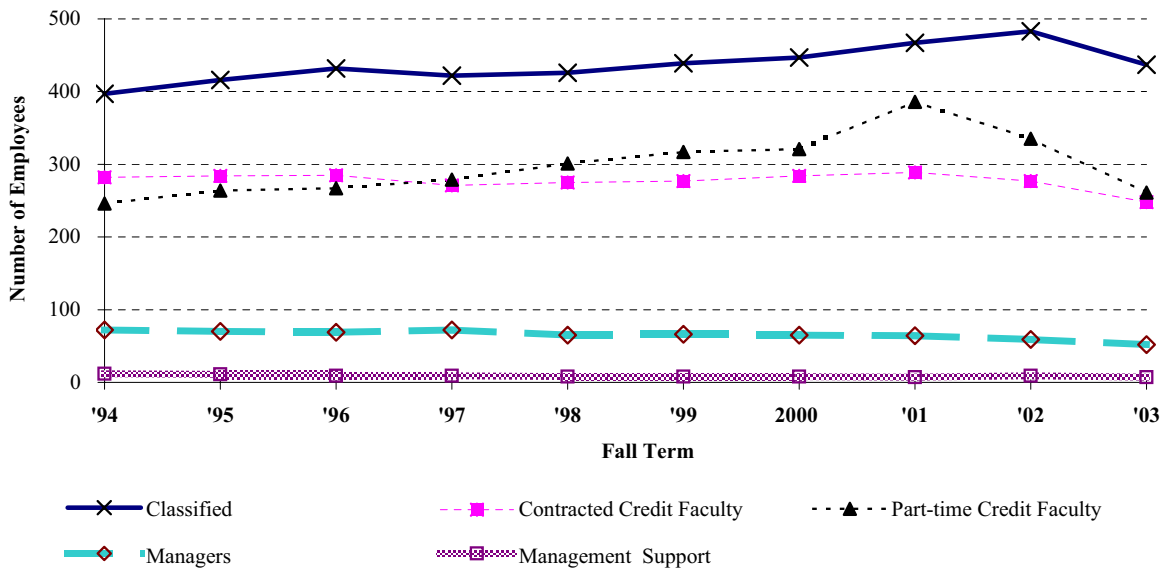


Figure 4-9: Trend Analysis: Use of Part-Time Faculty 1994-present (Source: IRAP).

### Policies Concerning the Use of Part-Time Faculty

The professionalism, dedication and pedagogical acumen of part-time faculty is noteworthy at Lane. Many part-time faculty are active innovators and participants in Learning Communities and other programs. Lane has committed to addressing appropriate levels of contracted faculty (4.A.10).

Especially in the last ten years, the increased use of part-time faculty has been an issue of concern for faculty and administration. In the first decades of Lane’s existence, part-time faculty were hired to address spikes in student enrollment, anomalies in schedules, or for specific community expertise. However, since 1989-90, the trend in part-time employment seen across the country has been reflected at the college: part-time faculty serve the instructional needs of a permanently increased enrollment. In addition to part-time faculty teaching sections of classes on the schedule, they also provide coverage of courses for released time for contracted faculty to participate in college-wide governance and department- and college-wide instructional coordination efforts.

Credit FTE has changed from 9,762 in 1995 to 10,700 in 2003 (see Standard 2). Use of part-time faculty has increased 26 percent since 1995, from

112 to 141. With some exceptions, part-time faculty teach less than 0.5 FTE by contract. The ratio of the number of class sections taught by contracted faculty to part-time faculty is 6251:4415 (59:41 percent). The increase in student FTE combined with the decline in contracted instructional staff has contributed considerably to the workload issue at Lane, since non-instructional work is not required of part-time faculty. When the college has had resources to do so, faculty have been added. There have been contracted positions added in the last ten years in specific departments (e.g., Speech, Dance, CIT, ESL, English, increased Spanish FTE, Library, Counseling).

Some departments, such as Speech, have difficulty recruiting part-time faculty because of a small pool of qualified instructors in the Lane County area, from which most part-time faculty are drawn. Thus, in some departments the need for substantially contracted faculty is even more acutely felt, as these areas struggle to meet instructional needs.

Figure 4-9 tracks the change in use of part-time faculty at Lane since 1994.

The college recognizes the importance of having faculty participate fully in the teaching and



learning process, much of which work is done outside of the classroom. However, with some exceptions, such as some committee work and department meetings, non-instructional work is not paid for part-time faculty (4.A.9). Thus part-time faculty members do not always feel included in the full range of the teaching and learning process at Lane.

The conditions of part-time employment present many challenges: many faculty have worked at Lane on a term-by-term basis for decades, and, like their full-time colleagues, are nearing retirement. This situation produces a unique and troubling moment in Lane's history, as urgency over part-time employment issues such as health care increases. At this point the national health care crisis, and the reliance of most Americans on their job to provide health insurance, provide a structural issue over which the college has increasingly little control. Health crises natural to an aging population and unexpected crises in family well-being among part-timers highlight the manner in which many long time part-time employees of the college lack adequate benefits or resources to meet such exigencies.

### **Strengths:**

- Faculty are highly qualified and engaged in the teaching and learning process. Many faculty publish books, articles and creative works that reflect favorably on the institution and foster student learning.
- Faculty innovation at Lane is well-known and highly valued.
- Lane faculty are highly involved in most aspects of academic planning, curriculum development and review, academic advising, and instructional and institutional governance.
- The culture of inclusion and the expectation of representation on major decision-making bodies is a positive development which ensures instructional issues are directly considered throughout planning and budgeting processes.
- Support for professional growth is a priority of the college as reflected in its resource allocations and 2004-08 strategic directions.
- The college strives to address the issue of adequate salaries and benefits for faculty.
- The faculty evaluation process is based on a professional development model and is an

improvement over the previous corrective model. As of Winter 2004, all faculty have been evaluated on schedule.

- As a result of the many improvements in hiring practices in the last ten years, the college has hired highly qualified faculty from across the country; has achieved some diversity hiring goals in individual departments; and has developed sensitivity to retention issues. The college understands the importance to students of recruiting and retaining a diverse faculty.
- Academic freedom is well-supported at the college. The culture is one of a free exchange of ideas.

### **Challenges:**

- There has been a steep learning curve and workload impact on faculty from the college's new planning and governance initiatives.
- Workload among contracted faculty can be oppressive, particularly in small departments.
- Providing competitive salaries for Lane faculty has posed a challenge.
- The pilot online student course evaluations do not have a sufficient response rate to provide adequate and valid data for use in faculty evaluations.
- Timeliness of faculty evaluations has been affected by the high turnover of managers.
- Use of part-time faculty in some areas is too heavy given the needs of students and the workloads of full-time faculty taken up with committee work.
- The hiring process from start to finish should be briefer in order to attract the best candidates before they take jobs elsewhere. This can be a challenge with all the processes in place and with the college staff already stretched as far as they are.
- Developing effective recruiting and retention tools to meet Lane's diversity goals in hiring is a challenge.

### **Improvement Plans:**

- Like all staff at the college, faculty will become familiar with their roles in the new planning and governance processes. The workload impact of both planning and governance will be evaluated as part of the unit planning and governance councils' work.

- Through the administration and the LCCEA collectively bargained agreement, the college has developed a mechanism, the FWAC, to address faculty workload issues. The committee's recommendations will be reviewed in Fall 2004.
- Recommendations are pending the joint LCCEA-college salary study; results of the study will be considered in future negotiations.
- The online student evaluation is still in its pilot phase. The college continues to develop ways to increase the response rate of online course evaluations to ensure validity. Institutional Research, Assessment and Planning (IRAP) continues to fine-tune the system, and the Faculty Council continues to monitor the improvements. It is expected that, over time, as students and faculty become used to using the computerized system, the numbers will improve.
- The college provides a means for faculty to evaluate managers directly, including such issues as timeliness and uniformity of faculty evaluations. The Labor Management Committee will assign a group to evaluate the faculty evaluation process and make changes as necessary.
- The college will continue to review the issue of the ratio of part-time to contracted faculty on a department-to-department basis and develop a plan that takes into account the ratio and the impact on student enrollment.
- The Hiring Process Team recommendations and the Memorandum of Agreement to Recruit and Retain a Diverse Faculty offer two avenues for improved recruitment and retention of diverse faculty. The college plans to review the use of minority publications as a recruiting tool, and will explore other effective methods for meeting its recruitment goals.

## **Scholarship, Research, and Artistic Creation**

### **Research and Scholarship Relating to Mission**

Faculty at Lane stand out among community college instructors in their engagement in scholarship related to their fields of research and teaching (4.B.1). Lane's board membership on the

League for Innovation in the Community College is one powerful measure of national recognition of the consistent level of innovative and creative work done by faculty and staff. All college-supported scholarship, research and artistic creation relates to the college mission.

One area of research in which most Lane faculty share a common interest is the teaching and learning environment. The Strategic Learning Initiative (SLI) is informed by the learning-centered literature outlined by such authors as Terry O'Banion of the League for Innovation. The SLI is a faculty-led partnership with Lane's administration. The purpose of SLI is to support systemic redesign of the learning environment, and to provide an infrastructure for faculty throughout the college to engage in innovation to improve student learning. SLI provides an incubator for innovative teaching and learning strategies and courses that need time to be developed before being mainstreamed.

Other examples of faculty research and artistic creation include the sculpture that graces the college's main entryway, "Transformation through Education," a student project produced under the direction of a faculty member in the Arts Division. The Native American Indian Language Foundations class is another example of innovation which promotes the college's core value and strategic direction related to diversity.

The college provided start-up funding for the inaugural issue of the *Community College Moment*, a faculty journal whose purpose is to "offer a forum for high-quality progressive articles that reflect a new vision of scholarship at the intersection of academic, activist, and community interests." This vision dovetails well with the college's vision. In Spring 2004, the *Moment* won the Innovation of the Year Award from the League for Innovation. It is well received by faculty and administration alike; its budget, which includes reassignment time and publication, comes out of the Faculty Professional Development Fund. The *Moment* is now in its fifth year of publication, and has been preliminarily proposed as a League project, at which point the college would fund the *Moment* directly.

The institutional impact of faculty research is readily evidenced by curriculum development projects. Via curriculum development, Lane sponsors faculty research projects that directly enhance and shape the learning environment. For example, consistent with Lane's core value of accessibility, Family and Health Careers faculty researched the use of WebCT format for Dental Hygiene courses; five on-line hybrid courses resulted. In Fall 2003, Lane offered its first American Indian Language class supported by curriculum development funds. Lane has on file two dozen reports of Curriculum Development projects completed in 2003-04.

### **Policies Regarding Scholarship, Research, and Artistic Creation**

There is a policy and procedure that reviews the ethical considerations related to performing research at Lane, including federal guidelines for treating subjects and the process for getting approval to conduct research (4.B.2). Guidelines for ethical behavior are also outlined in the Values and Behaviors document assembled by the Work Roles and Relationships Council. However, there is no similar document that outlines the process for engaging in artistic creation. The office of Instruction and Student Services will work with Faculty Council to develop policies and procedures related to artistic creation.

The Faculty Contract outlines distance learning intellectual property rights (Article 18, p. 34 and Item 13, MOA, p. 107). The MOA provides real guidance on distance education, and provides for a Distance Learning Advisory Committee. However, the administration and the LCCEA have yet to negotiate distance learning intellectual property rights as called for in the MOA.

Faculty play a substantive role in developing and administering research policies and practices (4.B.3). The COPPS policy, "Research: Authorization to Conduct," was developed by faculty. The other sources of review for research projects are those submitted to the Faculty Professional Development (FPD) committee to request FPD funds. This review is conducted by a faculty committee according to guidelines developed by faculty.

### **Resources for Scholarship, Research, and Artistic Creation**

Lane provides appropriate resources for scholarship, research and artistic creation (4.B.4). Guidelines for resource allocation are aligned with the college's mission and goals.

Lane faculty's intellectual and creative work is one of the college's strengths. Lane's core values of learning, diversity and innovation, and its strategic direction to promote professional growth and increased development provide the foundation for the college's support of faculty scholarship, research, and artistic creation. In addition, academic and artistic freedom are supported. As illustrated in its collectively bargained agreements, support of professional development is recognized as an inherent aspect of faculty work (4.B.5).

Because Lane is a teaching institution, resources for scholarship are limited; alignment of research work with college mission is encouraged, but there is wide latitude for how one does this. Curriculum Development money directly supports teaching research, although this is limited. Contracted faculty often use summers for this purpose. The college provides level changes resulting in salary increases as a consequence of substantial research, scholarship, and/or artistic creation. (See the contract: contracted faculty level advancement: article 28 pp. 67-70; part-time faculty placement and advancement: Article 30 pp. 72-44.)

### **Funding:**

Faculty Professional Development Funds are a primary source of funding to support faculty scholarship, research and artistic creation (4.B.1). The president's and vice presidents' special projects funds also provide resources to special learning projects. Learning college principles and core values are embedded in the criteria used to evaluate proposals for professional development and sabbaticals.

The college makes efforts to adjust workload for faculty to support scholarship and research. For example, CIT faculty workload is adjusted to allow them time to keep up with the changing nature of the computer science discipline. Funds for faculty to keep up with changes in their discipline are available through Discipline Contact

Funds of the FPD. In addition, curriculum development money is provided for faculty to develop courses.

**Physical Resources:**

With the completion of the Bond, many faculty have enhanced office space with computers appropriate to their work (see Standard 8). The Library has journals accessible to faculty on campus, and provides interlibrary loans as needed. All Lane faculty have borrowing privileges at the University of Oregon Library, which has more than two million volumes. Many faculty use the college's science and computer labs to conduct research.

The new Instructional Technology Center, one of the Bond remodels, offers faculty the use of computers, scanners, and software for developing materials for teaching and research.

For artistic creation, several resources exist: the new Music Technology Center includes a Resource Center, a Music Technology Lab and a Recording Studio. Every aspect of this facility is designed to create a high-quality learning environment. The Recording Studio has a large Control Room with a Tracking Room large enough for a typical "big band." A Sound Isolation Booth provides sonic flexibility during recording sessions. The Control Room has signal feeds from the Tracking Room, the Isolation Booth, the Music Technology Center, plus the existing Band Room, Choir Room, Main Stage Theater, and the Blue Door Theater.

"Smart classrooms" and an experimental classroom are new resources for faculty engaged in learning scholarship with technology enhancements; a satellite link is available; and a new culinary arts facility, home to Classical Cuisine dinners, has enhanced the culinary creativity of faculty.

The art gallery provides space for faculty to display artwork; the Performing Arts Center has a traditional theater as well as a Blue Door theater. The Copia Lecture Series, a partnership with St. Mary's Episcopal Church, is held at the church lecture hall each month during the regular academic year.

Administrative support is provided at various points, including a .25 reassignment for the FPD coordinator; a .50 Instructional Technology Center coordinator; two .25 reassignments for production of the *Community College Moment*; and Carl Perkins funds for internships. Coordinators for the Reading Together Project, Service Learning, Learning Communities, and the administrative support for these efforts also provides an infrastructure that supports innovation by faculty.

**Opportunities for Recognition and Renewal**

The college's mission and goals are reflected in faculty responsibilities, expectations and rewards of faculty performance, and opportunities for faculty renewal through sabbatical leaves and other similar programs (4.B.5). In 1994, the college allocated \$40,000 per year for short-term leave funds plus monies for a minimum of nine terms of leave. This figure remains in effect for the current year, with \$40,000 going to short-term leaves and support for nine sabbatical leaves. The total 2003 allocation for short-term leaves and the backfill, salary and OPE for sabbatical leaves was \$296,873, which became the floor for future allocations. There is a fund to support sabbaticals; ten faculty took long-term leaves in 2003-04; seven in 2001-02; ten in 2000-01; 21 terms have been scheduled for 2004-05. Guidelines for applying for short- and long-term leave are posted on the website. Faculty share the results of their research with the entire faculty at Fall In-service and at other activities.

In some cases, workload issues and professional development issues combine to present obstacles. For budgeting reasons, curriculum development has been paid for on an hourly rate instead of reassignment time. Before 1995, reassignment time on an FTE basis was a common way for faculty to be compensated for curriculum development. While the college continues its attempts to support FPD adequate to the number and diverse needs of faculty, many complain that funds are inadequate. For example, some Professional Technical area faculty and smaller departments in college transfer areas find it difficult to take the time for a short-term leave or sabbatical for a variety of reasons: there may be only one or two contracted faculty in an area, and

there may not be qualified and committed individuals in the community to fill a temporary faculty assignment.

Budget cuts have made it impossible for the college to fully support all innovative projects faculty wish to pursue. The exemplary Faculty Connections and the award-winning *Community College Moment* are funded out of faculty professional development funds (4.B.1), a fact which puts further pressure on individual FPD activities.

For many faculty, exemplary teaching is the primary measure of professional attainment. The Faculty Recognition Award recognizes faculty whose excellence has contributed to Lane's core values. The Teacher of the Year Award is one recognition of faculty; this award implicitly acknowledges ongoing learning scholarship practices. In the past, the faculty of the year award was a student-selected process. Now, peers decide and select the faculty of the year; the number of faculty honored has increased. The Faculty Evaluation Handbook encourages inclusion of research, scholarship and artistic creation in evaluating faculty.

The Schafer award encourages creative thinking, innovative approaches, and experimentation in educational programs through an annual competition. Innovation Grants of up to \$5,000 are for any innovation at the college; \$250 Pat-on-the-Back awards reward innovation. The Innovation of the Year Award, sponsored by the League for Innovation in the Community College has gone to the Spanish Department in 2002 for their "Learning Strategies Project," an assessment and improvement of language learning; and to the *Community College Moment* in 2004 for their innovative journal.

### **Sponsored Research Consistent with the Mission and Goals**

Lane's sponsored research and programs are consistent with the college's mission and goals (4.B.6) External funding through grants are administered through the Foundation office and College Finance, which seeks external funding. Lane's Foundation works closely with the administration so that the activities are aligned with the mission, vision and core values. While a

separate fiscal entity, there is a strong link programmatically between the college and Foundation. See also Standard 7 for the role of the Foundation and the agreement between the Foundation Board of Trustees and Lane's Board of Education.

External contracts are also administered through the Business Development Center (BDC), a department of Continuing Education and Workforce Development (CEWD). The director of BDC reports to the executive director of CEWD who reports to the vice president of instruction and student services. This tight link with Instruction and Student Services ensures that the college's mission and goals guide contractually funded programs. Some examples of sponsored research and programs include:

Carl Perkins funding brings innovation to the college by responding to environmental changes and helping with institutional transformation for professional technical programs; it also supports college values of collaboration and partnership.

Under a jointly administered \$300,000 grant from the Oregon Economic and Community Development Department, Lane's Business and Industry Services worked with PeaceHealth to train employees in "Healing and Compassionate Care."

### **Academic Freedom**

Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution's mission and goals. (4.B.7) The college has a policy on freedom of inquiry and expression which applies to all members of the college community posted on COPPS. The faculty contract also calls for academic freedom in the classroom (4.A.7). Faculty research sponsored through sabbatical leave is covered under the contract (article 23.3: p. 42) which calls for the sabbatical selection committee to be comprised of eight faculty members; the vice president for instruction and student services or designee is ex-officio member. The decisions rest with the faculty committee to determine who is selected for sabbaticals within the provisions provided in the contract.

The Lane library strongly supports academic freedom. There are no content restrictions on the

book collection. Faculty are allowed to use the library and other college resources for research and scholarship.

**Strengths:**

- Faculty have a high degree of control over the professional development fund.
- There is a lively culture of research, scholarship, and artistic creation.
- Support for faculty professional development activities has been stable.
- Several means of recognizing and supporting faculty work are available.
- Within limits, the college affords reassignment time for faculty to participate in scholarship and artistic creation.
- The college provides coordination and administrative support for innovative curricular development.

**Challenges:**

- Implementing technology such as the satellite link and the experimental classroom has proved difficult.
- Many faculty do not feel they have sufficient time to make use of resources available for research, scholarship and artistic creation.
- There are fewer resources for research, scholarship, artistic creation and curriculum development than there are requests.
- While the “Authorization to Conduct” document was developed by faculty, procedures are administered solely by the director of Institutional Research.
- Currently, the Research Review Committee, which involves faculty and administrators, does not review non-human subjects research.

**Improvement Plans:**

- Faculty and administrative support staff are finalizing plans for use of the experimental classroom in 2004.
- This issue of sabbatical opportunity for Professional Technical and smaller transfer area faculty will be addressed by Faculty Professional Development and the Office of Instruction and Student Services.
- The college will continue to nurture a culture of recognizing, appreciating and rewarding additional and exemplary work done by faculty.
- The college will explore expanding the authorization to conduct research procedures to include faculty.
- The college is looking at ways to broaden the Research Review to include non-human subjects research.

## STANDARD FIVE

### ***Library and Information Resources***



#### **Purpose and Scope**

Library and information resources support teaching and learning in support of college goals. The Library is centrally located on campus and the college's library liaison system ensures communication between the Library and departments. Library outcomes are included in all of Lane's degree programs, and the Library has developed a class that guides students through the research process. Electronic library holdings and services allow the Library to come to the student as much as the student to the Library: online resources are accessible from any computer location that has an Internet connection. Technological advances in the last ten years have impacted the way students use the Library, and staff have endeavored to keep pace with those changes.

For degree and certificate programs, Lane's Library contributes to student success in meeting general education outcomes:

- Communicate effectively.
- Think critically and solve problems effectively.
- Increase understanding of the relationship between self and community, including self-

awareness, personal responsibility, and the development of cultural competence.

- Explore academic disciplines.

To support these outcomes, the Library offers formal learning opportunities through a three-credit class in Library and Information Research; orientations to classes; one-on-one assistance to students from the reference desk; a diverse collection of materials; and policies which teach personal responsibility and ethical use of information. The Library provides a physically comfortable and safe learning environment, and a well-organized collection of learning resources that optimize learners' ability to access what is needed. Besides the centralized library facility, Lane supports the idea of departments building a discipline-specific collection of books and other learning resources. In addition, many departments have created student study spaces in the neighborhood of faculty offices. This decentralized approach, combined with the central facility, provides an effective learning environment for students.

Lane's library strives to maintain an accessible collection of curriculum support materials that

enhance classroom instruction. It also provides options for accessing materials: remote access from Internet-connected computers anywhere, interlibrary loan options, borrowing privileges at the University of Oregon (UO) Libraries, and a variety of formats.

Housed on the second and third floors of the Center Building on the Main Campus, the Library is open during the regular school year as follows:

Monday - Thursday	7 a.m. - 8 p.m.
Friday	7 a.m. - 5 p.m.
Saturday	10 a.m. - 2 p.m.
Closed Sunday	

(Hours differ slightly for summer and breaks.)

Lane's comprehensive community college mission is to provide accessible, high-quality, and affordable lifelong education. To support this mission, the Library provides library services that support the curriculum and fulfill the information needs of students, faculty, staff, administration, and community through the building and maintaining of a vital collection of library materials and resources. Whenever possible, these are extended to the community (5.A). The Library is planning several material, instructional, and service enhancements to support student learning in the coming year, including:

- expansion of resources for, and Library participation in Learning Communities;
- an online tutorial for information literacy;
- a new combined information/computer literacy course;
- online research guides and pathfinders;
- course-specific web pages and library presentations;
- and integration of library resources into a single searchable database.

### **Library Resources**

To accomplish the college mission and goals, Lane's information resources and services include sufficient online resources and a basic book collection; sufficient equipment; and a committed (if often busy) staff (5.A.1). The collection analysis report demonstrates that the college's core collection and related information are sufficient to support the curriculum (5.A.2). Recent and significant resource enhancements

include purchase in 1999 of a server and software that allow library resources to be web-accessible; subscription to a wide variety of online, full-text periodical and reference databases; construction and furnishing of an electronic classroom; and integration of library print materials with web resources.

The explicit goals of the Library are:

- To provide organized collections of print, non-print and online resources which will meet institutional and instructional requirements as well as the individual needs of students.
- To create an environment in which resources are made readily accessible, not only through the provision of appropriate facilities, furnishings, equipment, and supplies, but particularly through the provision of adequate staff.
- To facilitate lifelong learning by providing services, resources and facilities which encourage and stimulate individualized instruction, independent study and effective use of resources by students, faculty and the community

### **Collection, Equipment and Funding**

The collection includes books and audiovisual materials, print subscriptions to 237 print periodicals, and a variety of online databases. The Library's book collection numbers 67,557; the average publication date is 1976. The college provides financial support for library and information resources and provides for their maintenance and security (5.D.6). In the past year, the college allocated General Fund monies of \$1,058,367 and Restricted Fund: ICP (Income Credit Program) from overdue fines and billed items of approximately \$40,000. For three years, the Technology Advising and Consulting Team (TACT) has allocated \$30,000 from student technology fees to support subscriptions to the online databases. Recognizing the need for books and materials, the college has allocated an additional \$50,000 for 2004-05. Each year for the past three years, more than 2,100 books and other paper materials have been added to the collection.



Library equipment includes 50 Internet research computers; an electronic classroom, including an instructor station, electronic whiteboard, VCR/DVD, and a document camera. Staff computers have been upgraded recently to support webpage creation and organization of web resources.

Alternative methods of information delivery which accommodate different learning styles and technology align with the college's values of diversity and accessibility. The Library also has in the past three years doubled the number of computers available for students, added a classroom for instruction and Internet research, doubled the number of videotapes, added VCR/DVD players, and expanded its assistive technology area for students with disabilities. The Library is also developing a space to house collections from Staff Development and the college's Diversity Team, and shelving has been added to accommodate more course reserves and reference materials.

### **Staffing**

The Library has a full-time director, who is also a librarian. This is a significant improvement from the previous manager of the division, who was part-time and was not a librarian. In addition, the Library is currently staffed by 3.6 FTE reference librarians; a systems coordinator; a systems librarian; a network administrative support specialist; an office administrator-acquisitions assistant; a serials assistant; a lead technical services assistant (cataloger); a technical services assistant (cataloging); a circulation services coordinator and 3.5 FTE circulation assistants.

Librarians provide information assistance to individual students, faculty, and staff, offer a three-credit class in library research skills, present orientations to classes, assist with the preparation of research assignments, prepare specialized bibliographies, design course-specific websites, and work with teaching faculty to develop the Library's collection and provide curriculum support. Library classified staff are responsible for managing circulation functions, course reserves, acquisitions, serials, cataloging, computer hardware and software, and the integrated library automated system and technology resources.

### **Analysis of Library Collection and Human Resources**

Lane is below statewide averages in terms of volumes per total FTE and expenditures per total FTE. The most recent *Oregon Community College and Workforce Development Profile (2000-01)* provides a comparison of library resources from 17 community colleges across the state. Total operating expenditures per FTE for Lane's library are \$63.35; the statewide average is \$83.15 (high of \$242.65 and a low of \$47.26). Lane is below the statewide median in this number. Lane provides 5.3 volumes per total FTE, including credit and non-credit; the statewide average is 7.5 (a high of 21.7 and a low of .4). Lane is fourth lowest in the state in this regard. Student FTE per professional staff is 2,774; the average statewide is 1,593. (The range is 313 to 5,000.) Lane is well over the average number of students per professional staff.

While the average publication date of books is 1976, the average date of items in circulation this past year is 1990; this implies a need for a newer collection, since many of Lane's students are engaged in research work that involves current information as opposed to archival documents. While the online resources offer enhancements to the book collection, they cannot provide the depth offered by longer works. There are no collections or staff in the three outreach centers or seven community learning centers.

Other national comparative statistics confirm the statewide comparisons.

For example, the National Center for Education Statistics reports that Lane spends \$133.54 per person enrolled per year, compared with \$156.98 in the peer group. The college's print material/paper volumes number of 67,557 falls well short of the 90,820 peer group average. Lane's 7.4 circulation transactions per FTE compare nationally to the peer average of 9.22. The book collection has fewer volumes per FTE student than in 1994; its 4.7 per FTE student in 2002 compares unfavorably to the 19.41 Oregon/Washington community college standard. The peer-average for print periodical subscriptions is 467; Lane's library has 247.

The librarian FTE of 3.6 FTE compares unfavorably with the 6.14 per FTE in the peer group according to National Center for Education Statistics. The total number of library staff is .5 FTE less than in 1994, although there has been a significant increase in the number of students the Library serves.

The ACRL minimum standard for library materials for community colleges is \$24/FTE student; Lane allocated \$18.75/FTE student in 2003-04. ACRL minimum standard for total operating budget is \$175/FTE student; Lane allocated \$165/FTE student in 2003-04. The percent of 2003-04 Lane's General Fund budget for library operations was 1.5 percent; the minimum ACRL standard is 6 percent. In each of these standards, an increase is recommended for institutions where the student headcount exceeds student FTE by more than 50 percent; Lane's headcount exceeds FTE by more than 70 percent. For IPEDS comparisons, community colleges of comparable size to Lane spent (in 2000) \$157/FTE student; Lane spent \$134/FTE student. (Note: IPEDS data do not reflect total enrollment at Lane, but the total student body that the Library serves.)

Recently conducted library surveys of students (2002) and faculty (2003) indicate strong dissatisfaction with the Library's collection.

### **Curriculum Support**

The college's Course Approval Form requires the evaluation of adequacy of Library resources to support the course program offered, and the Library's liaison program helps ensure that the core collection and related information resources are sufficient to support the curriculum (5.A.2). All of the college's disciplines and programs have a liaison librarian who is responsible for working with instructional faculty to select and deselect library materials; design assignments; and create course/discipline-specific web pages of library resources. The Library director has some responsibility in this area as well.

Faculty can make direct requests for specific discipline-related items to the liaisons, thus targeting limited resources for use in direct instruction. A librarian is also assigned liaison responsibilities to the non-credit/continuing

education programs, in recognition of the importance of these offerings to the mission of a comprehensive community college. In the last year, faculty in outreach centers have been visited by a librarian to discuss resources and needs. The Library also conducted a survey of faculty in all college locations to solicit assessment of and recommendations for library collection and services.

Librarians annually evaluate the budget allocated for specific liaison areas. This includes a review of programs/certificates added or dropped in the previous year. Also analyzed are overall collection deficiencies and differential quality of subject collections.

There have been 17 degree and certificate programs added and deleted since 1994; however, there has been no increase in materials budget for the Library since then. (2.A, see Standard 2 for inventory of added and deleted Courses/Programs.)

Library resources also support student retention. In the last year, faculty librarians and other library staff have provided classes and purchased materials in support of Career and Employment Services and the TRiO Program. A librarian is a member of the Success and Goal Attainment committee (SAGA) whose charge it is to address issues of student retention (3.B.1 see Standard 3).

### **Program and Location Resources and Services**

Lane's library resources and services are determined by the nature of Lane's educational programs and the locations where programs are offered (5.A.3). Since each discipline has a library liaison officer, instructors can request acquisitions to fulfill the requirements of the programs offered. Many of the online resources help to provide some information resource support for the outreach centers. Within the limits of its budget, the Library keeps its collection and other resources current and relevant to students' needs. Library personnel help ensure that library resources meet program needs through their participation in committees across campus, in particular the Curriculum Approval Committee. The Library is completing a plan for increasing collaboration with instructional faculty so that

courses are developed in even closer alignment with the Library's resources. Lane now connects library resources to course approval.

Increasingly, the Library emphasizes the use of online sources and is in the process of developing a web presence. The Library conducted a faculty satisfaction survey in 2003. A librarian participates on the Success and Goal Attainment Committee (SAGA) to help determine how best to use library resources for student success goals (see Standard 3).

While there are no physical facilities in any of Lane's three outreach centers or seven Community Learning Centers (CLCs), in recent years the Library has put a large portion of its materials budget into online full-text periodicals and reference databases with unlimited remote access capability. The shift to more online resources has greatly increased the Library's ability to provide service to all of the college's locations, as has the college's budgetary commitment to building a strong technology infrastructure (see Standard 5T). The Library has recently completed a draft website to support Distance Learners who do not attend classes on any of the college's centers. The Library 127 class is self-paced and requires only two meetings with the instructor; it is also conducive to distance learning.

**Strengths:**

- Lane's subscriptions to online periodicals and reference databases enhance the limited collection and offer convenience to students.
- The resource allocation process has improved, allowing for increased funding where it is needed most.
- The Student Technology Fee has provided a stable source of funding for many of these information resources at Lane. Online subscription databases allow students to access some library materials on a 24/7 basis. They are the main source of information for students taking classes at the Community Learning Centers and Outreach Centers, and those who cannot be on campus except during class time.
- The Library is strong in its policies, procedures, and organizational linkages, ensuring that resources and services are determined by the nature of the institution's education programs.

- In response to an Accreditation Report suggestion, a librarian is a designated standing member of the college's Curriculum Approval Committee.
- Librarians' participation in curriculum approval guides library resources and monitors adequacy of budget for new/revised courses and programs.
- The Income Credit Program and recent establishment of a Student Technology Fee have allowed the Library to double the number of Internet research computers for students.

**Challenges:**

- Static staffing levels have resulted in an erosion of services in an environment of enrollment growth.
- Keeping curriculum materials current with limited resources is a challenge.
- Including library resources and information literacy skills as outcomes for all professional technical degree and certificate programs puts pressure on limited resources.
- Some individual departments have developed collections of discipline-specific materials that are housed locally at department offices and are neither organized, catalogued, or searchable by the Library's search engine.
- Meeting all the learning resource needs at the college's outreach centers and CLCs is difficult.
- The college's increasing commitment to Distance Learning requires a plan and provision for library services to meet these students' library needs.

**Improvement Plans:**

- The college has authorized a reorganization of the Library department, and added a half-time computer support technician to optimize the Library's ability to meet service demand with limited available funds. This will increase the college's ability to provide more students with high-quality library services. The college continues to review appropriate staffing levels.
- The college has made appropriations for 2004-05 to purchase metasearch software and a server to allow students and staff to locate any library resource in a single search.
- The college has a Workstation Replacement plan with \$100,000 allocated college-wide in

2003-04 and an increase to \$250,000 on a recurring basis in 2004-05. The Library's workstation needs will be addressed through this plan on a prioritized basis (see 8.B.1 and 8.B.2).

- The college has added \$50,000 to the Library's 2004-05 materials budget .
- The Library will continue to develop creative ways to meet institutional and instructional requirements. The college continues to consider funding enhancements to support appropriate human, physical and financial resources for the Library.
- Library staff plan to work with departments to make all collection resources known and accessible to Lane staff and students. The Staff Development office and the Diversity Coordinators in particular have collections that appeal to a broad audience; the college is working to include a portion of their collections in the Library itself. The college will review the Library resource needs of the Outreach Centers and CLCs and investigate opportunities for meeting the needs of students who attend there.
- The college's draft Instructional Technology Plan promotes the use of instructional technologies to support student-directed, anytime/anyplace learning. The Technology Council will undertake review of this document, and make recommendations for how best to support library needs of Distance Learners.
- In the 2003-04 unit plan, the Library asked for an addition of faculty and classified staff.

## **Information Resources and Services**

### **Library Materials and Equipment**

Lane's library materials and equipment are selected, organized, and maintained to support the college's educational program (5.B.1; see also 5.A.1). Materials are chosen to foster the core values of the college, including respect for diversity. According to its collection development policy, the Library's primary goal is to provide library services which support the curriculum and fulfill the information needs of students, faculty, staff, administration and the community. This policy has recently been revised and expanded to provide specific criteria for the selection and

withdrawal of print, audiovisual and online resources. Librarians deselect outdated materials according to policy in consultation with faculty representatives.

Some of the Library's materials are available electronically. Online periodical databases provide on-site and remote access to current information sufficient in depth and breadth to support the college mission. Online databases provide cost-effective, up-to-date information sources for students' needs, and services such as EBSCO Alert allow students and faculty to be apprised of new information on relevant topics as it is made available.

The new library classroom provides a space for orientations to the Library and for joint faculty/librarian projects with students. Equipped with a data projector and interactive whiteboard, the classroom enhances Lane's capacity to provide more students with information resources and the skills to use them. Each computer also serves as an Internet workstation. Remote access to library accounts and services allows students to use online resources any time, day or night.

Computers are adequate in currency and quantity for students to use for searches and other research. The additional funds allocated for college equipment replacement provides for maintenance of this equipment. Lane also plans to create a facilities capital reserve fund to address contingencies (8.A.3, see Standard 8).

### **Independent and Effective Use of Resources and Services**

Library and information resources and services contribute to developing the ability of students, faculty, and staff to use resources independently and effectively (5.B.2). Librarians provide general and subject-specific orientations to classes, provide intensive research assistance by appointment, and staff the reference desk during all library open hours. The Library employs many modes in educating students and staff in use of the Library's facilities. All staff must demonstrate core competencies and be able to communicate these skills. The Library website provides an opportunity to develop information literacy skills in all users, and makes it possible for users to view their library record anytime and from

anywhere. In addition, all staff complete the Library 127 syllabus, which assures a basic understanding of all information resources most important for Lane students.

Each term, librarians teach the three-credit Library and Information Research course. Due to its popularity, the Library added an additional section of this course for Spring 2004. Currently 65 students per term complete the course, or 1.2 percent of all Lane students. As a result of the new awareness of and institutional support for information literacy and library use, librarians have developed a plan for the addition of an online information literacy tutorial, have selected elements of a template to be used for course-specific web pages, and have revised and expanded the Library's Collection Development Policy.

Remote access has increased opportunities for independent and effective use of the Library. In addition, the Internet research computer classroom can be used by individual students or for library-related classes. The reference desk is staffed by knowledgeable librarians whose learning-centered approach to student service helps increase students' independence and information literacy.

### **Policies and Procedures**

Policies, regulations, and procedures for systematic development and management of information resources, in all formats, are documented, updated, and made available to college constituents (5.B.3). Lane has a Library Policy Manual which complements the college's general policies. The Library practices careful stewardship of resources. Staff analyze usage and demand, work within the budget, and are committed to recycling. All staff participate in budget development. All policies are documented and updated and available online through the Library manual, which states the Library's mission and philosophy, and policies on collection development, interlibrary loan, Internet use, and others.

### **Campus Participation**

According to Library policy, professional librarians are responsible for coordinating the selection of most library materials and making the recommendation for purchases. The Library faculty encourage participation from all segments of the college community in the collection

development program. Recommendations from students, staff and the community are accepted and evaluated according to the selection criteria (5.B.4). Purchase requests for library materials costing over \$100 will be considered if the requestor is able to cover the additional costs with departmental or other funding. Attention is paid to alignment of the Library's collection development policy with Lane's core values and with academic freedom issues; budgetary rationale behind development management priorities is explained.

The Library liaison system offers ongoing opportunities for faculty involvement in planning and development (5.A.1). The liaison system fosters relationships between library and other instructional faculty that contribute to coherent planning and development. The Library works with other departments on campus, serving on committees and providing resources.

The Library supports a suggestion box available online to give all users the opportunity to provide feedback, ask questions, and make requests. The Library "closes the loop" by providing an online "reply" box with answers to questions asked so that students can see the effects of their suggestions.



The entire Library Department is involved in the decision-making process. At a recent librarian's retreat, for example, all faculty librarians met with the director to collaboratively plan how to address issues raised in the self-study. The unit planning process engages all members of the library staff in the process of yearly self-study and planning for the coming year (see Standard 1 Introduction).

The "Reading Together Project," in which the college community selects and reads books in common, has been developed with close library collaboration. The Library orders additional copies of the book for campus use and creates events. Lane library staff also created the program website for Eugene's community-wide "Reading in the Rain" project. The Library collaborates with Disability Services, Distance Learning and Center for Learning Advancement, and is developing a plan for service to Community Learning Centers (CLCs), Cottage Grove Center, Florence Center and the Downtown Center. It also engages the broader community by offering the Community Borrower card. Orientations to schools and to College Now participants have a library component as well.

### **Computing and Communication Services**

Lane relies on computing and communications services to extend the physical boundaries in obtaining information and data from other sources, including regional, national, and international networks (5.B.5). The college has invested wisely in information technology (IT) in the last ten years, and the Library has been a direct beneficiary of this investment. (See Standard 5T for an extensive discussion of IT infrastructure development at Lane.) The Library homepage directs students to search engines and organizes electronic resource access by category and region. Directories, newspapers, bibliographies, journals, and other library catalogs are all offered to the college community free of charge (some resources are only available to Lane students).

Electronic course reserves allow easier access to reserve materials. These are articles, documents or images that the Library processes and places on the library computer system; students can then

access these documents from school, home or anywhere they have Internet access. This makes electronic reserve more versatile than traditional library paper reserves.

Lane provides a wide variety of online databases which provide access to more than 8,000 magazines and journals and online collections of reference materials. The Library collaborates with Distance Learning. It is a member of several online networks, including global interlibrary loan and a shared cataloging consortium. The Library subscribes to a variety of online ready reference sources such as the American National Biography.

In Summer 2003, the Library conducted a usability survey of its homepage. In general, students found the homepage attractive to look at and easy to navigate. The homepage has been revised based on many of the suggestions resulting from that survey, and a complete redesign of the Library website will be completed by Fall 2004.

#### **Strengths:**

- The liaison system offers the opportunity to order library materials that will be used immediately in instruction.
- The Library liaison program and library budget allocations process improve coordination and planning.
- The dedicated computer and systems support effective operation.
- The decision-making structure allows free and full input from all staff, with a focus on continuous improvement.
- Staff all ensure that equipment and materials are selected, acquired, organized, and maintained to support the educational program.
- The Library's expansion of online, full-text periodical subscriptions greatly improve the diversity, currency and accessibility of high-quality information, especially in those disciplines where journals are the main vehicles for dissemination of information; consortial sharing of subscription costs is a cost-effective alternative to print periodical subscriptions.
- Online library policies and the ability to view one's library records over the web contribute to independent and effective use of resources.

**Challenges:**

- It is difficult for the Library to assess the extent to which students are developing skills in effectively using library resources, including Distance Learning.
- For staffing reasons, formal and informal instructional opportunities are limited.
- Faculty and college staff receive less training than students; this is mostly a function of limited Library staff.
- While the migration of library resources to the Web is positive in many ways, it poses new problems for independent use. Many students do not have appropriate technology at home and/or find research daunting. These students benefit greatly from formal or informal library instruction.

**Improvement Plans:**

- The Library is redesigning its website in Summer 2004 to make it easier for students to use. It has developed a plan for providing basic library resources instruction online.
- Since library use is required in classes such as Writing 123 and Writing 227, including online versions, the Library will consider how to collaborate with faculty in these classes to better assess students' effective use of library resources and make improvements accordingly.
- The Library is developing a marketing plan and a student and staff survey to better assess and serve student needs. The completion of a comprehensive marketing plan will increase the potential for making optimum use of the Library's resources.
- The Library 127 class will be revised to incorporate ACRL standards and best practices in information literacy, and has increased the number of sections offered to meet demand.
- The Library plans activities and a timeline for incorporating information literacy into the college staff training schedule.
- The Library will more intentionally solicit input via regular staff, student and faculty surveys, and formally include non-library stakeholders in its planning processes.

**Facilities and Access**

Lane's library and information resources are readily accessible to all students and faculty. The

Library works hard to provide the required resources students need for the educational program, and makes creative and efficient use of the resources it has (5.C.1).

Lane's library hours are coordinated with the school calendar to ensure access. Many of its resources are available online (see 5.B.5), which also allows access to a wide variety of library resources, especially newer ones. Interlibrary loan and reciprocal borrowing agreements with the University of Oregon libraries provide efficient and comprehensive access to most resources Lane students and staff need. The new technology fee continues to support direct student access to technology, and supports updating of databases (see Standard 5T). Telecourses, too, allow for access to students who are limited by their schedule or geographical location.

Lane is in compliance with ADA standards. People who are registered with Disability Services are issued a key to the library elevator, which allows them access to the third floor. Anyone who is not so registered may ask library staff to provide elevator access.

Some non-library functions are housed in the Library. The college has moved some of these, and the Library has requested of the Space Assignment Committee that areas housing remaining non-library functions revert to library space. In response to suggestions from the previous self-study, the college also built a 24-computer library classroom, and the Library has recently opened two small-group study rooms.

The Library building itself is half the recommended size for current service population. The ACRL recommends library seating of 10 percent of the FTE enrollment; Lane's library seats 385 students, or 5.6 percent of the 6,870 FTE students. The minimum recommended assignable space is four square feet/FTE; Lane's Library would need 7,500 square feet of additional space to meet that requirement. As part of the Bond, study spaces across campus were added or updated, which has helped alleviate the pressure on the Library, but issues of noise and access to library resources pose a continuing challenge.

### **Reciprocal Borrowing Agreements**

Lane has established formal, documented cooperative arrangements with the University of Oregon, Linfield College, and Northwest Christian College (5.C.2). The college plans to participate in the ORBIS/Cascade Alliance (Summit), which will significantly expand print resources available to students.

#### **Strengths:**

- Online databases are sufficient, support the curriculum, and are readily accessible.
- The College has a formal reciprocal borrowing agreement with the University of Oregon Libraries, and the Lane Library is a member of an online international consortium (OCLC) and offers mediated interlibrary borrowing of books and periodical articles to enhance its collection.
- In 2003-2004, the college authorized a budget for membership in the Orbis/Cascade Alliance, which would allow any of Lane's students and staff to borrow materials directly from any library in this two-state Oregon and Washington collaboration of two- and four-year colleges and universities.

#### **Challenges:**

- The only location for a physical library and library staff is the 30th Avenue campus. The institution currently has three outreach centers and seven community learning centers which have no physical access to print resources or reference assistance.
- While the college library is ADA compliant, some obstacles to convenient access present themselves. Persons with disabilities who are not registered with DS must wait for staff to assist them with elevators. Assistive Technology is in an inappropriate space to accommodate many kinds of disabilities.
- While the Bond Project provided 211,000 additional square feet of instructional, office, and common space to the college, the Library is still too small to accommodate students' quiet-study needs (8.A.1, see Standard 8).

#### **Improvement Plans:**

- The college has made a state capital construction proposal for a new Library and Information Commons one of its top three priorities.

- In addition to facilities and books and materials enhancements, the Library is considering other options for increasing efficiency of resource use. The Library continually uses the results of surveys and suggestions to make improvements. The Library intends to survey CLC's, outreach centers and Distance Learning for their service needs and then to implement the results. The Library may also survey programs and disciplines for the best way to provide resources and then tailor collection, website, databases, etc., to specific disciplines. The Library has revised its collection development policy to reflect differential needs. As funds become available, the Library will update its assistive technology.
- The college and the Library will continue to find creative solutions to provide convenient access to all persons with disabilities. Long-range plans for a new building will consider access issues.

### **Personnel and Management**

#### **Library Staff**

The Library staff provides high-quality assistance to its users, but is often stretched. The Library's reference librarians provide library instruction; represent the Library on the Curriculum Committee and others; develop the Library's materials collection; and staff the Reference Desk 66 hours/week (5.D.1). In 2003-04, 4.5 FTE circulation staff made services available to 9,439 credit FTE students.

The Library is staffed by qualified professional and technical support staff (Figure 5-1), with required specific competencies that are outlined in job postings (5.D.2). In addition to relevant experience and other knowledge, skills and abilities (KSAs), the Library's minimum qualification for director is now an MLS or an MIS; the faculty librarians have an MLS; the computer support specialist has at least an AS in computer science or equivalent; library assistants must have library experience. Responsibilities for staff are clearly outlined; Human Resources keeps job classifications on file with general characteristics, KSAs, examples of work, and supervision.



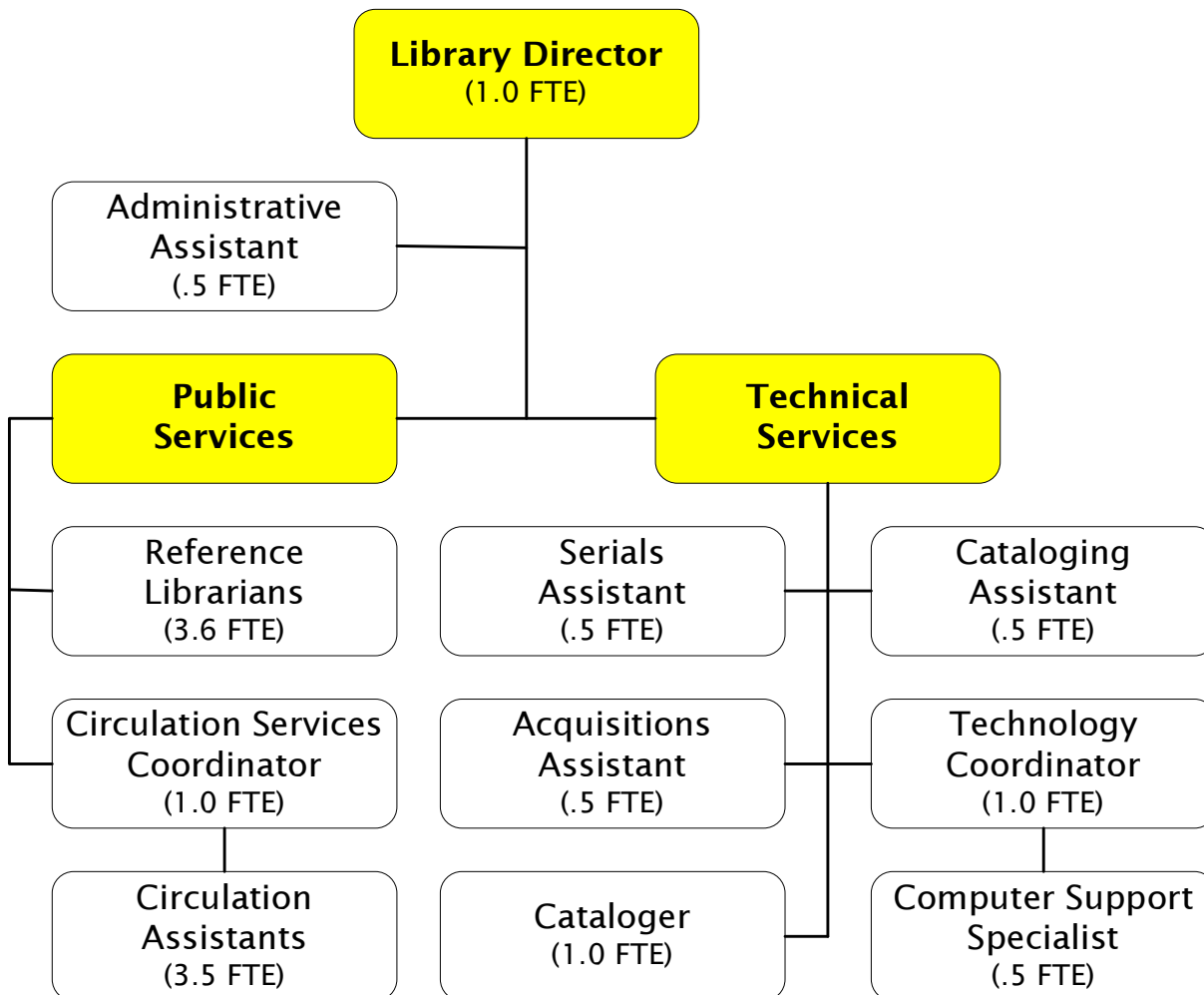


Figure 5-1: Library Organization Chart (Source: Library).

Because of its commitment to lifelong learning and high-quality service to students, the college provides professional development opportunities and resources for all of its staff (5.D.3). The Faculty Professional Development Fund is a resource for faculty librarians (4.A.3), and the director has access to the Management Professional Development Fund. In addition, there is a College Training Budget for regular staff trainings. Backfill is provided for classified staff for professional development. However, the travel and training budget of \$1,500 for a staff of 15 remains inadequate, especially for classified staff who wish to attend conferences. The need for constant upgrading of skills, particularly in the area of technology competencies, cannot be met with a budget of this size.

### Organizational Arrangements

Library and information resources and services are organized to support the accomplishment of Lane’s mission and goals. Organizational arrangements recognize the need for service linkages among library and complementary resource bases (5.D.4). The college restructuring project aimed for a stronger integration and communication between units (see Standards 1 and 6). Currently, the library director reports to the associate vice president for instruction and student services, which acknowledges, at the executive level, linkages between student service and instructional support (see College Organizational Chart, Standard 6, Figure 6-1).

Librarians and classified staff work as a team to cover all service areas and maintain library collections and records. Librarians sit on departmental and college-wide committees and are assigned specific discipline areas as liaisons; library systems and computer support positions require liaison with the college's IT infrastructure.

The Library has recently been approved for a reorganization of staff assignments and departmental structure to increase the number of reference librarians while offering professional growth opportunities to existing staff.

### **Curriculum Development**

The Library is represented on the Curriculum Committee which is involved in requirements for course approval (5.D.5). The Library uses part of its \$129,000 materials budget to support new and revised courses and programs. The course approval request requires evaluation of library resources, although course denial is not linked with lack of library resources. In addition, the Library's planning document includes procedures for greater collaboration with individual faculty in developing courses, syllabi, and assignments.

The informal linkages between the Library and other complementary resource bases have improved coordination and integration of resources. Examples are membership on the Curriculum Approval Committee, the Success and Goal Attainment (SAGA) committee, the Web Steering Committee, the Technical Advising and Coordinating Committee, and Distance Learning. The Library is working to formalize these linkages.

### **Strengths:**

- The Library's personnel and professional and technical staff are highly qualified and committed, and have strong area expertise.
- The formal consultative role the Library now plays in curriculum development enhances coordination, as do the formal and informal linkages between the Library and other complementary resource bases.
- The college has recently improved its financial support for library instruction and services (5.A.1) and has approved reorganization of the Library's staffing.

### **Challenge:**

- While the Library assigns one librarian to the reference desk during all open hours, staffing levels mandate that the desk be left unattended when that librarian is providing bibliographic instruction to a class – a frequent occurrence.

### **Improvement Plans:**

- Given budget and staffing constraints, the Library will continue to weigh the needs of bibliographic instruction with individual reference assistance.
- Library reorganization in 2004-05 will allow the addition of a reference librarian.

## **Planning and Evaluation**

### **Planning Process and Involvement**

In accordance with the Library policy manual, Lane's planning process involves users, library and information resource staff, faculty, and administrators (5.E.1). The Library holds an annual planning event involving all staff. The Library's decision-making matrix requires identifying and involving stakeholders in decisions, and semi-annual librarian retreats allow for program, collection and resource planning as well. During unit planning, staff align library goals and initiatives with the mission, vision, core values and strategic directions of the college.

### **Technical Linkages**

There are strong technical linkages among information resources (5.E.2; see also 5.T.E.2).

### **Evaluation and Improvement**

The Library regularly and systematically evaluates the quality, adequacy and utilization of its library and information resources and services (5.E.3). The Library and the college use the results of these evaluations to improve the effectiveness of these resources.

The collection management reports, annual review of budget allocations, and review of staffing needs with each vacancy provide occasions for constant review and evaluation. Unit plans involve a departmental performance assessment piece. The 2004-05 work plan includes surveys of students, faculty and library web resources so that the Library may continually improve its ability to meet student needs. The Library has also assigned

liaison responsibilities for community education/ non-credit offerings to improve service to those areas.

In developing its ties to distance learning, the Library has completed a draft of the Distance Learning website, which will soon be live. Responding to its popularity, the Library added an additional section of its three-credit Library and Information Research class for Spring 2004. As a result of planning, the Library classroom for instruction and individual research and two new small-group study areas have been added to the Library.

In response to evaluation of the Library's resources and services, the college has recently approved the following improvements:

- addition of a .5 FTE computer support technician;
- increase of the Library's materials budget by \$50,000 for 2004-05, and ongoing funding from the college's technology fee for online full-text databases;
- reassignment of some non-library space to library use;
- purchase of computer upgrades and Multimedia MX Studio software for library staff ;
- installation of a server upgrade and metadata software for the integrated library system ;
- completion of a state capital construction proposal for a new Library and Information Commons.

As a result of evaluation, the Library has made several major improvements: it has completed a plan for revision and expansion of its collection development policies and has completed a plan for more regular and intentional communication with faculty, staff and students about resources; it has developed a template for the creation of course-specific library resources webpages to provide easier access to library resources; and it continually assesses and responds to its users' comments and suggestions through the online suggestion box (5.B.4).



## STANDARD FIVE-T

### *Information Technology*



#### **Introduction**

Ten years ago, Lane included a page-and-a-half description of its instructional computing facilities, goals and objectives as a footnote to its “Standard Five — Library and Information Resources” chapter. At the start of this self-study process in Fall 2002, the Steering Team debated how to communicate the enormous changes in Information Technology (IT) at Lane since 1994. Some suggested that since IT is everywhere it should appear in all the standards but not in one of its own; others suggested that IT was like Facilities, and so should have its own standard. The Steering Team decided that to make this self-study the most useful to the college’s process of self-improvement, Lane would take a focused approach to IT and adapt the Commission’s standards, elements and indicators for Standard 5 and create “Standard 5T—Technology.” Still, instructional computing and information technology is addressed elsewhere in the self-study, including Policy 2.6 and Standards 2, 3, and 8.

In 1995, the college had the foresight to commit major resources to technology. Other wise decisions, projects and resource infusions have combined to put IT in a strong position to meet the technology needs of learners in the coming decade:

1. The bond project upgrades and remodels improved the physical spaces housing technology. When the \$42.8 million bond passed in 1995, Lane was forward-thinking about technology, allocating \$5 million for classrooms and labs enhanced with technology to provide new learning opportunities and environments.
2. The complete conversion of the new network operating system, encompassing GroupWise and the Novell shell, provides a robust infrastructure for email and other electronic communication.
3. The Lane Administrative Systems Renewal (LASR) Project improved the infrastructure for electronic information and business processes. The LASR Project is a \$4.8 million multi-phase, multi-year project to purchase and implement an integrated information system to

support the core administrative functions of the college. Begun in 2000, LASR has helped the college meet the critical need to improve its core information system by upgrading the network. The college is still seeing the 2000 investment in the system today.

3. In 2002, the Board passed a student Technology Fee, which currently infuses more than \$1 million per year into instructional technology. In addition to IT across campus, every IT request from the library has been met, which has proven essential in tough budget times.
4. Administrative restructuring improved Lane's capacity to plan systematically about IT across all realms of the college.
5. The Workstation Replacement Plan for staff provides updated technology to those who support learning.

## Purpose and Scope

Information Technology at Lane facilitates teaching, learning and research consistent with the college's mission and goals. IT supports Lane's core values of innovation and accessibility by providing the technological infrastructure undergirding many aspects of the learning environment.

IT holdings, equipment and personnel are sufficient to meet the college's mission and goals (5.T.A.1) The General Fund budget allocation for the IT Department for FY04 totals \$5,344,121. Lane has made a significant long-term commitment to the role of information technology in all aspects of its operations and in particular improving the quality and accessibility of the learning environment to all whom Lane serves. This commitment is evident in the substantial increase in technology investment in space, infrastructure, equipment and personnel in the last ten years. The Student Technology Fee assures a stable source of funding to provide up-to-date and relevant technological resources for learning and support services.

## Holdings, Equipment and Personnel

The recent Bond Reconstruction Project allotted \$5 million for instructional equipment in the last five years (see Standard 8). This allowed Lane to take a huge step forward in meeting its technology needs for the present and future. For example,

Lane has a new electronic video production studio; a new experimental classroom; a new Instructional Technology Center with new equipment geared towards computer support of the learning environment; new IP video conferencing equipment used for instruction and administration; new automated, "24/7" TV equipment for Lane TV which broadcasts on two cable systems; independent network assessment; a new telephone switch, upgraded in 2002; and (brand new in 2004) voicemail updates.

In addition to these specialized spaces and equipment, Lane is maintaining a high standard of basic computing facilities for students and staff to meet their daily computing needs. Figure 5T-1 illustrates students' perception of computer access adequacy. Ten years ago, Lane had 11 computer labs and 239 workstations; currently the college supports 80 computer labs/classrooms. There are over 1,200 workstations. As quick and reliable access to the Internet has become essential, all staff offices and computer labs are connected via 10/100 Ethernet to the Internet.

The college also has four new 'smart' classrooms on the 4th floor of the Center Building. There is also a new experimental classroom equipped with modular desks and 25 wireless notebooks with a TEGRITY system. Plans for scheduling experimental classes in the space are nearing completion.

In addition to instructional computing, the college plans to maintain adequate desktop technology environments through a four-year replacement cycle for staff workstations, including hardware and software licensing through upgrading. Budget issues for FY '02 and '03 had resulted in no capital outlay funding, which meant that staff workstations had gone without upgrading. For 2003-04 year, however, Lane allotted \$100,000 added back into major maintenance and capital equipment, which covered workstation replacement; next year that amount will be \$250,000, budgeted on a recurring basis. This amount has been identified as the standard to sustain the replacement cycle for all staff workstations, and will begin to make up for missed replacement cycles.

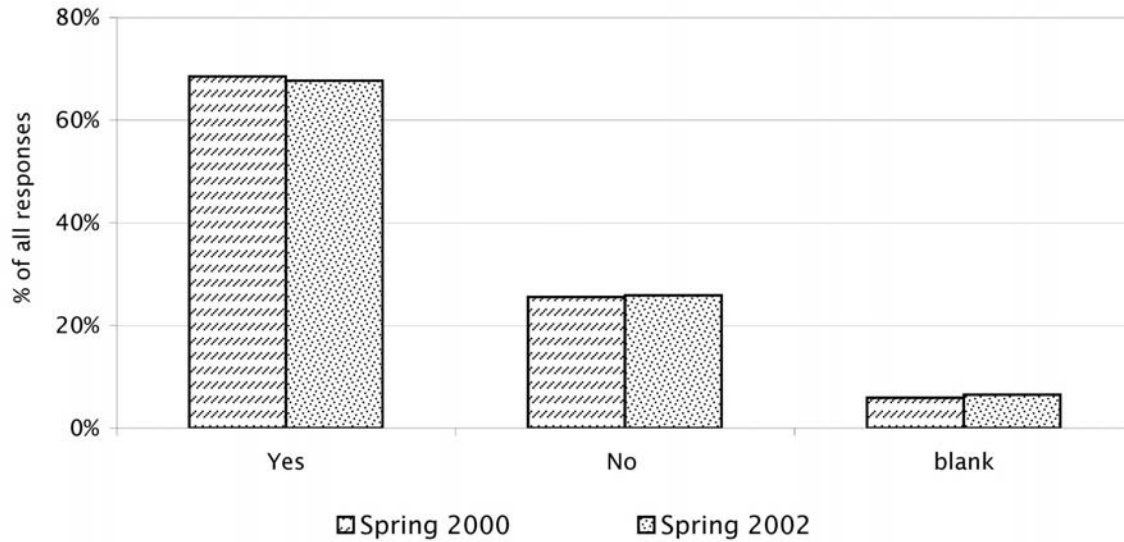


Figure 5T-1: Student Opinion — Does Lane provide students adequate access to computers and related equipment on campus? (Source: ACT Student Opinion Survey — Additional Questions, Spring 2002).

Through the LASR project, the college has purchased and is implementing an integrated information system to support the core administrative functions of the college, including Finance, Human Resources, Financial Aid and Student computer services. Goals of the project include enhancement of access to information for students and staff, including web-based services. During LASR implementation, Lane had an independent network assessment; the results of this assessment were positive: there is low error; the system is robust; it has high capacity and is performing the way it should; and there is room on the line.

Lane continues to plan for its future needs, since change and obsolescence are of particular concern with respect to technology needs. There is an equipment replacement plan and capital equipment budget for computer services. Central capital equipment outlay each year has been \$73,000 to computer services; a reserve fund to replace centralized equipment (email servers); Banner hardware; major capital equipment; telecom and central IT. In summer 2004, Lane will receive funding for planned fiber connection to the internet which will help the college keep up with the exponential growth in information coming through its computer connections.

IT has also invested resources in its personnel. The college has an Associate Vice President for Information Technology (AVP for IT) who oversees all departments and units related to information technology, including Instructional Computing and Distance Learning. Personnel who provide computer support include two coordinators; an administrative support specialist and 46 classified staff and 10 part-time classified staff (see also 5.D.1).

### IT Resources and Curriculum Support

Lane's information technology resources are sufficient to support the curriculum (5.T.A.2) The college keeps current with necessary licensing agreements for its software systems. This includes a Microsoft Campus Agreement for all college-owned workstations; Novell licenses; Norton Anti-Virus Corporate Edition software in all computing labs; special applications software (e.g., CAD, graphical design, electronic design) and software for specific departmental needs. In addition, the Technology Advising and Consulting Team (TACT) funds allot money for electronic databases for the Library. Criteria for allotment are posted on the Lane TACT website.

Currently, the college has a fiber connection with four T-1 lines that connect it to the Internet. By October 2004, the college will have a fiber

connection with 1,000 times the present capacity. Currently the network is saturated for the six heaviest-use hours. This new connection will meet current needs, and more importantly will lay groundwork for increased and innovative use of the network.

Lane plans its informational resource development with the college's mission and goals in mind (5.A.3). The computer labs/classrooms are available for use by Lane's students and staff in many locations on the main campus, downtown campus, and community learning centers. There are 28 computer classrooms and labs on the main campus; nine off-campus; and one at each of the seven Community Learning Centers (CLCs). Software is installed and upgraded based on curricular objectives in consultation with departmental faculty. To facilitate multiple modes of instructional presentation, classrooms are enhanced with projection devices, TVs, VCRs, etc. Portable A/V equipment and computer carts are available for delivery to sites where permanent equipment is not yet installed. The 'smart' classrooms on 4th floor Center have a computer display device, a document projection device (ELMO).

#### **Strengths:**

- The Bond Project, LASR project, a state grant, the Student Technology Fee and annual college funding are building and maintaining a strong technology infrastructure.
- Lane provides high quality, up-to-date hardware and software to students and staff at the main campus, Downtown Center, Outreach Centers at Cottage Grove and Florence and at the CLCs.
- The technology infrastructure supports instructional programs and has flexibility in funding and available delivery methods to respond to new requests.
- Improvements are ensured through surveys of students and staff.

#### **Challenges:**

- Providing comprehensive IT resources and services to students and staff presents an ongoing challenge. While there is stable funding for equipment, budget issues limit institutional ability to meet the demands for staff in the increasing presence and use of

technology. There is an increased demand for "24/7" technology support in an "8-5" work environment.

- Communication with all constituents is difficult despite constant effort. Historical and cultural differences in attitude and perspective about technology within the college community contribute to this difficulty.
- Lane's Banner organizational information management system has involved a steep learning curve.

#### **Improvement Plans:**

- Lane will choose systems that are robust and easily maintained in order to maximize staff efficiency.
- The college will review appropriate staffing levels and use planning processes to add human resources where needed and within fiscal constraints.
- Training in Banner continues on a regular basis as part of staff work.
- The College will continue to develop communication between instructional and support departments through TACT, the Technology Council and other means.

## **Information Technology Resources and Services**

The college has several means by which it ensures that its information resources are chosen to support the educational program, including professional technical, lower division transfer, employee skill upgrading (5.T.B.1). TACT is charged with identifying the major technology issues facing the college and advising the AVP for IT on priorities, goals and issues. TACT encourages and facilitates campus coordination and collaboration, including budget decisions, about technology in the areas of: services to students; instructional development and delivery; professional development, information systems, and the physical environment.

#### **IT Planning**

In addition to this college-wide planning and advisory group, the college keeps abreast of local technology needs, including services and equipment, in various ways. The increasing relevance of the Internet for educational needs has



driven the installation of network connections in all classrooms, and instructional departments can request electronic equipment to support student learning. Improvements are ensured through surveys of clients: IT uses an Instructional Computing Lab Survey to solicit student feedback, respond to students' needs and improve its services; the Computer Services Help Desk Survey and Follow-up Survey guide improvements to instructional and administrative technology for faculty and staff.

Accessibility is a core value for Lane. The Lane Community College website is 86 percent ADA compliant (3.B.1).

The college has developed a draft Instructional Technology Plan, which the Technology Council, one of seven councils under Lane's new governance system, will review and revise in 2004-05. The plan will synthesize the college's technology needs to promote the effective and efficient use of technology in instruction and in operations; the plan will inform and will be informed by the Learning Plan.

### **Independent Use of Technology**

Lane makes significant personnel and material investments to help staff and students use IT effectively and independently in an area that changes rapidly (5.B.2). In addition to its classes directly related to computer information technology (see Standard 2), Lane staffs computer labs with knowledgeable personnel who take a learning-centered approach to guiding all students.

The college employs a technology training coordinator for staff technology training; the Computer Services Help Desk is staffed from 8-5, M-F, to walk staff through technology problems and inform them of issues related to computing. A/V Services provides training for A/V equipment; computer labs are staffed during open hours to provide assistance for students; the LASR training program advertises periodic training for specific functions of Banner in the staff newsletter, the Daily, aimed at staff functions (grade entry, updating your personal information). Express Lane and online services (web pages) allow 24/7 access for students and staff to independently access information. Lane's web site provides information on 25,000 web pages with a

Google search appliance on the Lane web site. Computer labs are staffed by knowledgeable staff.

Lane's learning-centered philosophy informs its service in the Instructional Technology Center (ITC) as well. The ITC offers training and resources for faculty to produce effective educational materials and integrate new learning methodologies into the classroom. Computer Services provides a user's manual for faculty using the "smart" classrooms. Distance Learning also provides training and support for faculty who teach distance courses, as well as orientation sessions for students taking online classes.

### **Participation in Development of Resources**

Lane has policies, regulations and procedures for systematic development of information technology resources; these are documented, updated and made available to Lane's constituents (5.T.B.3.). A central resource for development of IT is TACT, which has a vision and guiding principles published on its website. TACT funds are carefully managed to ensure that they are disbursed according to their intended purpose and for the benefit of students. The Technology Fee Management Plan is also updated and available on the website. Technology Fee approvals are published annually on the website in a Summary Allocation Report. In the past, TACT developed one- and five-year technology strategies; however, these have not been updated and that task may pass to the new Technology Council.

Eight IT policies are online in the College Operating Procedures and Policies (COPPS) manual; these were recently renamed and grouped as belonging to Information Technology, so they are easy to find in the index. COPPS has procedures and policies for faculty and staff to follow in their dealings with IT. The Workstation Replacement Plan is reported on the TACT website. The LASR project Request for Proposal and project plans are posted on the web for review in the Exhibit Room.

The college routinely involves faculty, staff and students in planning and developing information technology resources and services (5.T.B.4). There is a culture of openness and inclusion at Lane. For example, the TACT charter and membership

nomination process invites membership from all college employees whose expertise in various technology areas could contribute to the group's mission. The Technology Fee application process is publicized and open to all. The Technology Team is a weekly meeting of IT staff support across campus, which provides an ongoing feedback loop.

In 2003, the college conducted a web site survey to gather opinions about use and effectiveness of the college's web site. It also conducted a web site marketing audit in 2003-04. For major purchases and changes in the technology infrastructure, the college convenes task forces and holds forums to gather college-wide input.

### **Extending the Boundaries of the Campus**

Lane uses computing and communications services to extend boundaries in obtaining information and data from other sources, including regional, national, and international networks (5.T.B.5). Multiple modes of extending boundaries are available and heavily used; staff and students use of the internet is increasing.

For example, Lane has network connections in all staff offices and classrooms; every term sees a large percentage increase in bandwidth utilization. The fiber connection upgrade will correct bandwidth saturation problems.

National satellite teleconferences are downlinked for staff and students; these programs are recorded by Distance Learning and available in the Library (see Policy 2.6). In addition, online courses offered at other Oregon CCs are available to Lane students. ExpressLane links to Department of Education application forms to facilitate financial aid. Staff participation in web casts from vendors, NACUBO, et al. make efficient use of training time, and staff use IP video to participate in meetings at a distance. The AVP for IT is the 2004-05 president for Oregon Community College Information Technology Association (OCCITA), attends meetings three times a year and is active on the OCCITA listserv.

### **Strengths:**

- The college's technology purchases are driven by instructional needs, with input from faculty and students on how best to support learning. TACT provides a centralized means of collecting information on these needs.
- The Technology Council has the potential to further the college's effective use of technology in a shared decision-making process.
- Lane's accessible website supports the core values of diversity and accessibility.
- Technology training and support are available to encourage independent and effective use of technology by staff and students. ITC has new hardware and software for faculty training. Online services for students and staff have improved dramatically with the LASR project. The new Google search appliance is an excellent tool for quickly locating information on the college website and has received widespread approval from users.
- Through TACT, COPPS and LASR, the development of information technology resources is systematic, carefully scrutinized and made public. The Technology Fee management policy is clearly defined and consistently implemented. LASR project management has also been highly effective.

### **Challenges:**

- Maintaining and replacing new equipment is an inherent challenge in IT, since equipment so quickly becomes out of date and requires specialized knowledge to install and upgrade.
- Some faculty and staff must undergo a steep learning curve to become independent users of technology.
- Since the institution of the Technology Fee, there has not been time for high-level planning. Ensuring systematic development and management of formal, reviewed technology plans has posed a challenge in the face of daily cycles of addressing immediate needs and problems.
- As with many areas of the college involved in shared governance, finding time and resources for all interested parties to participate in shared decisions can prove difficult. The expectation of full participation is not always met because of these time and resource constraints.

### **Improvement Plans:**

- The replacement cycle and the Student Technology Fee will provide a systematic and stable means of maintaining up-to-date staff and instructional equipment.
- To facilitate independence in an efficient and cost effective manner, Lane will continue to choose systems that provide self-contained user documentation (such as help functions).
- The college will use its Instructional Technology Center and its technology training coordinator and put more emphasis on training as it can to support faculty and staff training in the independent use of technology.
- The new Technology Council will provide strategic planning in the IT area. The Council will review and revise the draft Instructional Technology Plan as well as undertake the task of updating TACT plans to align with the college strategic plan. The college also plans to complete an inventory of technology policies compared to industry standards from EDUCAUSE or the Cornell Institute for Computer Policy and Law.

### **Facilities and Access**

Lane provides sufficient and accessible information resources to meet program requirements (5.T.C.1). (An inventory of computer labs, classrooms, A/V equipment on main campus and outreach centers, and an inventory of network components are available in the Exhibit Room.)

The new LASR hardware for administrative systems and online services has been an essential overhaul of the college's organizational information management. The Computer Services machine room is on conditioned power, with UPS protection and generator backup, and the Computer Services machine room is secure.

In addition, servers for faculty, online classes and communication tools are replaced regularly. Additional resources include: current software licenses for anti-virus and desktop applications; Online services for students and staff that are available from any workstation with a browser either on-campus or off-campus; staff email and

calendar functions available from anywhere in the world; widely available Lane TV on two cable systems throughout the district; Studio/Classroom allowing programming to originate from the main campus.

### **Strengths:**

- Lane's technical infrastructure is in excellent condition and student technology is current, adequate and well funded through the student Technology Fee. The technology resources provided for instruction are more than adequate for the current use and use in the near future.
- The Microsoft Campus Agreement gives the college a site license for Microsoft Office Pro for all college workstations.

### **Challenge:**

- While technology resources for instruction are adequate, staff technology and support present a resource challenge.

### **Improvement Plan:**

- The Workstation Replacement Plan will soon catch up to deferred technology replacements. The college will continue to seek creative solutions to technology support issues with staff.

### **Personnel and Management**

Lane provides assistance to users of IT (5.T.D.1) Staffing is marginally adequate to support the college's technology infrastructure (see 5.T.A.1) The college has used technology funds and Carl Perkins funds to provide part-time staff for technology support in those areas in most need of staff. A new management position focused on operating issues is planned.

The college has high-quality, dedicated staff, many of whom are long term full-time employees. However, workload and staffing challenges pervade the area. Budget cuts, a steep and constant learning curve inherent to the changing needs of technology, and increased use of technology contribute to staffing issues. Support staffing is thin relative to the use of technology and in relation to all the new equipment. There is a constant need for staff training to effectively use new technology.

As with many institutions, IT staffing at Lane will remain a challenge in the years ahead as the use of technology increases. The college will continue to review staffing needs to establish goals and meet them within budget constraints. IT will use the unit planning process and the Technology Council to find solutions to these and other challenges as they arise.

### **Support Staff and Leadership**

The college employs dedicated, committed, long-term staff in almost every key technology support position on campus. Whereas out-of-date equipment requires more support staff to maintain, newer technology (hardware and software) is more robust and more easily maintained, thus requiring fewer staff. The AVP for IT provides focused leadership in a key area of Lane's future (5.T.D.4). Three new computer lab support positions were created in March 2004 to replace hourly lab aids, which ensures better continuity and aids planning efforts. Staff development is strong, and there is a high degree of collegiality among IT staff and instruction and student services.

Lane employs highly qualified professional and technical support staff, with required specific competencies, whose responsibilities are clearly defined (5.T.D.2). Some staff are certified by Novell, Cisco, Apple, HP, and/or Siemens. While there are many part-time staff, most technology support staff are long-term employees of the college. Staff position descriptions are current for most positions and all job classification descriptions are current (see Exhibit).

Since market demands for qualified technical staff are out of sync with traditional institutional classifications, in 2001 all IT employee job descriptions (approximately 50 on campus) went through an extensive analysis by an independent consultant and a special classification that allowed for a new pay scale. Lane adapted a "broadband" job classification arrangement for its technical staff.

### **Training and Development**

The training and professional development budget is adequate in IT to provide opportunities for growth (5.T.D.3) These opportunities for training are well known within the IT department, and the importance of professional development is

communicated by management. The training budget and travel records for technical staff provide evidence of ongoing training for staff to remain current in their fields. LASR training sessions for the programming team keep staff up-to-date on Banner. In Spring 2004, New Horizons Learning Center provided a two-day on-campus training on XP; and in summer 2004, Apple Help Desk Certification class was offered to 16 college staff. Lane has also had several technical consulting visits.

For IT staff, much of technical development is built into daily work. Training is a part of the staff self-evaluation form, which asks about training and professional goals. In addition, staff training needs and knowledge are shared at weekly technical staff meetings. Each staff member is offered the chance to go to one major training of their choice each year. Some go to conferences, others take coursework. The culture in IT at Lane assumes that training is essential to keep current, and it is supported.

### **Organization**

IT at Lane is organized to support the accomplishment of the college's mission and goals (5.T.D.4). Starting in 2000, the IT department was reorganized to address the increased need for coordination in the growing area of information technology; as of July 2004, IT has been officially reassessed and reorganized to reflect emerging needs. The college created a position on the Executive Team (ET), the Associate Vice President for Information Technology, part of whose responsibility was to organize and integrate Computer Services and Instructional Technology Support Services to create the Information Technology department. Recognizing IT at the executive level is increasingly common at community colleges, as it recognizes the need for linkage between tech and all the other functions of the college. The AVP for IT has direct oversight of the LASR Project (Figure 5T-2 for Organizational Chart).

While the library is not within IT at Lane, librarians have become IT professionals, and there are strong connections between the library and IT. The library is represented on TACT and the Website Steering Committee

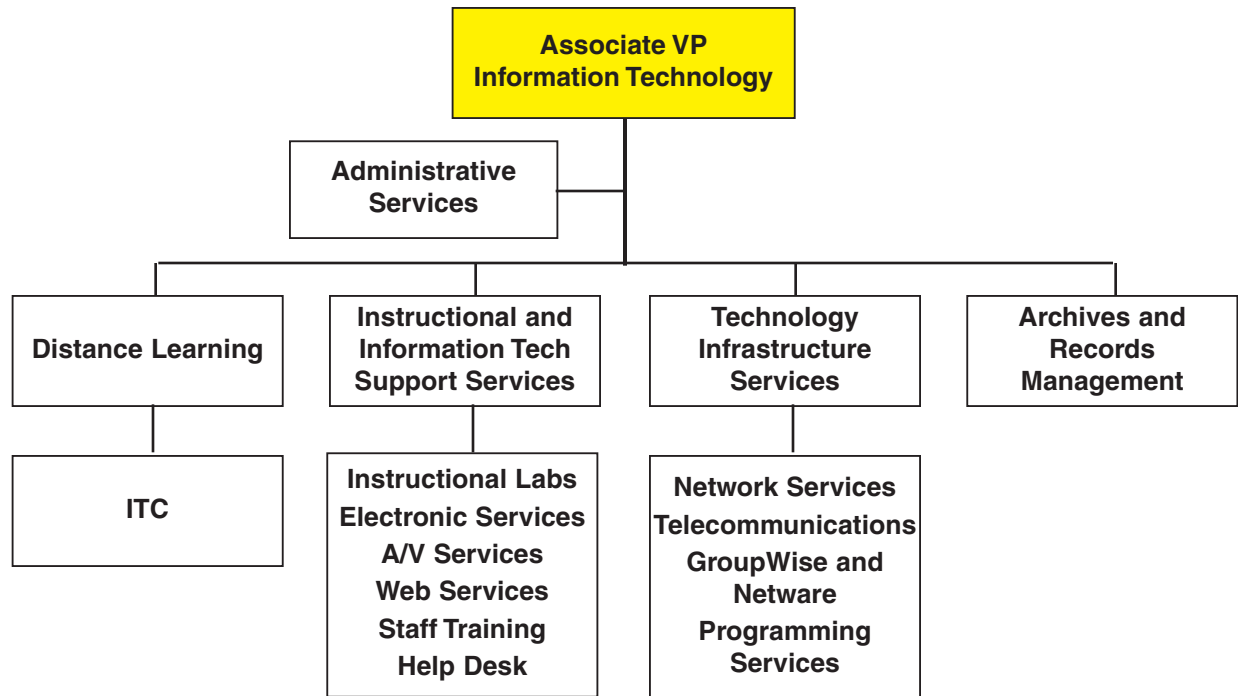


Figure 5T-2: Organizational Chart for IT (Source: Information Technology Department).

### Service Linkages

Significant formal and informal service linkages exist across campus. The TACT team has a broad membership of experts across campus; the Web Site Steering Committee also provides coordination and linkage; the Instructional Technology Center (ITC) houses both IT staff and SLI staff, fostering communication between innovative instructional areas (SLI) and the technology staff. In addition, the ITC is located near the Distance Learning office. Weekly meetings of all technology support staff further facilitate communication. The Help Desk request package is used by Electronic Services, A/V Services, Programming and Help Desk.

Since curriculum development lies largely with faculty, the IT staff are not formally involved. However, IT plays a service role and is by and large able to serve the needs of faculty instruction (5.T.D.5). In addition, there are faculty members across campus whose positions include IT coordination. These faculty act as an informal liaison and resource for faculty who are developing curriculum. (See Policy 2.6 for example).

### Maintenance and Security

Lane has a powerful mechanism in the budget for ensuring sufficient support for IT services, maintenance and security (5.T.D.6). For example, the Banner licensing is allocated for during the mandated phase, and Google is part of our infrastructure. In addition, the college is moving toward establishing reserve funds, which demonstrates a long-term commitment to IT even in times of possible budget problems (see Exhibit). Also, the college has a managed firewall which provides important security; supports Norton antivirus software and spam filtering; and provides systematic protection against vandalism.

#### Strengths:

- Lane’s central IT organization supports technology across the institution, and a high degree of communication and cooperation characterizes the technical staff.
- Lane’s IT staff are highly qualified and appropriately certified, and there are long-term, knowledgeable staff in key support roles.
- Training and professional development are emphasized in the Lane culture and supported in the IT budget. Annual training is adequate

for key technical employees. Technical training for the LASR project was extensive, broad and deep.

- Technology positions are adequately compensated relative to the local market.
- The college provides reasonable levels of funding for technology purchases. In addition, there is also an equipment reserve fund being created this year for administrative systems. The student Technology Fee includes a reserve fund and a contingency fund.

#### **Challenges:**

- Updating job descriptions to reflect the changing work of technology personnel is a major task.
- There is a 46-2 staff-to-manager ratio and the use of part-time staff poses some challenges in continuity.
- Securing routers and computer projection devices against theft or damage has proven a challenge in the past year; security problems have increased in the context of a dynamic use of facilities.
- The Computer Services Help Desk often operates with a long backlog of service requests.
- There are no evening or weekend A/V staff availability, which can cause problems for instructional staff working during these hours.
- The learning curve for IT is an inherent challenge.
- Training time takes critical staff away from campus and puts pressure on technical support staff.

#### **Improvement Plans:**

- The IT staff and administration will work with Human Resources to complete position descriptions for all technical support staff.
- IT administration is considering a third management position for IT to bring additional attention to staffing issues.
- Staff in Facilities Management, instruction and IT will work together to solve equipment security problems.
- The college is looking to improve some areas where there is a heavy use of part-time staff. The new IT organization is intended to maximize use of existing staff. The college is

planning a process to identify the need for additional positions and address them.

- When fully operational, the annual replacement plan for staff workstations will decrease the workload for support staff, which is highest on older equipment.

## **Planning and Evaluation**

Lane's IT planning, like other areas of the college, has improved in the area of participation within a shared-governance structure (5.T.E.1). Especially since 2000, the budgeting process through the Criteria Application Work Group (CAWG) has offered users a role in the process of planning and budget for IT. In addition, IT participates in a unit planning process that involves all staff in developing initiatives for planning and resource allocation. Systematic college-wide participation in strategic planning for technology will occur through the Technology Council

The TACT membership provides an open process for selecting faculty and classified staff members from the college at large who have expertise in technology areas. TACT members give input on use of the student Technology Fee and on institutional technology in general. In addition, the LASR project involved participation from across campus (Exhibit: membership list of LASR). The Computer Support Standards Committee, comprised of Lane governance groups, is involved in the process for workstation replacement. The Instructional Technology Strategic Planning Team charter also involves broad participation.

The Website Steering Committee involves faculty, managers and classified staff in the process of planning for the college's Internet site. This broad participation allows for a variety of views concerning how to use IT resources to come into fruitful play in the decision-making process.

Through its unit planning process, Lane's IT has begun to regularly and systematically evaluate the quality, adequacy, and utilization of its services to improve effectiveness (5.T.E.3). The unit planning process involves a yearly review and revision of each department's work. This process is new, and so limited assessment has taken place at this point. Several assessment tools have been used to help

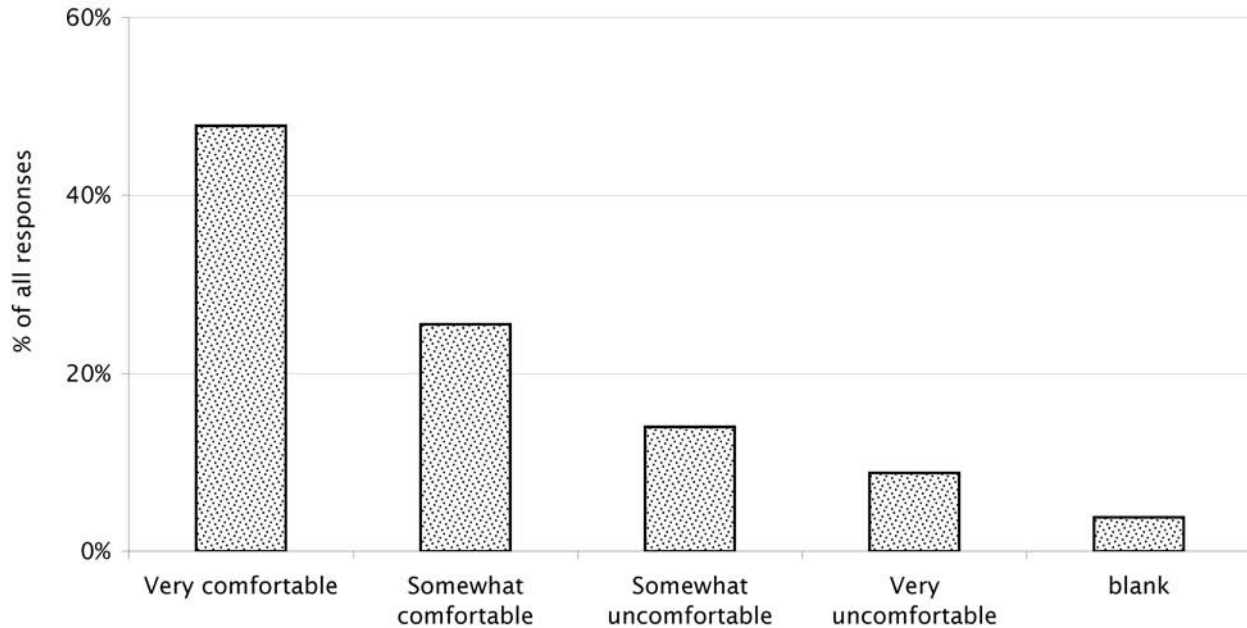


Figure 5T-3: Student Survey on comfort using the Internet to register for classes. (Source: ACT Student Opinion Survey—Additional Questions, Spring 2002).

IT evaluate its effectiveness. For example, before Banner implementation of the student module, IT worked with Institutional Research, Assessment and Planning (IRAP) to track how students might use the new Banner registration system. The ACT Student Opinion Survey for 2002 asked students how comfortable they would be using the Internet to register for Lane classes (Figure 5T-3)

Results of this survey encouraged the Banner implementation. IRAP and Computer Services also conducted two Help Desk surveys to track the usefulness of its service. It also conducted a website survey and marketing audit for users. The audit provided useful recommendations concerning the website, including streamlining the website; web traffic; organization and navigation; consistency and style; writing; design; and next steps. The plan from the audit is currently being implemented.

The instructional computing labs survey collects data on helpfulness of the staff; quality of the hardware and software; and the lab environment. This data is used to address students' needs and make TACT funding decisions.

IRAP is currently completing a marketing survey whose results will be folded into the Technology Plan. The Workstation survey, conducted in 2003, usefully identified obsolete equipment; that survey was an effective use of assessment, as it was used for the new 4-year replacement cycle. An Instructional Computing Laboratory (ICL) survey was also conducted and used to improve service to students..

#### Strengths:

- The LASR project encouraged all college constituencies to participate in planning and implementation of the administrative piece of IT. TACT is an effective place for informal planning.
- IT departments are grouped effectively. Campus technology groups are broadly representative.
- Technology support service providers are now in the same department.

#### Challenge:

- Providing formal, campus-wide planning in a high-involvement environment with workload issues is a challenge. In the past, it has not always been clear how these various

administrative groups have fit in with the governance structure. Some groups have been chartered, while others have not. Previously, there has been no assessment of effectiveness of IT services.

**Improvement Plans:**

- The unit planning process calls for performance assessment. It also allows for local development of priorities, and in the 2004-05 year the role of unit planning in the larger planning processes of the college will become clarified.
- The new Technology Council, which is a representative group, will focus on planning and policy, in particular reviewing the Technology Plan. It will develop an annual technology planning process; the Council is also responsible for assessing its work.

**Analysis and Appraisal:**

In general, as technology needs have been identified, they have been met. Valuable investments in the long-term effectiveness of IT at Lane include the Bond Project remodel; the Student Technology Fee; the LASR project; and the reorganization of IT; the network operating system and new leadership. Useful assessments leading to improvements such as Banner have occurred across IT, and the student surveys conducted by Institutional Research, Assessment and Planning provide regular and accurate information on broad areas of IT's focus of concern.



## STANDARD SIX

### ***Governance and Administration***



#### **Governance System**

##### **History**

For more than a decade, Lane's Board of Education, administrators, faculty, staff, and students have engaged in extensive discussions about shared governance. Most who have participated in formal conversations on the subject have agreed that better decisions and wider support for those decisions would come when there existed an opportunity for all stakeholders to contribute active, meaningful, and recognized participation in the process of decision-making. However, there were major disagreements about where final authority for decisions should rest. Thus, while shared decision-making was ostensibly adopted by the former president and College Council in 1992, a lack of clarity and agreement about roles and responsibilities of stakeholders forestalled progress toward full implementation.

For years, two opposing views about how to operationalize shared decision-making characterized the discussion: faculty union leadership advocated for a decision-making

process whereby more authority for final decisions would rest with stakeholders themselves. The college administration and the board, on the other hand, maintained that final decisions were within their purview by statute and by policy.

Several efforts were undertaken between 1994 and 2001 to resolve these differences. In many areas of the college, shared decision-making as a practice began to take hold, and the organization developed capacity during this time. Many at the college were instrumental in developing the culture of inclusion upon which a new system could be built: board members and members of the new administration had long advocated for shared governance, and faculty and classified unions — the Lane Community College Education Association (LCCEA) and Lane Community College Employee Federation (LCCEF) respectively — were committed to the practice. Thus, when in 2001, Dr. Mary Spilde was appointed as the new college president, Lane was more prepared to begin again in earnest implementing a systematic, effective governance system.

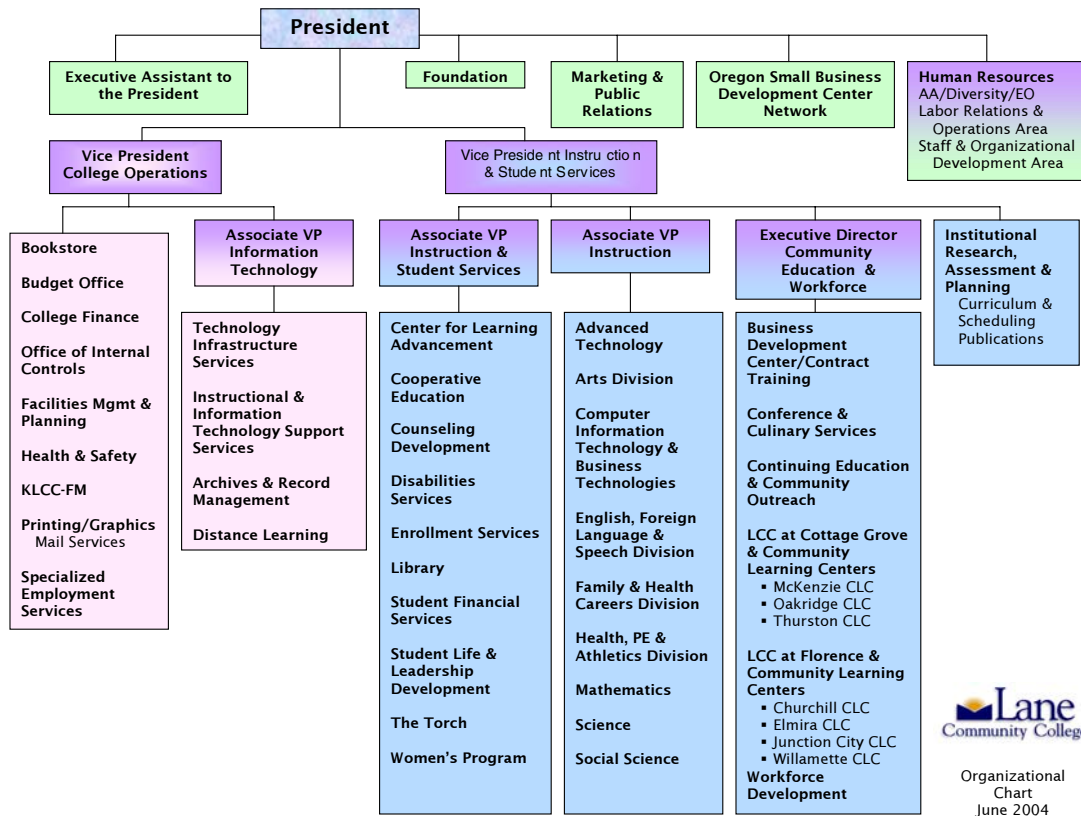


Figure 6-1: Lane Community College – Organizational Chart. (Source: IRAP).

Budget cuts of more than \$2 million in 2001 prompted an urgency around the need for a comprehensive planning and governance system. The need for cuts led to the appointment of a Criteria Application Work Group (CAWG), a broadly representative group which sought to develop principles for making cuts fairly. The CAWG and other groups across campus served their immediate functions. But the college recognized the need for such a committee to be intentionally linked to other planning and resource allocation systems.

During this time, the board had affirmed its desire to govern by policy, formally entrusting the operational aspects of running the college to the administration (see Lane’s Organizational Chart in Figure 6-1); a developing trust between the college leadership, the board, and stakeholders produced a climate in which the governance discussions could continue.

Therefore, in accordance with the shared governance policy in place at the time, in 2003 President Spilde asked the councils, unions, student leadership, and the Management Steering Committee to appoint individuals to serve on a Governance Task Force. This group was chartered to develop a framework that would clearly define the college-wide governance system, including its structure, scope, roles, and processes. The Task Force sought to develop a system that could encourage meaningful involvement of stakeholders; manage workload issues; and complete work in a timely manner. In Spring of 2004, after a year of challenging work, the Task Force completed the plan for the new governance system. This was a major accomplishment for the college in 2003-04. Lane is currently in the middle of transitioning to full implementation of this new system.

## College Governance - Lane Community College - 2004

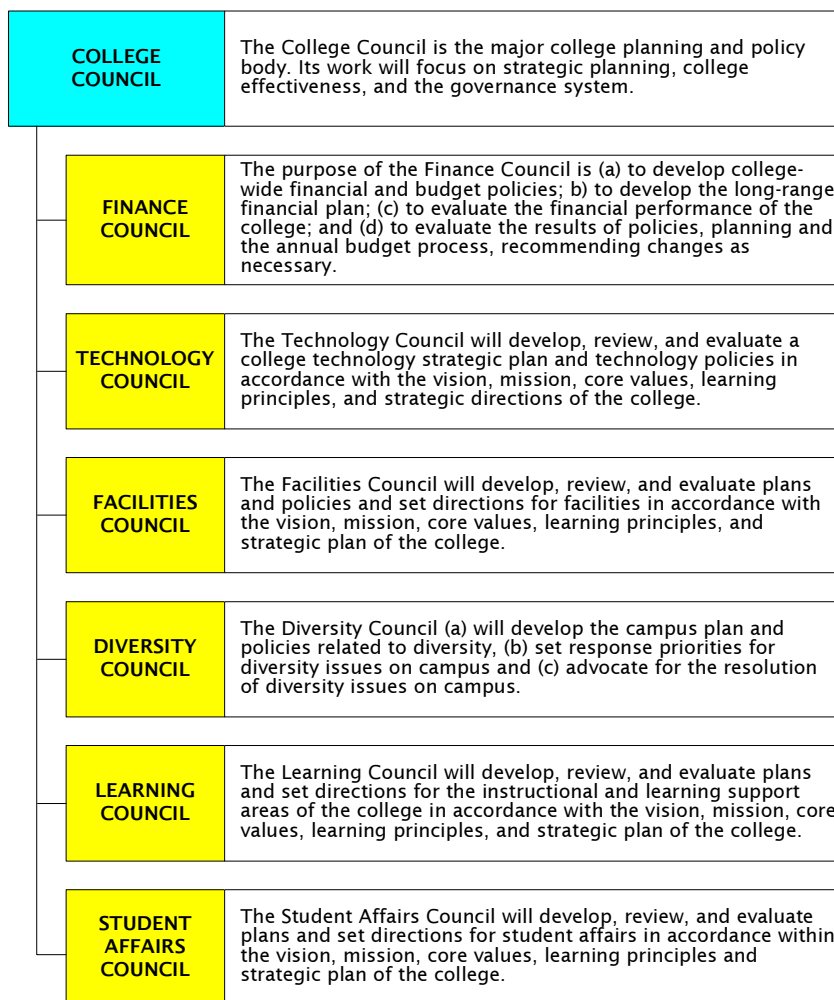


Figure 6-2: Lane's Governance Model (Source: President's Office).

### New Governance Structure

The new system, which was approved by the board in April, 2004, is summarized in Figure 6-2. This system of governance ensures that the authority, responsibilities, and relationships among and between the board, administrators, faculty, staff, and students are clearly described in official documents posted on the Lane website (6.A.1).

In adapting a policy governance model, the board clarified issues such as authority, responsibilities and relationships. The fundamental principles of the system of board policy governance are presented in Figure 6-3.

By policy, the college is governed by a learning-centered system that fulfills its vision, mission,

and core values. The president is the steward of the governance system, and is accountable and responsible for decisions made; she is evaluated accordingly.

The College Council serves as the major planning and assessment body for the college. College Council membership consists of representatives of college stakeholders, two vice presidents, the director of Institutional Research, Assessment, and Planning (IRAP) and the president.

In addition there are six councils organized around the major work of the college:

- Learning Council
- Student Services Council
- Finance Council

# Board Governance by Policy

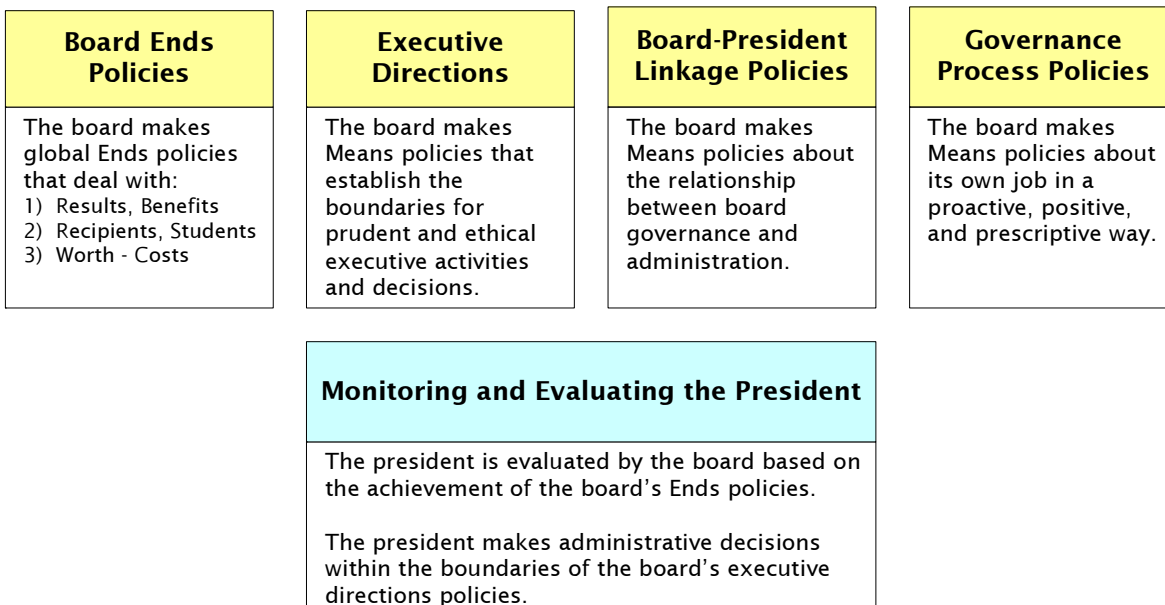


Figure 6-3: Board Governance by Policy (Source: President's Office).

- Facilities Council
- Diversity Council
- Technology Council

Each council has three major responsibilities: to create, review, and assess policies in their domain; to create integrated plans for their domain; to provide assessment of the overall effectiveness of their policies and plans. The councils are intended to link with and build upon the collaborative work of the college's 32 standing committees and councils comprised of members from the various constituent groups. The system provides for the ongoing management of all college committees and addresses the relationship of each committee's objectives to the college's mission, vision, core values, strategic directions and goals. The system also clarifies parties to whom a committee is accountable; expected outcomes of the committee; committee membership; and the policy for disbanding.

## Understanding Roles

In 2004-05, all members of the college will come to more fully understand any changes in their roles and responsibilities as a result of the new system's implementation; they will continue to

fulfill their respective roles in the board-approved new governance system (6.A.2). Training will occur in each council in 2004-05; in addition, future trainings will keep councils and the board apprised of changes in roles and responsibilities that arise as the college evolves.

The roles of the LCCEA and LCCEF and of faculty and classified councils have been clarified, and there are effective links between the governance system and the administrative system; the system makes provision for support for employees and students to participate and contribute usefully.

Lane recognizes that the best decisions are made through the inclusion of many and diverse voices. The system thus makes provision for consideration of all stakeholders in matters in which they have a direct and reasonable interest (6.A.3). Each council will include representatives of college stakeholders, an administrator with authority and responsibility for the area, and additional members appointed by virtue of expertise. Each council has a charter that outlines the scope of work and a decision matrix that assigns decision-making authority. Councils may

charter standing committees and task forces to accomplish their tasks. Council membership is to be appointed by these groups:

- Associated Students of Lane Community College (ASLCC), LCCEA, and LCCEF
- Faculty Council
- Classified Council
- Managers' Senate.

Of necessity, the councils operate at a high level of planning and policy development. Councils are responsible for publicly defining processes by which they obtain review comments from key stakeholders at critical decision points (problem definition, solution elements, and final recommendation/decision) in their deliberations (6.A.3).

The system has a built-in assessment mechanism for continuous improvement. As part of their work, committees and councils will evaluate the clarity, communication and effectiveness of the new system and recommend improvements as needed. Councils will also evaluate the processes devised to encourage employee and student participation in problem-solving and decision-making. They will assess their processes and outcomes to ensure that decisions are made at the appropriate level, by the appropriate group with the needed expertise.

Several important considerations, such as timelines, cost-effectiveness and conditions of participation, were considered in developing this system. It is expected that others will be addressed as they arise. Architects of the system sought to avoid creating another layer of bureaucracy that could impede timely decision-making or innovation. Principles of good practice in governance guide the system, including the recognition of legitimate differentiation of realms of responsibility, establishment of sound structures and procedures, and effective collaboration.

### **Unit-level Governance**

In addition to Board Governance and College-wide Governance, many of the college's units have established formal governance systems. Academic departments/divisions may have established governance charters that outline roles and responsibilities of the faculty and staff in determining processes for decision-making

(scheduling, budgeting, planning, etc.). In 2003, the college implemented unit planning, which by its very nature is a formal system of governance. Unit staff will collectively make annual decisions regarding the future direction and the continuous improvement of their unit (1.A.5, see Standard 1).

Lane is not part of a multi-college district and therefore not part of a multi-unit governance system (6.A.4).

### **Strengths:**

- Continuous efforts to clarify and define roles have resulted in a system of governance with clear decision-making matrices, agreed upon by all stakeholder groups. Features of the design ensure inclusive, timely and effective governance.
- Student participation in college governance demonstrates respect for their contribution and interest in their concerns.

### **Challenge:**

- The college is in a major transition with respect to governance. Members of the college community are still sorting out their new roles and the effect of the new system on their work.

### **Improvement Plan:**

- The college will assess the governance system after its first year of implementation and will adjust the system to improve it based on evaluation of its effectiveness.

## **Governing Board**

### **Representation**

According to Policy B.120, the board is responsible to the public and is legally vested with final decision-making in all matters of college policies, programs, facilities, budget and personnel; the board is also responsible for monitoring the effectiveness of the college. The board prescribes policies regarding effective operation of the college. These policies guide the president, who is responsible for establishing effective operations to carry out such policies. The board delegates to the president the responsibility and authority to operate the college in compliance with policies and executive directions (6.B.)

The board includes adequate representation of the public interest and the diverse elements of the college's constituencies; college employees are prohibited from sitting on the board by policy (6.B.1). Seven elected, unpaid persons comprise the Board of Education (Figure 6-4) and have primary authority for establishing policies governing the operation of the college and adopting the college's annual budget. Their charge is to oversee the development of programs and services which they believe will best serve the needs of the people of the Lane District. In accordance with Board policy B160, the board acts only as a committee of the whole (6.B.2). No member or subcommittee of the board acts in place of the board except by formal delegation of authority.

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board are clearly defined in published board policy documents (6.B.3). All board policy documents and meeting minutes are posted on Lane's website and are available in the Exhibit Room. According to Board Policy C.060, the board selects, appoints, and regularly evaluates the president according to established policies (6.B.4)

The Board regularly reviews and approves the institution's mission, according to its Global Governance Commitment Policy (B.020), which outlines board duties and responsibilities. The board approves all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas. It approves major changes in institutional mission, policies, and programs. Recently the board approved Lane's new vision, mission, and core values statements (6.B.5) and the Strategic Plan.

### **Evaluation and Improvement**

The Board regularly evaluates its performance and as necessary revises its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner (6.B.6). In 2003-04, the board demonstrated its commitment to regularly evaluate its performance, participating in several workshops and reviewing and realigning its policies to conform to governance by policy and accreditation standards.

The board's work has changed since its 2003 review. Two retreats were undertaken by the board to clarify how its new policy governance system would be implemented. In the past year, the board has reviewed policies on Global Governance (Policy B020) and College Governance (Policy B025), among others. Faculty and staff also commented on the policies.

### **Board Oversight of the College**

The Board ensures that the institution is organized and staffed to reflect its mission, size, and complexity (6.B.7). It approves the academic and administrative structure to which it delegates the authority for effective and efficient management. For example in 2000, the board approved the new college organizational restructuring, and approved the governance system in April 2004. The board is continuing to develop operational performance indicators, such as benchmarks, to assess organizational effectiveness in achieving college goals.

The Board approves the annual budget, the budget development process, and the long-range financial plan; it also reviews periodic fiscal audit reports (6.B.8).

### **Board Involvement in the Accreditation Process**

The board is knowledgeable of Lane's accreditation status and is involved, as appropriate, in the accrediting process (6.B.9). The board has had work sessions to examine the Accreditation Handbook and has followed the progress of the self-study through regular reports and presentations by members of the Accreditation Coordinating Team. One board member participated in the data collection and analysis for the self-study.

#### **Strengths:**

- The board's adoption of a policy governance model provides the foundation for effective college governance. All board policies have been reviewed and updated and collected in a compendium which clearly outlines board roles.
- The board's Strategic Conversations keep members informed of community concerns.
- Monitoring Reports and Benchmarks enable the board to monitor institutional effectiveness. There are mechanisms in board policy to initiate changes when necessary.

	<p><b>Paul Holman</b>, associate broker, Florence, appointed 2002, elected 2003, term expires 2005  <b>Zone 1</b>–Western part of the college district  <i>paul@presys.com</i></p>		<p><b>Larry Romine</b>, retired college administrator, Eugene, appointed 2002, elected 2003, term expires 2007  <b>Zone 5</b>–Central Eugene  <i>mollyromine@earthlink.net</i></p>
	<p><b>Jay Bozievich</b>, civil engineer, Eugene, elected 2003, term expires 2007  <b>Zone 2</b>–Northern part of the college district  <i>jayboz@qwest.net</i></p>		<p><b>Roger Hall</b>, radiologist, Eugene, elected 1991, term expires 2007  <b>At-Large</b>, Position 6  <i>rhall3275@aol.com</i></p>
	<p><b>Dennis Shine</b>, retired college instructor, Springfield, elected 2001, term expires 2005  <b>Zone 3</b>–Marcola and Springfield school districts</p>		<p><b>Michael Rose</b>, retired college instructor, Eugene, elected 1999, term expires 2007  <b>At-Large</b>, Position 7  <i>rosem@lanecc.edu</i></p>
	<p><b>Kathleen Shelley</b>, retired educational administrator, Vida, appointed 1996, elected 1997, term expires 2005  <b>Zone 4</b>–Southern and eastern parts of the college district  <i>kathleencshelley@cs.com</i></p>		

Figure 6-4: Governing Board and Zone Representation (Source: President's Office).

#### Challenge:

- One challenge of the governance transition, including policy governance, is to ensure board actions are consistent with the new set of policies and guidelines.

#### Improvement Plan:

- Through trainings and work sessions, and in the course of its regular work, the board will continue to be guided by the new system and will make policy adjustments for improvements as needed.

## Leadership and Management

### Role of the President

According to Board Policies C.010 and C.020, the president is directly accountable and responsible to the Board of Education for the educational leadership and effective management of the college's human, physical and fiscal resources. The president's role includes but is not limited to:

- Articulation of the vision, mission, core values, and learning principles for the college within which its educational objectives are developed and implemented

- Formulation of strategic long- and short-range plans for the college
- Provision of leadership, direction and guidance to the administration of the college, including holding administration accountable for completed work
- Responsibility for recommending a balanced budget and strategies that lead to fiscal stability to the board of education
- Representation of and primary spokesperson for the college to various external organizations
- Development and maintenance of a climate in the college conducive to productive learning and effective teaching

President Mary Spilde is a full-time employee of the college (6.C.1). President Spilde was hired in 2001 after serving the college in the role of vice president of instruction and student services for four years. Under her presidency, Lane was reaffirmed as a board member of the League for Innovation in the Community College. President Spilde communicates regularly with the college community in letters and all-college gatherings; her letters are posted on the President's Office website.

The duties, responsibilities, and ethical conduct requirements of Lane's administrators are defined and published in job postings (6.C.2). In addition, by Board Policy A.010, the president ensures that every activity, decision, or organizational circumstance shall be lawful, prudent, and in accord with commonly accepted business and professional ethics. The president also assures that procedures and decisions are safe, dignified, unintrusive and confidential (Policy A.020). Board policy also calls for proper treatment of learners and staff. The Treatment of Learners and Treatment of Staff policies are comprehensive and were reviewed in Spring 2004. The college annually evaluates its treatment of learners and staff.

A new board policy on Ethical Conduct of all Employees had a first reading by the board in July, and a second reading for review and approval in September. The College Online Policy and Procedures System (COPPS) policy on sexual harassment specifically addresses ethical conduct related to sexual harassment (see also Standard 9.A.).

### **Role of the Executive Team**

The Executive Team (ET) comprises the president, the vice presidents; associate vice presidents; executive directors; director of Institutional Research, Assessment and Planning (IRAP); and the executive assistant to the president. The members of the team have individual accountability and responsibility for and to their assigned areas and are collectively accountable and responsible for viewing the college as a whole and making or recommending decisions that align the best interests of their units and the college.

The role of ET lies largely in the executive and administrative realms. Members of ET as individuals are accountable for particular branches of the college (Figure 6-1) and as such are active participants in the governance system. The board and the president rely on ET to provide expert advice and view the college as an entire system rather than individual, disconnected parts. In the administrative realm, ET is accountable and responsible for:

- collaborating with governance councils to assure that information is shared to inform decisions/recommendations;
- forwarding issues to governance councils according to their charters;
- sharing perspective and implications with councils prior to decisions/recommendations;
- initiating major college wide issues in conjunction with the governance system;
- executing major initiatives of the college;
- implementing plans and policies;
- advising the president on matters relevant to their areas of responsibility;
- assisting the president in formulating final recommendations to the board of education;
- implementing operational systems and management;
- providing triage on day-to-day management;
- coordinating implementation of plans, projects and operations.

### **Administrator Qualifications**

Administrators are highly qualified and provide effective educational leadership and management. Minimum qualifications and job descriptions guide the hiring process, which involves all



stakeholders. The president is responsible for implementing appropriate procedures to evaluate administrators regularly.

The new performance-based evaluation outlines clear criteria for commendations and recommendations for improvement.

### **Institutional Advancement**

Institutional advancement activities at Lane, including development and fundraising, institutional relations, and alumni programs are clearly and directly related to the mission and goals of the institution (6.C.4; 7.D.1; see standard 7). The board has adopted an agreement between the college and the Foundation by which it is stated that the Foundation “exists for the express purpose of advancing and promoting the interest and development of the college and students, faculty and the community.” The 501(c)(3) status of the Foundation gives it a separate “nonprofit corporate status wherein the Foundation Board has stewardship of the foundation funds.” The Foundation director is supervised by the college president. In February 2004, the Foundation’s nonprofit corporate status was reaffirmed.

The Foundation Board at Lane has been revitalized in the last five years. The findings of a feasibility study conducted in 2000 suggested that Lane was not quite ready to launch a capital campaign. The Foundation has followed the recommendations of this study by increasing its fundraising efforts and scholarships and improving its connections to the philanthropic community. The Foundation continues to build the infrastructure to prepare for a capital campaign.

### **Timeliness, Collaboration and Open Communication**

One of the features of the governance system’s design is to provide broad-based discussion for decision-making based on a planning system that is tied to the budget and operates on annual and multi-year cycles. There is a built-in incentive to develop collaborative solutions to problems as they arise, since if a decision needs to be made and the council cannot reach agreement, the authority for the decision reverts to the responsible administrator, who ensures the decision is made in a timely fashion (6.C.5).

Prior to development of the new governance system, there were concerns about coordination, goal attainment, duplication and complexity (e.g., too many committees). The new governance system is designed to allow administrators to facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment (6.C.6).

### **Institutional Research**

Administrators responsible for institutional research ensure that the results are widely distributed to inform planning and subsequent decisions that contribute to the improvement of the teaching/learning process (6.C.7). Lane’s Institutional Research, Assessment and Planning (IRAP) office has significantly contributed to the college-wide effort to use the Plan-Do-Check-Act system of continuous improvement (1.B, see Standard 1). Each month, IRAP reports benchmarks to the board, detailing areas of analysis; beginning in Summer 2003, IRAP also makes recommendations for change. The use of institutional data has improved the teaching and learning process.

IRAP provides external reporting that focuses on student enrollment, customized assessment and student outcomes studies/analyses, and evaluations of needs and services provided at the unit/department level. The Lane Profile and the American College Testing (ACT) Student Opinion survey, as well as other research data, are available on IRAP’s website. As with many areas in the college, there has been an expanding number and variety of responsibilities placed on staff who are providing institutional research services (1.B.6, see Standard 1).

### **Administrative and Staff Appointment and Compensation**

Policies, procedures and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed (6.C.8). COPPS outlines procedures and policies for staff appointment. COPPS outlines policies for evaluation of administrators. The Management Employees Working Conditions document outlines policies for evaluation, retention,

promotion and/or termination. The Employees Working Conditions document is reviewed periodically and approved by the board. The Faculty Evaluation Handbook, developed collaboratively by the LCCEA and the administration, is available online and in division offices.

Administrators' and staff's salaries and benefits are adequate to attract and retain competent personnel consistent with the college's mission and goals (6.C.9). Compensation studies are underway for faculty (4.A.4, see Standard 4) and agreed to by classified staff. A compensation study for managers was completed and approved by the board in 2001; those management salaries that were not within the market range were adjusted accordingly. The system, which is a pilot program, calls for market review every two years. A sub-committee is discussing plans for improvement.

#### **Strengths:**

- Lane employs dedicated and talented administrators and managers who act consistently within clearly defined policies and procedures.
- The Lane Foundation has advanced significantly in developing the infrastructure for capital campaign planning.
- There is a mechanism in the new governance system to ensure timely decision-making.
- The Performance Evaluation of Management Employees has been evaluated and revised substantially and implemented in the 2003-04 academic year.
- Administrative and management salaries, adjusted to align with market ranges, help ensure retention of competent staff.

#### **Challenges:**

- The realms of governance and administration and the roles of administrators as individuals and as members of ET may overlap; this may necessitate clarification.
- It is difficult to assess the impact of compensation on retention for those who leave the college.
- The college could improve the clarity and communication of documents regarding administrative responsibilities.

- Since the college's new systems require analysis and research data, workload concerns in IRAP will need to be considered

#### **Improvement Plans:**

- Evaluation of the new governance system will include appraisal of the impact of overlapping roles on the clarity and effectiveness of the system.
- Exit interviews will include discussions of salary as data for Lane's study of staff retention.
- In revising its COPPS policies and procedures website, the college has collected documents that address responsibilities and ethical conduct requirements of all staff in a single place. The President will announce this at Fall 2004 In-service.
- The college will continue to review workload considerations when setting priorities for institutional research, and consider appropriate adjustments.

### **Roles in Governance**

The roles of faculty, students, and classified staff in institutional governance, planning, budgeting and policy development are made clear and public through the governance documents posted on the college website (6.D; 6.E., 6.F ). (Lane has included a "6.F — Classified Role in Governance" section to recognize the important role of classified staff in Lane's governance system and in the learning environment in general.) The governance system maximizes participation and collects the best thinking of all, and places authority at the appropriate level. It recognizes that ultimately the board holds the president and the administration accountable and responsible. Within this framework, the goal of the system is to produce a process for timely decisions with clear rationale and transparency.

#### **Role of Faculty**

College faculty have primary authority over several areas of the college, including strategies and methods of instruction and assessment; innovation in the learning environment; curriculum design; course and program requirements; faculty research; roles, expectations, and interactions among teachers and students; and

academic elements of student life. The methods and processes for faculty and instructional department decision-making at the level of the individual course and program are well established, and not the subject of college-wide governance except insofar as regulated by college policy and external constraints such as state law and accreditation.

The faculty, individually and collectively, also participate as an active partner in decisions in other areas of the college. Faculty Council contributes to the quality of education at Lane by providing a campus-wide open forum for academic issues and policies in order for faculty to collaborate in governance. The Faculty Council also contributes by functioning as the deliberative faculty representative group on academic matters. Faculty participation also occurs through collective bargaining processes and in discipline, department, division, and college-wide governance structures.

### **Role of Students**

The governance system provides for active participation of student representatives. Students provide valuable insight and perspective to community needs and contribute to the college's collective wisdom. Students are in a unique position to speak to diversity by virtue of their varied constituency. As recipients of college services, they provide insight about the college's institutional effectiveness and quality. Incorporating students into the college's decision-making processes promotes greater student involvement in the life of the college and prepares them for community stewardship.

### **Role of Classified Staff**

The primary responsibility of classified staff is to carry out the mission, vision, learning principles, and core values of the college by supporting students, faculty, administrators and managers. Classified staff members participate in the governance system as stakeholders and because of their expertise in operational, instructional, student services, and technical areas. Classified staff have extensive knowledge of student needs, college processes and procedures, as well as professional standards and practices. Classified staff members provide the college community

with a unique perspective, insight, and sound judgment that will help guide the decisions made in the governance process.

### **Role of Managers**

Managers have accountability, authority and responsibility to work with faculty, classified staff and students to achieve the vision, mission, learning principles, strategic plan and goals of the college. Managers are active partners in college decisions and are charged with executing and implementing timely strategies that move the college forward.

### **Policy 6.1 Affirmative Action and Nondiscrimination**

The hiring process of the college ensures that the selection of candidates is based solely on their qualities and aptitudes as they pertain to the requirements of the position with due regard for affirmative action. Lane employs an affirmative action officer who is involved with the hiring process for every position. The college has developed in the last ten years beyond a compliance mentality with respect to EEO/AA, and has attempted to find creative ways to recruit and retain diverse staff. Lane has had some success in this area, although the results of its efforts are still inconclusive, and the processes themselves require time and other resources (4.A.4, see Standard 4).

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

Gender is also a protected class, and Lane has a strong record of hiring and promoting women; women fill some of the highest administrative positions at the college: the president, vice president, two associate vice presidents, and the executive assistant are women.

### **Processes in Place**

The college continues to improve its Affirmative Action practices. The Hiring Processes Team is a representative committee including members from Human Resources; their charge is to improve hiring practices to help the college meet its staffing goals, including increasing diversity among staff. The team has been engaged in qualitative discussions aimed at enhancing and improving the college's hiring processes and outcomes regarding EEO/AA and diversity. The team made a strong recommendation to evaluate and improve hiring process marketing efforts through a variety of means. The team produced a Survey and Recommendations Report with a focus on improving practices. The report was reviewed by College Council in Fall of 2003. Most recommendations have been implemented; a training committee continues ongoing implementation work.

In addition to the Hiring Process Team, the collectively bargained faculty contract created the framework for a Committee to Focus Efforts to Create and Maintain a Diverse Faculty, which is currently in the process of completing a charter which will guide its work. Employment Non-Discrimination requirements are currently ensured through several quality control and assurance steps:

1. Each job posting's language is reviewed for compliance with EEO/AA standards.
2. Search committees' established education and experience equivalencies are reviewed, as are paper-screening criteria, interview questions, competency tests/teaching demonstration scenarios, and reference check questions.
3. Applicant pools are reviewed.
4. Recommended interview pool is reviewed.

Diversity is one of Lane's core values; thus diversity is a consideration in all of the college's planning and resource allocation considerations. Following recommendations of Western Interstate Commission on Higher Education (WICHE), Lane staff, students, and community members created the first Diversity Plan for Lane in 1995 (1.B.4, See Standard 1); this was updated in 2003. Lane also employs a diversity coordinator, and hired a faculty member whose responsibilities include acting as a resource for curriculum infusion of diversity and cultural competency.

The Diversity Team monitors diversity initiatives on campus and acts as a resource for diversity expertise for the college. Action Team Committees, acting in collaboration with the Diversity Team, provide the mechanism to monitor the progress of action items listed in the Diversity Plan.

Other examples of initiatives to support Lane's focus on diversity include the Rites of Passage Summer Academies; the Lane to Your Future visitation program for high school students from diverse communities to visit Lane Community College. The program provides small groups with an in-depth look into Lane and motivates students to pursue higher education. Staff actively participate in the Interagency Diversity and Equity Coalition and on the Oregon Diversity Institute Board of Directors.

The following diversity trainings are offered regularly:

- Diversity Conversations
- Harassment & Discrimination
- Understanding Diversity
- Racism Free Zone
- Winning Balance (Respectful Work Environment)
- AA/Non-Discrimination Information.

The Affirmative Action Plans (AAP) have been authored and implemented during the last three years. The 2003-04 AAP will soon be posted on the college's webpage.

A study was completed on the impact on recruitment of advertising in minority publications. The results showed little impact, which suggests that other methods of recruitment will need consideration.

### **Policy 6.2 Collective Bargaining**

The LCCEA provided a statement on the impact of collective bargaining on the college in which it concludes that collective bargaining has had a comprehensively positive impact on the life of the college. Included in its statement are promotion of excellence in instruction and instructional support; participating in the creation of the college's shared governance system; negotiating and providing leadership for the Strategic Learning Initiative, with numerous benefits to the college, including

helping Lane become a Vanguard Learning College. The LCCEF agreed in principle to the statement of the LCCEA. The Classified Council also provided analysis of the effects of collective bargaining on the quality and effectiveness of the institution. Some issues were raised concerning the use of part-time employees; professional development issues; and fair representation in the governance councils. Complete statements from these groups are available in the Exhibit Room.

The administration sees collective bargaining agreements as a framework that organizes work conditions and expectations, the operational aspects of the workplace. Further, it can contribute to the building of shared vision and changed organizational culture. The administration believes that collective bargaining is at its heart a balancing of competing needs and interests by persons who share a commitment to, and dependence on, the success of the institution, thereby creating a healthy and productive environment.

**Strengths:**

- The college is developing collegiality, clarity and inclusiveness in governance.
- The college had made significant strides in its efforts to recruit a diverse staff and meet its Affirmative Action goals.
- Collective bargaining has had positive effects upon institutional effectiveness.

**Challenges:**

- The transience of students is in conflict with need for sustained attention on long-term governance projects.
- There is room for improvement at the college on recruitment and retention of diverse faculty, administration and managers, and classified staff.
- Lengthy bargaining over the years, while essential, has distracted the college from other important work.

**Improvement Plans:**

- College will consider issues of continuity and training when welcoming students to the governance system.
- The college continues to make improvements to its recruitment and retention efforts.



## STANDARD SEVEN

### *Finance*



### **Introduction**

Several major changes at the college in the past ten years have affected the Finance Department:

1. Major budget cuts and a change in the funding formula for higher education in Oregon;
2. The \$42.8 million Bond Levy for the Millennium2 construction project;
3. Lane's Administrative Systems Renewal (LASR) project;
4. The new governance system, including a representative Finance Council.

### **1. Budget Cuts and the New Financial Picture**

In the past ten years, Lane has confronted fiscal challenges unique in its history. The economic environment is much more volatile as compared to the 1990s, when property taxes provided 41 percent of college revenue as compared to 17 percent in FY 04. As a result of Ballot Measures 5, 47, and 50, significant funding for the college was transferred to the state. The distribution of state funds through the funding formula required Lane to grow relative to other state colleges; in 1995, because of this funding

formula, while the college grew at 4-5 percent, the funding did not keep up with the growth. To accommodate this, the college made budget reductions each year from 1995-2001, with one exception.

Recognizing the need to cut its budget while preserving as many offerings as possible, the college depleted reserves and maintenance expenses during these years. However, in 2001, when the American economy went into recession after the financial markets' decline in 2001, Lane was further adversely affected by the state's inability to sustain funding levels. Statewide budget cuts of \$45 million over two years forced Lane to bear \$2.2 million in cuts, and an unanticipated \$3 million public pension liability when the markets rapidly declined. Following six previous years of cutting, these cuts and liabilities had a serious effect.

Implicitly, the citizens of Oregon have demonstrated unwillingness in recent years to support 75 percent of the cost of a community college education. Through ballot measures and state budgeting, voters and legislators have left it up to colleges like Lane to keep their doors open

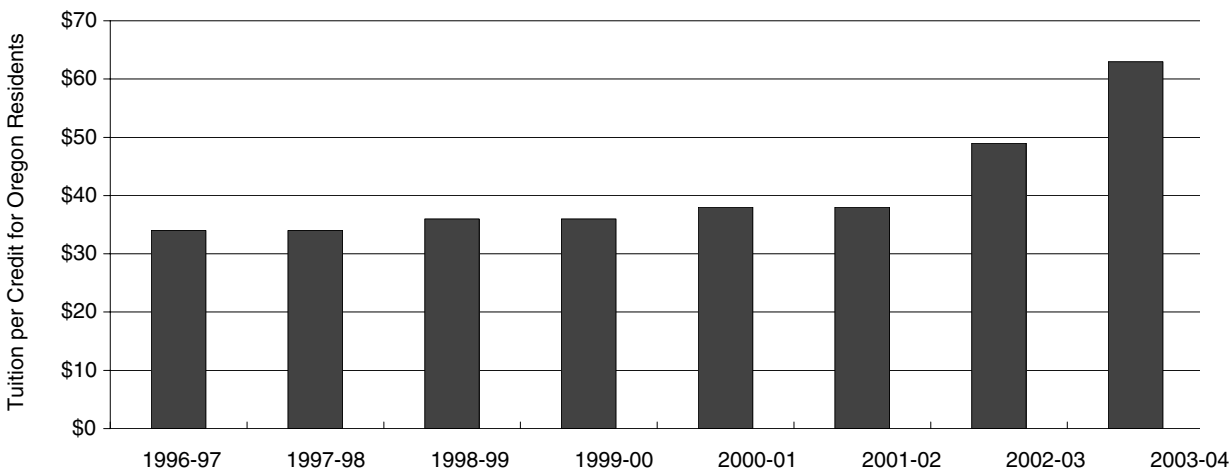


Figure 7-1: Tuition Rates 1996-present. (Source: Profile of Lane Community College).

using other means. One effect has been tuition increases: the college has gone from being the second lowest in tuition in 2001 to the fifth highest in 2004. Still, Lane maintains affordability relative to other two- and four-year public and private institutions.

Since tuition is the only resource over which the college has control to maintain its comprehensive offerings, tuition increases have been the only alternative to program cuts. For FY 03, Lane’s Board of Education approved a \$10 per credit tuition increase, plus another \$1 per credit of tuition to replace miscellaneous instructional fees that are less than \$10 per class. In addition, the board approved a \$3 per-credit technology fee, \$1.50 of which was a replacement for the then-current technology-user fee. Figure 7-1 illustrates the increases in tuition from 1996-present.

The recommended budget expenditures for 2002-03 included a \$9,820,278 decrease in basic operating expenditures (Personal Services, Materials & Services, and Capital Outlay). This decrease included approximately \$5 million in program and service reductions. The goal of the Executive Team in recommending a budget with a large tuition increase and large reductions in General Fund support of programs and services was to bring the college to financial stability in the ensuing fiscal year.

The proposed total General Fund budget for 2003-04 was \$70,623,034, which was a 1.4 percent increase over the 2002-03 adopted budget. However, total budgeted operating revenues (total Resources minus the Beginning Fund Balance) for 2003-04 were 1.5 percent less than operating revenues for the 2002-03 adopted budget.

Lane has sought the proper balance between student affordability and accessibility to quality instructional programs and services. The Executive Team decided that further significant cuts to instructional programs would compromise student accessibility to comprehensive offerings, and rejected a strategy of watering down quality. On April 28, 2003, the Lane Board of Education approved a \$14 per credit tuition increase for FY 04. The board also approved a pilot differential pricing program for several Professional/Technical programs and most Physical Education classes. The recommended budget expenditures included a nearly \$2-million decrease in basic General Fund operating expenditures, including \$1,471,000 in program and service reductions.

These years of cuts, while painful, have put Lane in a more stable financial position for 2004-05. At the same time, it is recognized that the next biennium will likely bring revenue shortfalls once again.



Additionally, the tuition increases and expenditure reductions of the past two years have brought problems of their own that must be addressed:

- the erosion of affordability for some students;
- a decline in the capacity of the college to serve students both in the number of classes offered and in direct student services;
- significant increases in workload for college staff.

The proposed 2004-05 budget reflects a three-pronged strategy to address these problems: additional allocation of recurring funds only to the most critical strategic needs; investments in one-time resources from Ending Fund Balance to strengthen some programs/services or fund projects that will save money on a recurring basis; and establishment of a “financial stabilization reserve.”

The total General Fund budget for Fiscal Year 2004-05 is \$79,232,500, an 11.6 percent increase over the 2003-04 adopted budget. (Most of the increase is due to tuition-based classes moved from a Special Revenue fund and a higher beginning fund balance.) Moreover, the administration recommended no major expenditure reductions and only a \$1.50 per credit inflationary adjustment in tuition as called for by Board Policy D.110. The budget also extends differential pricing to a second year. Finally, it should be noted that legislation passed in 2003 to reform Oregon Public Employees Retirement System is before the Oregon Supreme Court, and should the court overturn some or all of the reform legislation, the college may need to pay higher PERS costs. The college’s special PERS reserve is budgeted at approximately one-half the savings realized by the college as a result of the reform legislation.

## **2. The \$42.8 Bond Levy**

The Millenium2 Bond Construction Project affected the financial picture at Lane in several ways. During the planning and design phase of the Bond Project, \$42,770,000 in General Obligation Bonds issued in 1995 was invested while Lane developed plans; this investment eventually accrued into more total building funds, which proved essential to the final picture. Workload in College Finance was directly affected during this

time, as staff worked to oversee this huge project over a decade, including its accounting areas and debt oversight.

## **3. Lane’s Administrative Systems Renewal (LASR) Project**

Since 2001, college financial officers have been working on LASR, a \$4.8 million campus conversion from Lane’s previous administrative software to Banner. Lane moved to Banner for two reasons. First, support for the college’s old mainframe computer was terminated, making it impossible to get parts to make repairs should the mainframe break down. In addition, the previous software did not allow staff and students to transact business over the Internet, a direction Lane wanted to pursue.

During LASR implementation, Lane held campus-wide meetings each month to keep staff apprised of progress and to provide training opportunities for transition from the old system to the new. Banner enables staff and students to transact business in a digital environment. The college is currently in Phase III implementation. While the long-term investment in time and money will eventually provide the college with efficient and integrated administrative systems, including the finance area, the learning curve has been steep and its impact on workload has been felt in Finance.

## **4. New Finance Council**

The budget planning and allocation process has undergone evolutionary change as a result of college-wide assessment over the last ten years. Many events have contributed to the college’s developing a more participatory process of budget development: a shift in the college culture; the hiring of a new president; and severe budget cuts in 2001-03, with concurrent concerns about representation in budget policy discussions. The principle of broad participation was first embodied in the Budget Advisory Group (BAG) and the Criteria Application Work Group (CAWG). This principle has been more fully articulated in the current charter of the Finance Council within the new governance structure (see Standard 6).

The purpose of the broadly representative Finance Council is to:

- develop college-wide financial and budget policies;
- update the Long-Range Financial Plan;
- evaluate the financial performance of the college;
- evaluate and assess the results of policies, planning and the annual budget process;
- recommend changes as necessary.

The Accreditation Self-Study has also impacted Finance. Many suggestions from the Standard 7 Team have been followed up on. Progress made on these recommendations is summarized in a table in the Exhibit Room.

## Financial Planning

While ensuring the proper stewardship of public funds by setting appropriate limits, Oregon law and state practices grant a high degree of financial autonomy to local community colleges (7.A.1). The State Board of Education maintains the responsibility to make requests for legislative appropriations and establishes the standards for the distribution of funds appropriated for community colleges. In practice, the State Board works with community colleges through the Commissioner for Community Colleges and Workforce Development to cooperatively recommend budget requests and distribution of appropriations. Moreover, Oregon law authorizes Lane's board (as well as the board of each state community college) to manage financial resources according to local needs. As a result, once state funds are distributed through the approved funding formula, Lane's board has control over budgeting and spending of these funds in the district's best interests. Appendix C includes the current funds revenue in Table 1 and current funds expenditure in Table 2.

## Tax Support for the College

Oregon law also empowers Lane's board to levy property taxes on district residents within the constraints of constitutional limitations on property taxes, and grants the board authority to incur bonded indebtedness within prescribed limits. Lane's board policy delegates financial authority to the college's president, within specific policy limitations. Within the limits of state law, Lane's board has established financial policy

statements and delegated appropriate authority to the president to implement those policies.

In the last decade, local control has eroded somewhat for two reasons. First, the passage by voters of a constitutional limitation on property taxes forces a much greater reliance by local community colleges on state appropriations. Second, the recent recession of the state economy has reduced state revenues. While voter limitations on property taxes curtail Lane's ability to raise local funds, the state's revenue problems may lead the state Legislature toward a "micro-management" of community colleges. For example, a Special Session in 2002 passed legislation to retract state aid and appropriations for "Self-Improvement" classes. This action departed from the past practice of local control.

## Budget Committee Makeup

The vice president for college operations is responsible for operating procedures to implement policy. Previous budgeting groups have linked budget policy to maintaining long-term viability and helping the college fulfill its comprehensive mission. The work of the Finance Council will continue to ensure that financial planning and budgeting at Lane support the mission and goals of the college.

By statute, a budget committee comprised of county citizens and the board reviews and approves the college budget. All processes comply with Oregon Revised Statutes pertaining to budgets and public funds. Lane's efforts over the past few years to "right size" itself for future financial stability have proven successful. Despite recent challenges represented by state budget shortfalls, Lane maintains adequate financial resources to support the scope of its programs and services as defined by the college's vision, mission, and core values.

The college's financial management system ensures financial integrity, and in this regard the annual independent audits have proven exemplary. Lane recently hired an internal controls accountant to enhance and strengthen the college's internal oversight process. The implementation of Banner augments the security and integrity of budget processes and the data upon which they rely.

The Lane Community College Foundation oversees fundraising and development for the college. Incorporated in 1971, the Foundation provides individuals, corporations, foundations and groups with opportunities to support the educational programs of the college. Governed by a twenty-four member Board of Trustees, the Foundation is a 501(c)(3) organization. All gifts to the Foundation qualify for the maximum allowable deduction under the law.

### **Budget and Strategic Planning**

Since 2001, Lane's budget development principles and criteria have explicitly tied in with the college's strategic plan (7.A.2). These principles and criteria guide and shape the college's three-year budget projections. In December 2000, with board approval, the Executive Team (ET) adopted a set of financial strategies developed by the Budget Advisory Group (BAG), whose membership includes students, faculty, staff, and administrators. The Facilities Management Team's priority list of capital improvement projects, major maintenance plans and schedules, and the Capital Assets Replacement Forecast (CARF) also contribute to shaping Lane's budget. Each of these documents align priorities with the college's mission and goals.

Building on the Budget Principles and Criteria and the work of the Criteria Application Work Group (CAWG) since 2000, the new Finance Council will continue to closely align its planning with the college's strategic plan and goals. The major update of Lane's Strategic Plan has provided important guidance for financial planning. In the new governance structure, the system of planning will tightly align with the system of resource allocation.

### **Long-Range Planning**

The 2004-08 Strategic Plan explicitly provides the framework for the Draft Long-Range Financial Plan. The draft plan was developed by the Budget Office, based in large part on the policy work and recommendations of the BAG. The BAG reviewed the draft over several meetings, making changes to it and suggesting improvements. The Plan devotes a section to future issues such as state revenue uncertainties; tuition rates; building a sustainable ending fund balance; labor-intensive

services; rising costs of health care; PERS uncertainties; rising energy costs; deferred maintenance needs; under-funding of equipment replacement. The plan calls for the college to address these issues through the strategic plan. The plan calls for the college to achieve and sustain financial stability by:

- a. Balancing General Fund budget;
- b. Stabilizing tuition rates;
- c. Building a financial stabilization fund;
- d. Building capital reserves.

This plan will be reviewed by the Finance Council in Fall 2004.

The Banner information system provides an opportunity to produce financial data to support long-term financial planning. The system's current-year and prior-year financial information can be downloaded directly into Excel or Access and the information can be sorted and summed however a staff member wants. Once data are sorted with historical information, staff can use Excel's or Access's financial analytic functions to look for trends or make projections. The college is beginning to explore how the data warehouse and Oracle Discoverer can also be used to perform the same tasks. The college has purchased a data warehousing system to support this activity.

### **Resource Allocation**

The adopted budget for Fiscal Year 2003-04 included an additional \$500,000 annual allocation for equipment replacement and major facilities maintenance; this amount has increased to \$700,000 for 2004-05; the Draft Long-Range Financial Plan calls for building an equipment reserve fund until it reaches a \$400,000 annual level where regularly scheduled equipment replacement and major maintenance can take place and there are enough funds to make significant progress each year on the backlog in these two areas.

Resources for capital needs had been diverted to general operating uses because of state revenue problems. The college has made a commitment to integrating long-range and short-term planning and planning for contingencies. While the college faces some deficits in 2006-07, it is hoped that adjustments made in the recent past and improvements in the current system will help the

college successfully weather those challenges without significant disruption.

### **Open Budget Approval Process**

The college adheres to Oregon state law, which requires budget approval and adoption to be an open, public process. Lane publishes an annual budget, which is distributed to appropriate constituencies; the policies, guidelines, and processes for developing the budget are clearly defined and followed. When necessary, budget revisions are made promptly and these changes are distributed appropriately (7.A.3).

The Budget Development Calendar is posted on the Lane website. The college distributes copies of the budget document to the State of Oregon (in accordance with the law), the Budget Committee, the presidents of the two unions, the president of Associated Students of Lane Community College (ASLCC), and every department of the college. Copies are available to the public at the Library, in the Budget Office, at the Downtown Center, and at the centers in Florence and Cottage Grove. The college keeps copies of the annual budget document for all years from the inception of the college on file in the Budget Office and in the Library. Beginning in 2003-04, the budget document is also available on the college website.

Budget Assumptions used to make revenue and expenditure projections are adopted annually by the board and posted on the budget development website, as are the budget policies, guidelines, criteria and process. Frequent memos from the president and special meetings help facilitate communication about budget development issues with students and employees throughout the year. Transfer resolutions, approved by the District Board, are required by law to move budget authority between funds and sub-funds. These are done at regular intervals throughout the fiscal year. The college passed supplemental budgets in 2001-02 and 2002-03. The Lane Board approved them in accordance with Oregon Local Budget Law, which requires prior public notice and approval by resolution at a public board meeting.

### **Debt Authority and Limits**

Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources for educational purposes. Board policy C.040, which was just revised, guides the use and limit of debt (7.A.4).

Board Policy E.100 defines the responsibility and authority for borrowing; a limit to debt is set by policy such that the college must “maintain a balanced relationship between debt service requirements and current operating needs.” Annual financial statements include balance sheets that clearly state the college’s capital debt. Lane has a clear and stable plan for retiring current debt, which includes approximately \$43 million in voter-approved general obligation bonds that will be retired in 2009, and a \$2 million bank loan that will be retired in 2012. Additionally, the college sold \$52 million in taxable pension bonds in May 2003 to pay off 75 percent of the college’s PERS unfunded actuarial liability. Debt service covers 25 years. The board has recently reviewed and clarified its policies on debt limits and the rationale for borrowing

#### **Strengths:**

- Lane’s budget development process is increasingly open and representative. All budget documents are available on the website for public scrutiny. The college makes efforts to educate all constituencies on the budget process.
- The Draft Long-Range financial plan is tightly linked to the goals of the Strategic Plan
- When fully implemented, Banner will support long-range financial planning.
- Lane’s capital debt level compared to total budget is relatively low and is within the guidelines set by law and policy.

#### **Challenges:**

- Because community colleges fall under the State Board of Education, community college budget issues can get lost in competition with K-12 concerns.

- Economic downturns in the Oregon economy have made strategic financial planning for three to five years a difficult task. Due to the state's shift away from localized property taxes as a source of funding education, just under half of Lane's annual General Fund revenue arrives in the form of state aid.
- For the college to make progress, the board must remain committed to long-range contingency funding/reserves even during difficult fiscal times.
- The complexities of public funding (property taxes and state aid) and the size of the college make it difficult for employees, students, board members, and district citizens to truly understand Lane's budget in detail.
- The Long-Range Financial Plan needs to include consideration of appropriate use of borrowing to further college goals.

#### **Improvement Plans:**

- Since changes to the levels of local financial autonomy are almost exclusively the purview of the state Legislature, the college is working to form appropriate alliances to educate legislators of the impact of their decisions on community college students.
- The board has adopted Policy E.050, Capital Reserve Funds, which requires that Lane utilize reserve funds to adequately maintain and repair college facilities according to the Major Maintenance Schedule. The Draft Long Range Financial Plan includes allocation plans for facilities renovation, remodeling and major maintenance essential to maintaining a high-quality learning environment.
- The administration will work with the board to ensure effective communication of long-term and short-term budgeting needs.
- Lane will develop training modules for students, employees and board members, that will help individuals in each group to better understand Lane's budget and the materials available on the budget development website.
- The Finance Council will work with College Council to consider how borrowing enhances Lane's ability to meet its strategic goals.

## **Adequacy of Financial Resources**

Lane seeks and utilizes various sources of funds adequate to support its programs and services. Lane's mission, goals, and priorities are reflected in allocation of these resources (7.B.1).

There are five major categories of revenue to the college:

- State and federal
- Property taxes
- Tuition
- Instructional fees
- Other revenue

The state allocation to community colleges has declined in the last two years and the tuition has increased during the same period (see Introduction). Figure 7-2 traces the level of funding in these categories over the last nine years.

The college has made significant efforts to diversify revenue sources, including growth in the Foundation, increases in grant funding, and growth in the number of contracts with local partners in business and industry. Lane's annual financial reports show the variety of revenue sources to the college General Fund and other funds. Foundation data show increases in the sources of donations to the college and increases in the dollar amounts of donations.

Adequate resources are available to meet debt service requirements of short-term and long-term indebtedness without adversely affecting program quality. Three years' history of the amount borrowed for capital outlay and operating funds is maintained. A five-year projection of future debt repayments is maintained (7.B.2). Annual financial statements contain realistic projections of future debt repayments for the life of each debt. Such repayment does not impede the college's fulfillment of its mission and goals. Past annual financial statements present the history for amounts borrowed by the college.

Despite reductions in the state budget, the college projects financial stability such that projections for fiscal years 2005 and 2006 indicate no reduction in staff or programs during these two

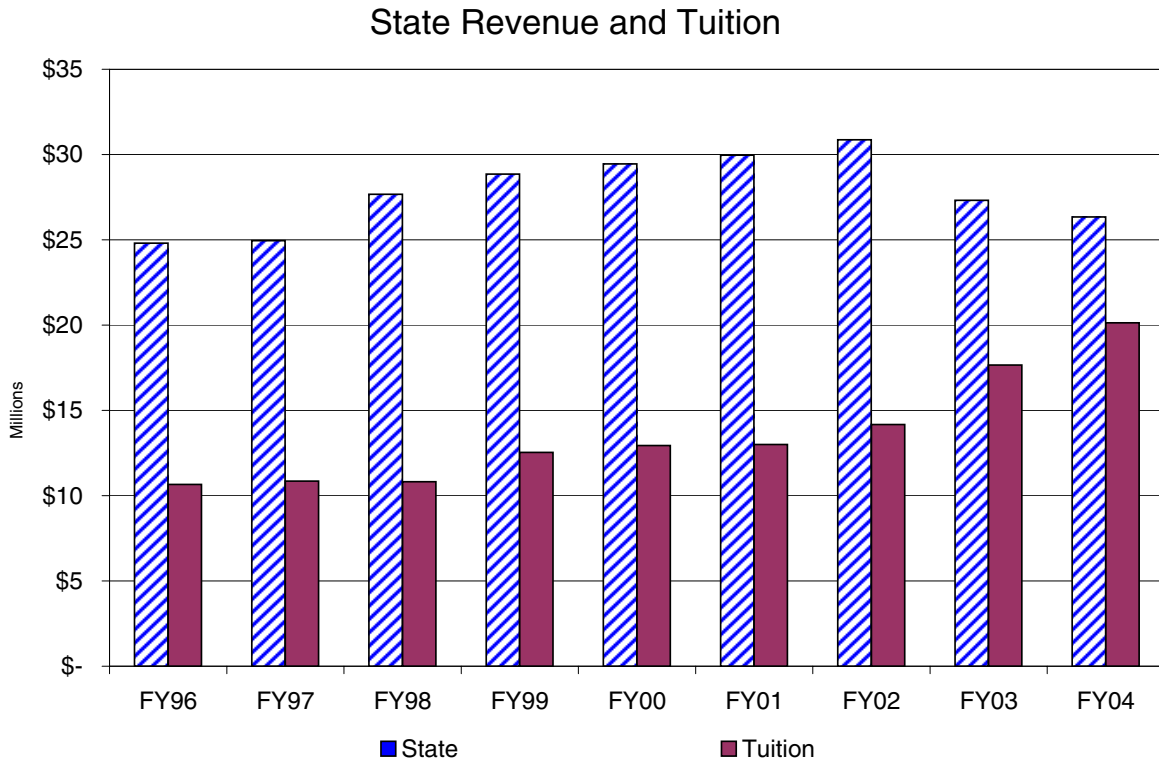


Figure 7-2: Revenue Sources of Lane Community College (Source: Draft Long-Range Financial Plan).

years (7.B.3). Achieving financial stability is a Strategic Direction of the college for 2004-08. Newly adopted Strategic Directions for the college include fiscal stability as a primary focus for the next three years (7.A.2).

The Draft Long-Range Financial Plan, which is strategically guided, includes several steps to achieve and sustain financial stability, including the following:

1. Balance the General Fund budget.
2. Stabilize tuition rates.
3. Build financial stabilization fund.
4. Build capital reserves.

Since fiscal year 2002, the college’s administration has provided an analysis of the annual audit of the financial statement with regard to the financial stability of the college. Despite having operating deficits in recent years due to reductions in state funding, the ending fund balance in the General Fund remains at an

acceptable level. In January 2004, the board approved policies that define a balanced budget in specific operational terms and require a plan for regaining financial stability when the ending fund balance is lower than the limits set by policy. The college will implement this policy both in its Strategic Plan and its Long-Range Financial Plans.

#### Transfers and Interfund Borrowing

Transfers among major funds and interfund borrowing are legal and guided by clearly stated policies in accordance with prudent financial planning and control (7.B.4). The college adheres to Oregon Revised Statutes (ORS) policies on interfund transfers and borrowing. ORS 294.361 sets legal guidelines for interfund borrowing and transfers (7.A.1). The record of budget transfers has been consistent with college financial policies and practices. On January 14, 2004, the Lane Board approved policy E.080 which addresses interfund borrowing.

**Program Resources and Financial Aid**

Lane allocates adequate financial resources for the support of all of its offerings, including specialized occupational, technical and professional programs (7.B.5). Historically, the college has allocated a substantially larger portion of revenue to instruction and student services compared to the Oregon community college average as seen in Figure 7-3. While instruction and student services allocations were high, college support was lower than the average for the Oregon community colleges (Figure 7-3). However, in 2002-2003, instructional allocation at Lane dropped lower than the average for Oregon community colleges, while college support continued to remain lower and student services continued to remain higher than the average for Oregon community colleges (Figure 7-4).

Funding from the state has been inadequate to keep up with rising costs of programs. The failure of state aid since 2000 to increase sufficiently to cover Lane’s increasing operating costs has resulted in a 75 percent increase in tuition from 1999, when tuition was \$36 per credit, to 2004, when it rose to \$63 per credit. Recently, the college has piloted a differential pricing schedule for some higher-cost professional technical programs as a response to budget cuts that

threatened the programs. The board approved a second pilot year for this program and will continue to assess its effect on enrollment.

Lane identifies the sources of student financial aid for current enrollments and provides evidence of planning for future financial aid in light of projected enrollments. It monitors and controls the relationship between unfunded financial student aid and tuition revenues (7.B.6). The structure, rules and logic of financial aid are utilized to help plan for future student usage of financial aid. For example, the Financial Aid Office maintains a ‘Year End Plan’ for Federal Financial Aid, an ‘Overcommitment’ report based on the ‘Year End Plan,’ and tracks proposed tuition increases throughout the budget calendar and enters any changes into Banner’s Financial Aid packaging module. Banner provides excellent tools to analyze and monitor student financial aid programs. Because Banner software is widely used in educational institutions, Banner keeps their programs updated for the latest changes in federal aid regulations.

Lane maintains current financial aid methods and procedures by keeping in touch with financial aid administrators throughout the region and the country. The college holds memberships in the

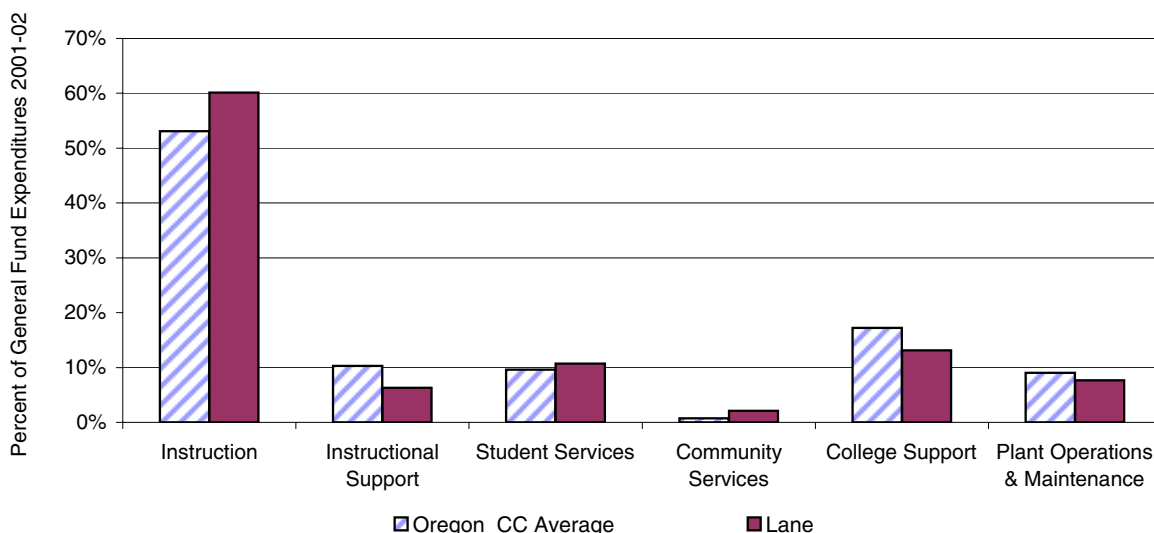


Figure 7-3: Lane Operating Expenditures by Category (Source: Oregon Department of Community College and Workforce Development 2001-2002 Profile).

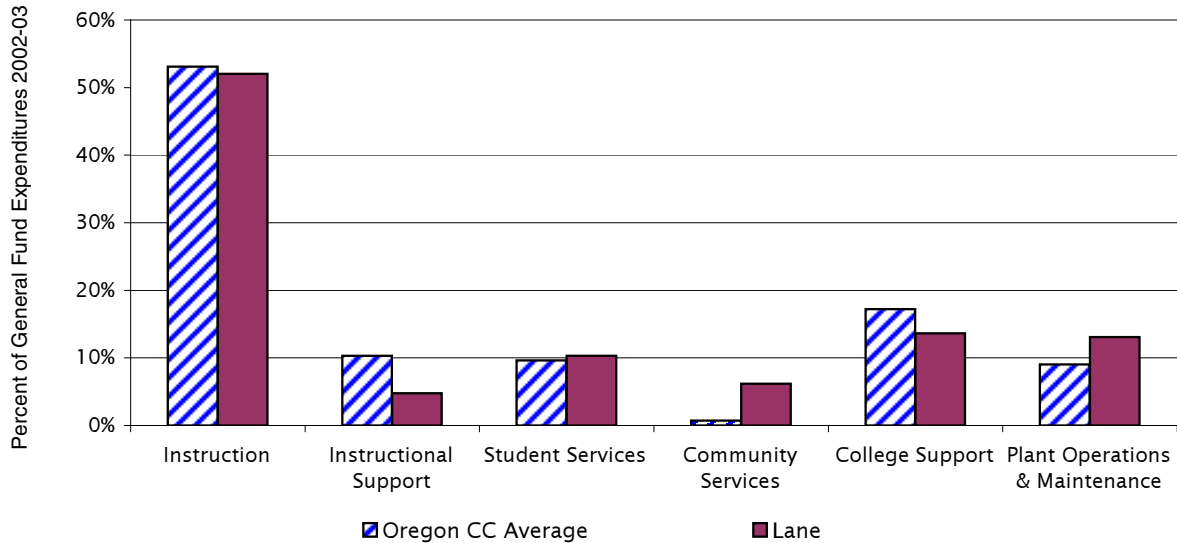


Figure 7-4: Lane Operating Expenditures by Category (Source: Oregon Department of Community College and Workforce Development 2002-2003 Profile).

Oregon State Community College Directors Group, the Oregon Association of Student Financial Aid Administrators, the Western Association of Financial Aid Administrators and the National Association of Financial Aid Administrators to help identify new sources of student financial aid.

### Reserves

Lane is building adequate financial reserves to meet fluctuations in operating revenue, expenses and debt service (7.B.7). While there was no explicit policy concerning reserves in place in 1994 during the previous self-study, through sound financial management, the college had healthy reserves in the form of a large ending fund balance and some capital reserves, with some fluctuations. Since 1999, when finances tightened due to increased costs and state budget cuts, the reserves were spent down in order to continue to offer programs and support operations. When it became clearer that the temporary lean times would extend into the foreseeable future, it also became clear that the college needed a policy to build reserves even in lean times.

Board Policy E.040 provides the ability to establish a financial stabilization fund in anticipation of revenue shortfalls. Current

projections show revenue shortfalls beginning with the 2005-07 Biennium. With this projection in mind, the adopted FY 05 budget allocated \$500,000 toward the financial stability fund. A history of General Fund ending fund balances is in the past five years' annual financial reports available in the Exhibit Room. Board policy A.040.4 limits expenditures in any fiscal year to conservatively projected resources for that period (see also A.040.6, and A.050). Board financial policies regarding Financial Stabilization, Reserve Funds, Ending Fund Balance, and Balanced Budget guide the college's policies for reserves.

### Auxiliary Enterprises

The college understands the financial relationship between its educational and general operations and its auxiliary enterprises and their respective contributions to the overall operations of the college. Auxiliary enterprise income balances education and general operations (7.B.8). The college requires that Auxiliary units ("Enterprise Zones"—the Bookstore, Food Services, Printing & Graphics, Hospitality & Conference Services) operate without direct financial support from the General Fund. After an assessment of its prior policy of requiring an 8 percent budget contribution to the college, the board directed Operations to develop appropriate methods of



generating a budgeted level of revenue to the General fund from the Enterprise Zone Units. The Bookstore, Printing and Graphics, Laundry, and, in the future, the Conference and Hospitality Services and Food Services now contribute 50 percent of their carryover to the General Fund in recognition of overhead costs; these units pay for custodial work in their own areas. An analysis demonstrated that this 50 percent carryover was a realistic way to replace the 8 percent of budget previously charged, while allowing for an occasional bad year.

If an Enterprise Zone's income revenue does not meet or exceed its expenditures, the vice president for operations, the budget office, or the Budget Committee may approve transfers from the General Fund to the other fund. In the past, the college has had to support some functions, such as Food Services, because of the narrow margin under which they operate, and their important support function. However, Food Services are much healthier than they were ten years ago, ending each year generally in the black, and contributing small amounts of carryover. The college is working hard to make auxiliary units and the general fund relationship much more explicit to all staff, and to clarify expectations on both sides.

**Strengths:**

- Lane's diversity of revenue sources was noted in its new Standard and Poor's Bond Rating Report.
- In the face of state and national economic pressures, the college has taken steps in strategic and the financial planning to achieve stability and maintain quality.
- Financial projections for fiscal years 2005 and 2006 indicate that no reduction in staff or programs will be necessary during these two years.
- Lane's five-year history of program reductions and additions shows that the college adjusts its programs as needed.
- The college has maintained its emphasis on quality in its allocation of resources and has maintained its comprehensive mission in the face of state cuts.

- The college gives out more financial aid to students than any other community college in Oregon.
- The new Banner system is an important tracking tool for financial aid.
- Good fiscal management and reserves helped Lane weather recent budget cuts better than it otherwise would have.
- The college has recognized the need for a policy to guide build-back reserves after an extended period of state cuts led to spending down reserves.
- Lane's Enterprise Zones serve important recognized functions at the college and do not place an unnecessary burden on the General Fund budget. These units have contributed positively to the college financially and also to students.

**Challenges:**

- Since Fiscal Year 1998, General Fund expenditures have exceeded revenues in all but one fiscal year.
- Significant decreases in public funding for education put increasing pressure on the college to develop other revenue sources.
- Locating alternative means of funding takes time and energy away from the central mission of the college.
- Decreases in state funding compelled Lane to increase tuition in fiscal years 2003 and 2004 as well as to initiate a differential fee for certain professional technical programs.
- State revenues in the early 2000s have been volatile and unreliable. Since state aid has been just under 50 percent of the college's total General Fund revenues, this situation has made long-term financial planning extremely difficult.
- Campus staff are encountering a learning curve with the implementation of Banner's Finance reporting systems.
- College reserves are at an all-time low when it is facing future projections of inadequate revenue.
- Not all staff fully understand the relationship between the General Fund and the Enterprise Zones.

### **Improvement Plans:**

- The Financial Plan calls for a balanced General Fund budget.
- The Foundation has improved its fundraising activities and is developing an infrastructure for a capital campaign.
- The college plans to stabilize tuition increases, and will continue to make efforts to find or award financial aid to all students who need it to help offset the impact of tuition increases.
- The Foundation has increased its scholarships and continues to place a high priority on building scholarship funds.
- Lane continues to seek ways of balancing current pressures with long-term needs in both instructional and facilities/operations areas.
- The Lane Board will commit to financial and budget decisions that are driven by sound long-term fiscal policies.
- The college is committed to using the full potential of Banner and will continue to work on facilitating staff transition to the new system. The college will implement Lane's investment in SCT's Financial Aid Datamart as another tool for better reports and statistical analysis.
- The college has committed to building adequate reserves. The Finance Council will also take up this issue.
- The Enterprise Zone staff, in conjunction with the Executive Team, is developing understanding of the financial commitment of the college to Enterprise Zone units and the financial responsibilities of Enterprise Zone units.

### **Financial Management**

The president reports regularly to the board about the financial adequacy and stability of the college (7.C.1). Lane's board policies provide direction for reporting and monitoring financial conditions of the college. Administrative reporting to the board has been consistent and timely. The college has established an "internal controls" function in the budget for FY 04. The college recently purchased a high-performance data warehousing application to help process more frequent and useful financial reporting.

Available in the Exhibit Room are several documents related to reporting, including:

- Board policies A.040 - Financial Planning and Budgeting; A.050 - Financial Condition and Activities and A.070 - Asset Protection (7.A.1).
- Quarterly financial reports to the board
- Annual financial report with administration's analysis
- Annual monitoring reports on board policies (Executive Directions)

Other kinds of internal reporting at the college have been improved through the LASR project. Banner Implementation presented some early challenges in reporting, but has since provided an enhanced reporting function. College Finance at first encountered difficulty generating accurate financial reporting information during the first year of implementation of the Banner financial module in 2002-03; this problem was not repeated during the second year.

The college began implementing Banner's Financial Data Warehouse in May 2004, which greatly improves the reporting function. Individual administrative assistants can customize reports to their specifications, querying a static database by the Banner tool, which takes a nightly "picture" of the current record. This tool provides a more efficient interaction with the database while also safeguarding against slowing down the entire system with live data queries.

The vice president for college operations has overall responsibility for financial functions, and reports directly to the college president. Business functions are well organized and are effectively overseen by the budget analyst, who develops future budgets under Executive Team (ET) guidance (7.C.2). Managers and classified financial staff possess considerable experience in monitoring and processing and college financial transactions, ranging from two to sixteen years. The college Finance Department collaborates with Student Services in operation of the "one-stop" Students First! Center to more efficiently and effectively serve students.

### **Control of Expenditures, Income, and Financial Aid**

Expenditures and income from all sources are fully controlled by the college, as is the administration of scholarships, grants in aid, loans, and student employment (7.C.3). Lane’s vice presidents monitor and control expenditures in their areas, including individual departmental areas. Additionally, departmental managers monitor and control expenditures within their own departments. The college uses comprehensive financial projections for planning and budgeting, taking into account all revenue sources and all types of expenditures.

In conjunction with Lane’s vision, mission, core values, the Strategic Plan, and Budget Principles and Criteria, ET uses financial projections to make the final planning decisions for each ensuing year’s budget. Financial aid revenue and expenditures are processed through Lane’s regular finance system; Financial Aid is included in the A-133 audit Fiscal Operations Report, and Application to Participate (FISAP) reports to the Department of Education are available in College Finance.

The college invites and involves all stakeholders in the budget planning process. Prior to the new governance system, Lane had used mechanisms such as the Budget Advisory Group, the CAWG, Managers’ Council, Faculty Council, Classified Council, and Student Government to gather input into the budgeting process. The unit planning process has also begun to develop a system through which departments may collaboratively prioritize initiatives that involve resource allocation. The College Council and Finance Council will have strategic and policy-level input into budgeting in the next budgeting cycle.

### **Cash Management and Investments Policies**

Lane has clearly defined and implemented policies regarding cash management and investments which have been approved by the board (7.C.4). Lane’s board investment policy is flexible and limits risk, permitting all investments allowable to Oregon local governments by law (ORS 294.035). The College Online Policy and Procedure System (COPPS) and ORS procedure

require College Finance to seek investment safety ahead of revenue generation, and diversification of investments to minimize risk. Policy requires College Finance to document its daily investment practices, which provides a good “audit trail” and ensures that board policy will be followed.

### **Principles of Accounting**

Lane’s accounting system follows generally accepted principles of accounting (7.C.5). For more than ten years, Lane has garnered clean reports by independent auditors on its Financial Statements. Unqualified audit opinions on GAAP-compliant financial statements enable Lane to maintain high credit ratings when it must borrow money to continue to fulfill its mission.

SCT Banner enterprise software is designed to be in compliance with generally accepted accounting principles, GFOA Certificate standards, and NACUBO reporting standards. The Banner system empowers all stakeholders to view the college’s financial records directly. Banner empowers departments to generate their own transactions (e.g., budget changes, purchase orders), reducing reliance on centralized finance functions.

### **Auditing Firm and Reports**

Lane has a locally-elected board that must be responsive to the district’s financial needs to fulfill its mission, instead of a “state-wide system.” The board appoints auditors and receives auditing reports (7.C.6).

Under the old Governmental Accounting Standards Board (GASB), Lane’s Funds were presented separately. This made it difficult to see Lane’s financial condition as a whole, because to do so one would have to combine all the reported fragments and very few people had the financial background to do that. However, past difficulties in explaining financial statements and issues to board members may be ameliorated with GASB 34- and 35-compliant (FY 03) government-wide financial statements and Management Discussion and Analysis.

Lane’s most current audit report was created under GASB Statement 34 and 35; it presents all of Lane’s financial accounts in a single column. Lane can now be viewed and financially

understood as a single entity. In addition, GASB 34 requires a Management Discussion and Analysis be presented in the audit before the financial statements, in which the institution explains the financial information in general, thus helping a non-accountant to better understand Lane's financial position.

### **Independent Audit and Its Summary**

Lane's consistently "clean" audit opinions demonstrate that the college: follows generally accepted accounting principles in maintaining its books and records; prudently stewards its financial resources for use in its educational offerings. High credit ratings indicate that bond-rating agencies agree that Lane's accounting and financial reporting is excellent (7.C.5). The infrequency of Management Letters indicates that Lane's accounting policies and practices are working well and produce consistently reliable financial information.

Lane considers the Management Discussion and Analysis (plus the first three pages of the financial statement) a summary of the financial statement. The college publishes the entire audit on the web, including the Management Discussion and Analysis (7.C.7)

### **7.C.8-7.C.10 Not applicable to Lane.**

### **Audits and Controls**

Lane's nearly 40-year history of financial operation without major fraud detected validates Lane's strong financial control environment. All managers are directly responsible for monitoring the expenditures of financial resources within their organizations. Lane also exhibits excellent segregation of duties with respect to cash, because all cash is processed in Students First! Center, while bank reconciliations and unannounced cash counts are performed by the Accounting Team. Furthermore, payroll is processed by Human Resources, but distributed (primarily electronically) by the Disbursements Team. Lane has hired an internal control accountant (7.C.11).

With the exception of 2002, Lane's auditor did not issue a single Management Letter, which is indicative of the college's strong controls and

compliance. In 2002, the college accepted auditors' recommendations on two items that have been addressed (7.C.12).

The college agrees to make the audits available to the Northwest Commission on Colleges and Universities (7.C.13). Lane audit reports and Management Letters for FYs 1999-2003 are located in the Exhibit Room.

### **Strengths:**

- College Finance is staffed by competent and experienced individuals who function well and serve the college's finance needs. The vice president for operations has ten years of experience in that role.
- College Finance works with appropriate internal departments to effectively control all expenditures and income.
- The college's investment philosophies are prudent and consistent with those typical of a public institution; asset preservation takes precedence over revenue maximization.
- The Management's Discussion and Analysis is available on Lane's website for the public convenience.
- Lane's creditworthiness stands at 'A+' as of June 2004, as computed by Standard & Poor's Ratings Services.
- The GASB 34 Management Discussion and Analysis has proven useful in helping to explain the complexities of the audits to non-specialists.
- Controls over and monitoring of, federal and other grant and contract expenditures are especially strong; there have been no Single Audit findings since 1994.
- Banner provides robust security, precluding users from entering or changing data in the financial system without proper authorization.

### **Challenges:**

- Some areas of the college are coping with additional responsibilities resulting from present and imminent elimination of financial management positions.
- The learning curve involved in implementing Banner software for Financial Aid and Enrollment Services has proven frustrating at times.

- Current economic conditions indicate that low investment returns must be expected for the foreseeable future.
- The college has encountered difficulty in explaining complex financial statements (appropriate to a college of its size and operations) and issues to board members and other stakeholders, who have different levels of expertise in understanding financial and accounting systems.
- Lane is in process of multi-year Banner software implementation, which will change cash handling procedures and processing of student transactions. This will necessitate documentation of new procedures and controls.

#### **Improvement Plans:**

- The college will continue to review workload issues in the Finance Department and consider appropriate staffing levels within fiscal constraints.
- The college will investigate further Banner implementation as a means to more effectively process financial aid applications. Enrollment Services has just undergone a workflow review, and recommendations for increased efficiency will be implemented as feasible.
- In order to augment the college's implementation of Banner, the college is considering purchasing report-writing software and training all employees with financial responsibilities to successfully use such software.
- The college will continue to invest wisely while monitoring investment opportunities as they arise.
- Under the auspices of the new Finance Council, the college will investigate ways to provide better shared understanding of what the financial statements represent and a more in-depth understanding of Lane's complex financial issues.
- The college will document new procedures and internal controls when Banner implementation is completed and effective reporting tools are made available.
- The college will investigate applying for the GFOA Award for Excellence in Government Finance, as evidence of Lane's commitment to outstanding financial reporting.

## **Fundraising and Development**

### **Fundraising Policies**

Lane's Foundation maintains IRS 501(c)(3) documentation and is registered with the Secretary of State as a non-profit organization. Fundraising activities are governed by institutional policies, comply with governmental requirements, and are conducted in a professional and ethical manner (7.D.1). The bylaws of the Foundation establish clear and ethical policies. Agreements between the college and Foundation are clearly drawn. The Foundation uses independent audits, as indicated by 2003-02, 2002-01, 2001-00. In February 2004, the board reaffirmed the Foundation's non-profit corporate status.

Department Fundraising Agreements (PAT agreement): Departments or college areas have a separate account with the Foundation from which they can spend. That department enters into an agreement with the foundation to provide specific help to the Foundation in its efforts to draw donations to its own foundation account. An example would be the Native American long house, which has an account with the Foundation to raise money for construction of the long house; the Long House Project initiates specific campaigns to attract money to that account.

### **Administration of Funds**

The foundation maintains a list of 34 endowments and operates under approved endowment objectives and an investment policy adopted by the Foundation Board. Investment managers are hired and supervised by the investment committee of the Foundation Board of Trustees. Lane maintains complete records of endowment and life income funds and complies with applicable legal requirements (7.D.2).

### **Relationship between College and Foundation**

Although the Foundation exists "for the purpose of advancing and promoting the interest and development of the college and the students, faculty, and community," by agreement between the Foundation's board and the Lane Board, the Foundation's 501(c)(3) status gives it a separate "non-profit corporate status wherein the Foundation board has stewardship of the

Foundation funds.” This agreement was adopted in 1991 and reaffirmed in 2004.

**Strengths:**

- The college’s president, Board of Education, faculty, classified personnel, and Associated Students of Lane Community College have direct involvement by having representation on the Foundation Board. The Foundation Board has extensive community and professional members.

## STANDARD EIGHT

### *Physical Resources*



#### **Instructional and Support Facilities**

Even during times of restricted revenues, Lane continues to maintain appropriate facilities to meet its mission and to offer a comprehensive range of educational programs and services (see Standards 2 and 3). Instructional facilities are sufficient to meet the college's mission and goals and adequate for the effective operation of functions (8.A.1, 8.A.2). Twenty-three major buildings on 150 acres comprise the main campus on 30th Avenue in Eugene, Oregon. In addition, the Downtown Center, the Wildish Building, the Cottage Grove Center, the Florence Center and seven Community Learning Centers (CLCs) also provide physical facilities for college outreach programs and activities (8.A.6).

Lane's commitment to high standards in its facilities is reflected in its strategic direction to transform the learning environment by creating and maintaining facilities that are "safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound."

The college has recently begun to emphasize the importance of public art on campus that reflects its vision and core values. In Spring 2004, artists Yoshiki Kawada and Mineo Shimada worked for two weeks with the students of Lee Imonen's Site Specific Sculpture class to create a new wooden sculpture, "Long Life." It now stands in the Moskus Courtyard. Another Site Specific Sculpture class project, "Transformation through Education," graces the main entrance island to the college at the Lane Transit District (LTD) bus terminal; this artwork was supported through a partnership grant with the LTD. In June 2004, it was announced that another sculpture, "Conception of Creation" by the artist Roger Williams, has also been acquired by the college. The garden and labyrinth north of the Student Services Building also add to Lane's aesthetic appeal. And a gallery, named for former art faculty member David Joyce, will be dedicated in Fall 2004. These works of public art serve as a constant reminder of the values of learning, reflection and creation, and provide an aesthetically pleasing environment for students and staff.

## The Millennium2 Bond Construction Project

The positive impact of the \$42.5 million Millennium2 Bond Construction Project has been felt across the entire Lane campus, outreach centers and community learning centers. The Bond Project, supported by a bond levy passed by voters in 1995, helped Lane meet identified needs for remodeling and construction of instructional and meeting facilities. As part of its planning processes, Lane used its 1994 Accreditation Self-Study, as well as a list of needs accumulated over the previous decade. During the planning phase for the Bond Levy Measure, the college, including the Facilities Management Committee, solicited community input about construction needs via forums and a Community Advisory Committee. The college prioritized the resulting total list of needs and Lane's board presented them to the voting community at large. After voters passed the Bond Levy Measure, the college grouped priorities into project areas as part of its Facilities Plan; this received the approval of the Board of Education (8.C.4).

The ten-year construction project was called the "Millennium2 Project" to reflect the college's—and the larger community's—awareness of the need for planning for the changing learning needs of 21st century students. Everyone in the college community showed a great deal of patience with temporary disruptions and noise caused by construction across campus; now near completion, the improvements of the Bond Project have positively impacted all students, faculty and staff, either directly or indirectly.

The Bond Project increased the total building area of the college from 885,347 sq. ft. in 1996 to 1,141,011 sq. ft. currently. This increase included 71 additional classrooms, ten new labs, and 251 additional office stations. At each of the seven CLCs, a classroom, a computer lab, and an administrative space area were also created.

The Bond Project was especially important coming when it did, during a time of statewide budget cuts that curtailed routine remodeling (see Standard 7). Even as the college felt the effects of major cuts in personnel and some routine maintenance, major bond-funded facilities

improvements simultaneously allowed the college to serve students better through larger, more efficient and expanded work spaces, classrooms and technological upgrades. Most of Lane's original facilities were built between 1964 and 1969; Lane has expanded from 1,435 FTE students in 1964 to 10,700 student FTE in 2003-04. On the main campus, construction included seven new buildings, eleven remodels, additions and upgrades; 211,000 additional square feet of construction, and a host of other improvements. The new or remodeled buildings include:

The new gateway to the college is **Building One**, the Student Services building, dedicated in 2001. This building, festooned with 104 international flags hanging from vaulted ceilings, was designed to the specifications of the college's major Process Redesign planning project. The Students First! redesign supports an integrated service delivery model and allows students to access most services in one place (see Standard 3). Admissions and Academic Advising, Testing & Student Records, Counseling and Advising, Multi-Cultural Services, the Women's Center, Student Activities, Disability Services, and many more are housed in this building.

The four-building **Family and Child Care Village** on the west side of campus houses the Early Childhood Education instructional program and provides high-quality, low-cost daytime child care for staff and students attending Lane. It also houses Lane Family Connections and the Childcare Co-op.

**The Welding Technologies Building** houses a fabrication facility that mimics those found in the industrial community.

**The Science/Math Addition** consolidates mathematics and science in the same area and facilitates interaction and sharing of ideas among colleagues. The Math Tutoring Center, formerly a space in the hall of the Math Department, is now housed in its own area of this addition.

The **Workforce Training Center** houses multiple departments and educational areas, including the Center for Meeting and Learning, which has an events and meeting room that can seat up to 400 people at round tables and 600 people seated



theater-style; Workforce Development; Cooperative Education; College Now; Instructional Technology Center; Computer Information Technology; Conference Services; Culinary and Hospitality Food Services with a new demonstration kitchen; and Distance Learning, including a new electronic classroom.

The Workforce Training Center also houses an **experimental classroom** with wireless networked computers and reconfigurable desks. This space is intended as an “incubation” space for instructors with a variety of interests across campus to develop courses in—both with and without computers. The first classes are planned to be scheduled in 2004-05.

The **Performing Arts Addition** includes a new Music Technology Classroom, a Resource Center with seven listening stations; a Recording Studio; a Music Technology Lab with twenty custom-designed student MIDI/Audio workstations and an instructor’s workstation. The control room has signal feeds from the tracking room, the sound isolation booth, the Music Technology Lab, the band and choir rooms, the Main Stage Theater and the Blue Door Theater. The sound isolation booth provides sonic flexibility during recording sessions.

The **Campus Services Addition** provides adequate office and work areas for the laundry and printing and graphics functions.

The **Health Technologies Remodel** updated the Dental Clinic. This area has provided new, larger homes for the Medical Office Assistants and Emergency Medical Technician (EMT) programs. New spaces with state-of-the-art equipment were installed.

The **Lane Transit District/Lane Community College Bus Station** shelters students from inclement weather; rerouting of traffic and additional crosswalks have improved pedestrian access.

While not a new building, the **Center Building**, a major gathering place for students, underwent a significant remodel. The building provides new computer-controlled overhead projectors in classrooms, new offices and a new centralized “Tutor Central” space adjacent to Academic

Learning Skills. Located in the heart of the campus, the Center Building houses classrooms; instructional and student services offices; the Bookstore; the Cafeteria and kitchen areas; and a small dining room, the Renaissance Room, which is a “living laboratory” for the Culinary Arts Program to create and serve fine foods to the public. The Center Remodel also included a new networked computer classroom for the Library which provides space for orientations to the library and for joint instructor/librarian projects with students. Equipped with a data projector and interactive whiteboard, the classroom enhances Lane’s capacity to provide more students with information resources and the skills to use them.

**The Recycling Addition.** After providing recycling services to the college for nine years in an outdoor space, Lane’s Recycling Crew, provided by Lane’s Specialized Employment Services Department, now works in an indoor workspace, the Recycling Building. The \$200,000 addition on the west side of the Center building was not part of the bond project funds. The workers are now sheltered from the elements in a more comfortable facility.

Seven neighborhood **Community Learning Centers (CLCs)** were built in service-area high schools.

A new facility adjacent to the high school was built in **Cottage Grove**, and the **Florence Center** was remodeled and expanded (8.A.6).

A **Central Plant Upgrade** includes infrastructure upgrades to improve heating, ventilating, and air conditioning.

The **Sewer Lagoon Upgrade** is scheduled to be completed in Fall 2005.

### **Other Facilities**

Other instructional buildings on the main campus include:

- Business Technologies Department and Computer Services and Instructional Technology Department (Building 2)
- Administration Building (Building 3)
- Health Technology (Building 4)

- Physical Education, located adjacent to the athletic fields on the North side of campus. (Building 5)
- Performing Arts (Building 6)
- Campus Services (Building 7)
- Welding Technology (Building 8)
- Auto/Diesel Technology (Building 9)
- Air Technology (Building 10)
- Art/Adult Basic and Secondary Education (ABSE) (Building 11)
- Machine Technology (Building 12)
- Electronics (Building 15)
- Math/Science (Building 16)
- Forum, housing radio station KLCC (Building 17)
- Industrial Technology (Building 18).

### **Outreach Centers**

The outreach centers for the college were also affected by the Bond Project. A new facility for the Cottage Grove learning center, 20 miles south of Eugene, was completed in 2000. This center replaces the previous center which had been outmoded. In addition to administrative offices and reception/support areas the facility includes two computer classroom labs, a telecourse room, and five general classrooms.

The college also maintains a learning facility in Florence, 60 miles west of Eugene. The South Building, originally constructed in 1976, contains an office/reception area, classrooms, computer lab space, and a special telecourse/distance learning classroom. In 2001 the Bond Project constructed the new North Building, with three additional classrooms and two computer classroom labs (8.A.6).

The Downtown Center (DTC) is a three-story structure with a basement, located in the heart of the city of Eugene. The DTC was originally built in the 1940s. In 1977, it was acquired and remodeled by Lane. An elevator has improved accessibility and in 1999-2000 the front lobby area was remodeled to make a more secure reception area for students. The facility has 19 general-use classrooms, ranging in capacity from 12 to 50 seats; six computer classroom labs; and two special-purpose labs for phlebotomy and photography classes (8.A.6).

The Wildish Building is a two-story building located in central Eugene. This facility was remodeled in 1996 as part of the Bond (8.A.6).

In addition, Lane's Flight Technology program uses four buildings at the Eugene Airport. Building 1 is the Flight Technology Administrative Building. Building 2 is an instructional area of classrooms and offices. Building 3 is the Flight Technology Maintenance Shop. Building 4 is the Return to Service (RTS) area. All buildings are owned by Lane except Building 2, which is leased from the City of Eugene.

Lane's Community Learning Centers (CLCs) are located around the service area at the Willamette, Junction City, Churchill, Elmira, Thurston, Oakridge, and McKenzie high school facilities. These facilities were developed in the community through cooperation with local high schools. They were designed to accommodate individuals who want daytime, evening, and weekend learning opportunities, as well as high school students who want convenient access to higher education.

### **Furnishings**

Lane's facilities are furnished adequately for work, study, and research by students, faculty and staff (8.A.3). The college allocated a total of \$1,033,836 to the Bond Furnishing budget, enabling the purchase of new furnishings for a number of new and remodeled areas. Spending for Bond Furnishing followed a well-defined process and plan, with two separate committees to develop classroom furnishings needs and office space furnishings needs. Both committees developed standards for furnishings with input from the college community.

As part of its Major Maintenance funding plan, furnishings funds are allocated to address areas where existing furniture and cubicles were inadequate for the intended function; where furnishings were structurally failing; or where new furnishings were needed entirely. Campus Capital Outlay Grants have also allowed departments to upgrade furnishings on a limited basis. Lane maintains a Surplus Property storehouse where furnishings no longer needed in one area of the college are made available to other departments within the college.

The latest budget for 2004-05 contains additional funds allocated for equipment and furnishings replacement. The college is also planning to create a facilities capital reserve fund.

### **Management and Maintenance**

The management, maintenance, and operation of instructional facilities are adequate to ensure their continuing quality and safety to support the college's educational programs and support services (8.A.4). In the 2003-04 budget, the college allocated funds specifically targeted for facility maintenance. While some maintenance had been deferred in recent years because of budget cuts, recent budget allocations have reflected increases in an attempt to "catch-up" on major maintenance. The college has begun creation of a major maintenance reserve account and resources will be allocated, as permitted by the college budget picture.

The Housekeeping Staff at Lane is uniquely organized as a self-directed work team with no centralized manager. Four housekeeping coordinators oversee and manage all necessary work. Housekeeping has made a number of efforts to keep building maintenance at a high level. They have produced a custodial procedures manual for housekeeping/custodial personnel. Housekeeping conducts periodic surveys to get feedback from building occupants and users about the conditions of their respective areas. Recently, Housekeeping switched to a more environmentally friendly line of chemicals, and worked with manufacturers to develop better chemicals for use at Lane. Four additional housekeeping staff and one maintenance trades staff were added to clean the new additional spaces created by the Bond Project.

As the Bond Projects have come to an end, the Capital Repair and Improvement funds are again receiving resources and a commitment for recurring funding allocations to address facility issues. The Capital Repair and Improvements Priority List from the Facilities Management Team (FMT) provides a process for needs to be addressed in a prioritized and timely manner with involvement from all stakeholders. The Facilities Council under the new governance system will review the Facilities Plan and a Five-Year Plan;

the review includes adequacy of facilities for instructional functions.

To help maintain safety, in 2000 the college added a 1.0 FTE environmental specialist who also works with sustainability, hazardous materials, and indoor air quality and helps to investigate, identify, and resolve environmental issues on campus. The college sends the environmental specialist to training events for sustainability, hazardous materials, and indoor air quality (8.A.5). The college Safety Committee, representing all employee groups, meets regularly. The facilities management and planning director and the environmental specialist serve on the committee.

Lane's square foot per maintenance staff is 38,600, or 14.2 percent above the Oregon average (a Facilities Managers of Oregon Community Colleges comparison shows a maintenance staff per square foot range of between 22,500 to 48,500 with an average of 33,789). In 2003-04, one custodial position was eliminated (Figure 8-1).

### **Public Safety**

The college currently employs ten Public Safety Officers plus time-sheet officers and provides coverage on the main campus 24 hours per day, seven days a week. These officers also provide limited coverage at the Downtown Center facility. The number of officers is at or above levels at comparable community colleges in Oregon. The OPE Campus Security Statistics provided at the US Department of Education's Office of Postsecondary Education website confirms that Lane Community College's security statistics compare favorably with comparable Oregon community colleges (Figure 8-2).

The college possesses an emergency plan to guide faculty, staff and students in an orderly fashion through various kinds of unusual or dangerous occurrences at the college.

### **Accessibility, Health and Safety**

Facilities at Lane are constructed and maintained with due regard for health and safety and for access for the physically disabled (8.A.5). All construction meets local, state, and federal building requirements. For construction since the last self-study, a \$3.9 million allocation was

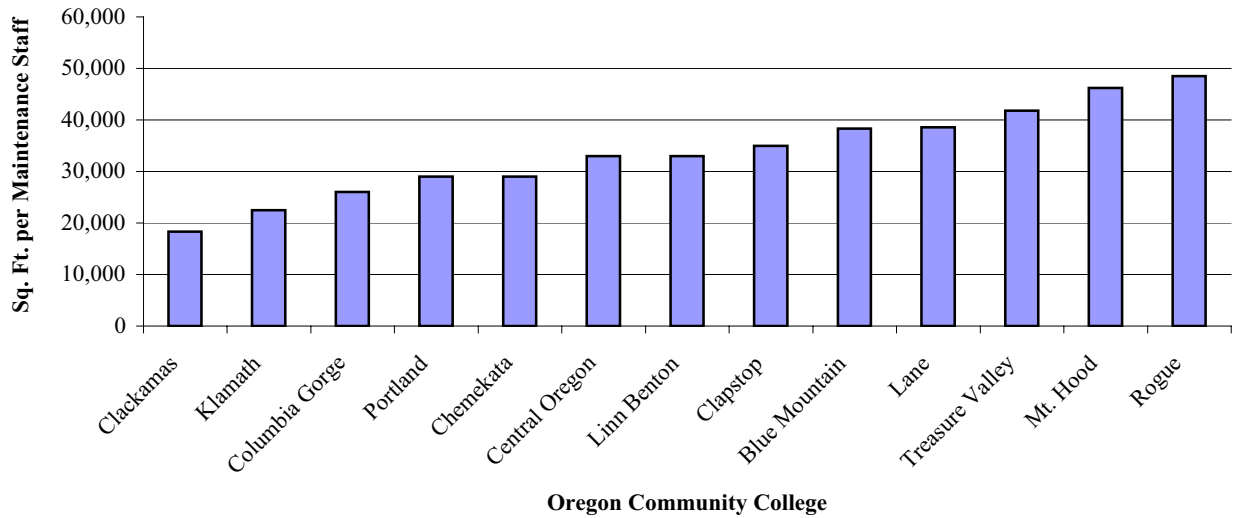


Figure 8-1: Square feet per maintenance staff—Oregon Community Colleges, 2003-04 (Source: DCCWD).

**CRIME DATA REPORTED FOR 2000-2001-2002**

**Criminal Offenses - On campus**

	Chemeketa	Clackamas	Lane	Mt. Hood	PCC-Sylvania
Murder/Manslaughter	0	0	0	0	0
Forcible Sex Offenses	1	0	0	1	0
Nonforcible Sex Offenses	2	0	0	1	0
Robbery	0	0	0	3	0
Aggravated Assault	0	4	3	1	0
Burglary	0	10	3	10	7
Motor Vehicle theft	10	2	19	38	17
Arson	0	1	0	10	0
Negligent Manslaughter	0	0	0	0	0

Figure 8-2: Campus Crime Data (Source: U.S. Department of Education).

approved by the board to Health and Safety Mandates; \$1 million of this was earmarked for ADA Access Improvements; the college used the remaining \$2.9 million to move industrial activities away from instructional and administrative areas.

**Accessibility**

In addition to adherence to federal accessibility standards for facilities, Lane’s core values of

diversity and accessibility provide the conceptual foundation for its focused efforts to reduce environmental barriers to learning. Each budget year, \$50,000 is allocated for ADA access projects; this funding ensures that the campus is continually upgraded to accommodate people with disabilities. All new construction and remodeling must meet accessibility standards. As part of the Bond Project, the college increased the number of

disabled parking spaces allocated and improved the visibility of signage.

Facilities Management and Planning (FMP) plans for accessibility needs and develops the campus's Comprehensive Assessment of ADA Access Needs. An ADA access consultant surveys the campus and develops a comprehensive report. FMP then prioritizes and develops a plan for implementing the recommendations for improvements. The ADA compliance officer is an ex-officio member of FMT, which approves the allocation of funds.

To help with accessibility for all, the Wayfinding Project posted direction aides on campus that specifically included accessibility directional signage. The overall concept of the wayfinding system is to keep information clear, simple, readily visible, and provided as needed.

### **Building Health and Safety**

Building air quality and other Indoor Environmental Quality (IEQ) issues have presented continuous challenges since the last self-study; some complaints go back as long as twenty years. Some air quality issues have arisen from old buildings and air filter systems in need of repair or improved circulation; others, such as mold in the newly constructed Building One, have been caused by inadequate ventilation of wet carpets. Since 1994, the college has improved its capacity to identify and address these problems more systematically and it has put considerable resources into remediation.

### **Remediation**

#### **Building 4**

Faculty and staff reported IEQ problems in Building 4 for a period of time before the college effectively solved the problem. (Complete chronology of complaints and response is available in the Exhibit Room.) A major remediation of Building 4 to address these issues included removal of the Laundry and Child Care Center, and rerouting the main air intake from areas near fuel exhaust. Mold remediation is also completed.

#### **Center Building**

Air quality in the Center Building has been compromised by the air intake being close to the cafeteria outtake and by inadequate fresh air

circulation after a major previous remodel. Six recommendations of the 2001 Carlson Company report on the Center Building have been completed (report in the Exhibit Room). In addition to these recommended actions, the college is implementing improvements in the Center Building's HVAC system in Summer 2004, including cleaning the mechanical room and HVAC units in the mechanical room; and cleaning the trunk-line ducts from the mechanical room to each floor. When this work is completed, all ductwork for the fourth floor of the Center Building will be either new or cleaned since 2003.

#### **Building 1**

Health complaints about mold in the newly built Building 1 reached unacceptable levels, with one staff member relocated after severe reactions and another staff member changing jobs on campus partly in response to the mold problem in this building. The college responded to this problem: In Winter 2004, remediation was completed for Enrollment Services; in Spring 2004 the Counseling area was completed; and in Summer 2004, remediation of the mold was completed with carpet removal. Well over \$600,000 was allocated for remediation of these areas.

### **Responses and Perceptions of Lane's IEQ Issues**

When the college cannot identify a problem, employees may feel that it has not been responsive to their complaints and is unconcerned about their symptoms. There has been frustration on both sides when testing provides no actionable results. Concerns about IEQ have remained high, and, troubled by the lack of certainty, staff on campus have made independent attempts to examine the problem. To track air quality and health concerns among Lane staff, for example, in 2000, nurses in Family and Health Careers surveyed members of the college community to track symptoms, including respiratory illness. (The results of this survey are in the Exhibit Room.)

When IEQ issues emerged as a result of preliminary analysis of the self-study, the Coordinating Team conducted a college perception survey in Spring 2004, on a number of issues, including IEQ. (See Executive Summary for methodology; complete survey results are in

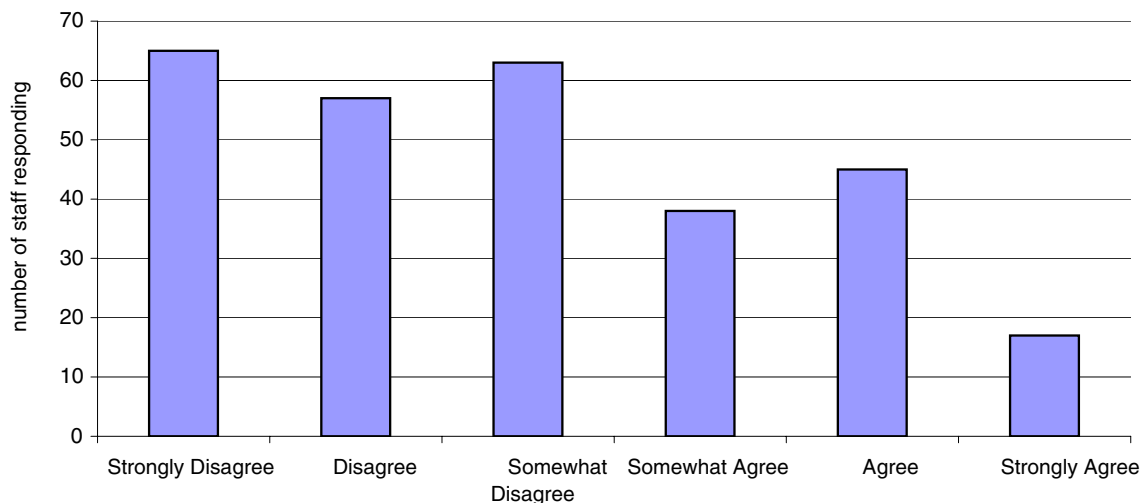


Figure 8-3: Staff Opinion—Responses to the Statement “I have no concerns about the impact of Lane’s physical environment on my health.” N=285 (Source: Self-Study Feedback Survey, Spring 2004).

the Exhibit Room.) To the statement, “I have no concerns about the impact of Lane’s physical environment on my health,” 65 employees strongly disagreed; 57 disagreed; and 63 somewhat disagreed for a total of 185 out of 287 respondents expressing a spectrum of concern from mild to serious. Some expressed little concern about Lane’s environment on their health: 17 strongly agreed; 45 agreed; and 38 somewhat agreed with the statement (Figure 8-3). While this survey is merely preliminary and only represents responses from 287 of 1,100 employees, it suggests that many are concerned.

### Progress on Addressing IEQ Issues

Ten years ago, while FMP had a complaint process in place, the response to complaints was not consistent and the process was not universally understood. Today, primarily because of experiences around significant issues of Indoor Environmental Quality (IEQ), response to such issues is very different. Following are some significant new response mechanisms in place:

- The college hired an environmental specialist, to provide immediate response to complaints, to perform routine monitoring of IEQ, to perform “first-line” testing, and to oversee remediation when appropriate.
- The college routinely calls on the services of an industrial hygienist to investigate IEQ complaints.
- Housekeepers are trained in cleaning methods related to maintaining good IEQ standards.
- The college has set aside office spaces for employees who have chemical sensitivities or allergies related to their work spaces.
- Quarterly building inspection checklists for every building are forwarded to the vice president for college operations.
- The Safety Committee and the environmental specialist have developed a protocol for identifying and rectifying facilities problems related to IEQ complaints, and will develop a ranking system for investigation and remediation.
- The Safety Committee has developed and adopted recommendations for improving Indoor Air Quality (IAQ) in new construction and major remodels. Facilities is beginning to incorporate these recommendations into all new projects. (See IAQ Recommendations 040430; Safety Committee Recommendations for Improving IAQ in New Buildings and Major Remodels available in the Exhibit Room).
- The Welding Program facility, the Laundry, and Printing and Graphics have been moved to the east side of campus, into the industrial quadrant. These moves were part of the college’s plan to separate noise, dust, grit, and fumes from the instructional and administrative areas of the campus and to provide a cleaner environment to the majority of the college.

- Response to Building One problems resulted in an IEQ task force that met regularly to consider response options and to communicate with employees in that building about testing results and steps to remediate. Because of this experience, Lane expects to form a permanent committee to perform similar functions for the college as a whole.
- Because many problems have been related to carpeting, the college is developing new standards for floor coverings that include options other than carpeting. (See Exhibits on Chronology of Complaints and Response.)
- The college retained the services of physicians specializing in medical problems related to IEQ. Employees with symptoms have been provided access to these physicians at college expense.
- The college continues to review best practices and guidelines as set forth by groups beyond OSHA and the EPA, including the US Green Building Council's Leadership in Energy and Environmental Design green-building rating system and California Specification 01350. The environmental specialist is currently taking a nine-month course on sustainable building practices, of which environmental quality is a significant component.

The college has developed its capacity to respond more effectively to IEQ concerns. However, it is extremely difficult to definitively identify the causes for symptoms experienced by some people. The college is committed to finding and fixing workplace problems that are causing symptoms for employees and students. While Lane has improved its response mechanisms significantly over the years, the college will continue to look for ways to make improvements on responses.

### **Facilities Off the Primary Campus**

Lane has several outreach centers off of the primary campus: the Downtown Center, the Florence Center, the Cottage Grove Center, Wildish, and seven Community Learning Centers; these are appropriate to the programs offered (8.A.6). Recent additions and updates, and a new building at Cottage Grove, have significantly improved outreach in these areas. Staff who work in the outreach facilities make requests for

changes and furnishings through the same processes as the areas on the primary campus. By and large, when Lane uses facilities owned by other organizations for its classes and events, such facilities are public agency spaces; these follow local, state, and federal health and safety codes (8.A.7).

### **Florence Center**

The main facility at the Florence Center (known as the South Building) contains the main office and reception area, four classroom areas, a small open computer lab space, and an upper level telecourse/distance learning classroom. One of the classrooms is specially designed for art classes and activities. Another classroom is set up for the Family and Health Occupations program. This enables the Florence Center to offer all of the prerequisites for the nursing program. Responding to the results of Lane's community needs survey, the Bond Project constructed a new North Building, with five additional classroom areas, two of which are computer classroom labs. One of the classrooms serves as the IP-video live interactive classroom. This allows students to participate in classes offered at the main Lane campus. The Bond Project also remodeled one of the rooms in the South Building to be a dance class area. In addition, the Florence Center is working with the local health care industry to provide the courses to meet health care program requirements.

### **Cottage Grove**

Bond construction provided a new facility for the Cottage Grove Center in 2000. This facility includes two computer classroom labs and a telecourse room with three computers. There are five general classrooms, two of which are set up to accommodate home economics and art classes with special floor coverings and sinks. There are two classrooms for ABSE, a small computer tech area, and program office. A Math Resource Center Office and testing and study area to help students meet math requirements for programs. The Teen Parent Program run with the local high school has an office in the building. The facility contains a small bookstore; a small lounge/cafeteria area with vending machines; a Student Resource room; a reception area; seven staff offices; a workroom;

and a small break room for staff. The current facility provides first-year general education, self-improvement, and personal enrichment courses.

### **Downtown Center**

The Downtown Center (DTC) has nineteen general-use classrooms ranging in size from 12 to 50 seats, six computer classroom labs, and two special purpose labs for phlebotomy classes and photography classes. The DTC houses the Continuing Education (CE) Department, which coordinates non-credit classes at Lane. The rooms house the CE coordinator's offices and faculty support rooms. CE also manages the Massage Program and the CISCO Network Academy Program. Evening classes in English as a Second Language (ESL) are located at the DTC; the daytime ESL classes move to the main campus in summer 2004. ABSE classes are offered and faculty have offices at the DTC. The Contract Training Department, which coordinates all contracted training with local area businesses, is also located in the DTC. The DTC facility also provides student services counselors and advisors, a Students First! counter for credit and non-credit registration, placement testing, and a bookstore annex for texts and supplies. Bond improvements to the entrance and reception area of the DTC have made the building more accessible, safe, and user-friendly for staff and students.

### **The Wildish Building**

The Wildish Building is a two-story building located in Eugene. This facility was remodeled and an elevator was installed in 1996 as part of the Bond Construction Project; in addition to departmental office and support areas, the building contains two classrooms and a computer training room. The Business Development Center (BDC) is located at the Wildish facility, as is the Lane Micro Business Program. This program is a collaborative effort with local business to support and educate micro-entrepreneurs. The Senior Companion Program is also located at this facility (see also 2.G. and 2.H.)

### **Eugene Airport Buildings**

There are four buildings at the Eugene Airport that are used by Lane Community College's Flight Technology Program. Building 1 is the Flight Technology Administrative Building. This houses the program's reception, manager, faculty, and

administrative offices. It also houses a classroom, library, and conference room. Building 2 is an instructional area. Ten instructors' offices, a classroom, and a student lounge are located in this building. Building 3 is the Flight Technology A/C Maintenance Shop. Building 4 is the Return to Service (RTS) area. Two offices, a classroom, a research library, tool and parts area, machine shop, and various repair areas are located in this building. All buildings are owned by the college except Building 2, which is leased from the City of Eugene.

### **The Community Learning Centers (CLCs)**

The CLCs are located in Lane County at the Willamette, Junction City, Churchill, Elmira, Thurston, Oakridge, and McKenzie high school facilities. These facilities were developed in the community through cooperation with local high schools to provide increased access to programs.

### **Strengths:**

- With the addition of new and remodeled space, all of the instructional areas of Lane are generally able to offer sufficient classes to meet current program requirements.
- The new Cottage Grove building significantly improves the quality of facilities for instructional and student services to students there.
- The Florence addition of the North Building provides expanded space for instruction.
- In many new areas improved or created through the bond, high-quality and aesthetically appealing furnishings create an enhanced learning and working environment.
- Additions and improvements to the CLCs support enhanced outreach capacity.
- The college has developed uniform standards for furnishings with flexibility for educational needs.
- In the past five years, there has not been a single documented worker's compensation loss claim at the college.
- The strategic directions for 2004-08 specifically address environmental issues.
- The environmental specialist receives ongoing training in IAQ testing and monitoring.
- College staff have continued to learn about IEQ and the college has significantly improved its systems and processes for addressing these



problems, both proactively in planning for the future and in its responses to problems as they arise.

- Lane's housekeeping staff maintain a clean and safe environment for the college. Results from the Housekeeping Perception Surveys of the occupants have indicated a high degree of satisfaction with the condition of the facilities.
- The low crime rate at the college is a testament to the college's safe facilities.

**Challenges:**

- The college added over \$2 million to the bond funds to complete projects. With the heavy focus on the bond, some areas of routine repair, not funded through the bond levy, were neglected because of budget cuts.
- Not all facilities needs were met by the Bond Project.
- Space is still a limiting factor for expansion of instructional programs and services, especially during peak hours.
- One effect of budget cuts was that Capital Outlay allocations had not been adequate to maintain furnishings. Some furnishings have aged and are no longer adequate for their intended use.
- The bond and appropriate response to IEQ issues have placed an increased burden on some areas of maintenance and housekeeping with current staffing levels.
- While most areas of college are accessible, there still remain some areas that need further development to be fully and conveniently accessible, as some ramps can take students and staff in roundabout ways to get where they are going. Additionally, a Civil Rights Audit cited a few areas on campus with disability access issues.
- While the DTC is a valuable resource for many in the community, it has been difficult to make major modifications there due primarily to the cost involved and the special and accessibility constraints of a dense urban situation.
- Facilities that Lane uses which are owned by other organizations are inspected by instructors and other personnel. There is not a systematic report process concerning these facilities.

- There is not a protocol for ranking complaints and concerns for investigation and remediation.
- The Safety Committee and Director for Health and Safety are developing procedures to improve the college's responses to health and safety issues.

**Improvement Plans:**

- The bond drain on Capital Repair and Improvement funds has come to a close, and routine funding for ongoing projects can return to appropriate levels. In FY 2004-05, the Facilities Management Team will initiate some larger projects.
- Major unmet needs are being included in the Long Range Facilities Plan and will be addressed through the process that has been established to implement the new Facilities Plan.
- The college will continue to assess space assignment and improve efficient use of space while keeping students' scheduling needs in mind. Lane is implementing Schedule/Resource 25 software that will allow the college to better manage facilities in relation to scheduling classes and events. This tool will also provide better access to events information via the Lane homepage for staff, students, and the community at large. Individuals can now request space use through the Events webpage.
- The college is currently developing a furnishings replacement plan. Phase I involves the ongoing replacement of tablet armchairs in classrooms. Facilities has developed standards, and will implement a request procedure to evaluate and fill furnishing needs on a prioritized basis.
- The college will continue to review appropriate staffing levels in its housekeeping function.
- With increasing environmental awareness of health and safety, the college will continue to strengthen its procedures and protocols for health and safety on campus, and communicate them to college staff. Such communication will include training in the use of protocols and procedures. One important protocol that should be developed for remediation involves the need for a procedure for ranking complaints and concerns for investigation and remediation.

- Lane has committed more resources to proactively respond to environmental and air quality issues from staff. The college has allocated well over \$1 million for remediation, with over \$500,000 to solve mold problems in Buildings Four and One in the past five years alone; it has created the Environmental Quality Incident Report (EQIR) database; hired an environmental specialist, and is currently reviewing OSHA compliance.
- The relevant results of the Civil Rights Audit are being delivered to the FMT for inclusion, prioritization, and implementation. Lane plans regular review of facilities for accessibility and regular updating of the ADA Plan and increased connection and communication between the Safety Committee, the Facilities Management Team, and Human Resources.
- A new process has been developed with recurring funding for maintenance, such that prioritized activities are scheduled and completed. The college will ensure adequate maintenance and housekeeping staff for any new facility or additions as part of its planning process.
- Lane has placed the DTC, along with a Health and Wellness Building and a Library and Information Commons as its top three priorities for state capital construction funding.
- The college will continue to monitor the effectiveness and utilization of the CLCs and make changes when needed.
- The college plans to develop a database of facilities used by Lane that are owned and operated by other organizations. Included in the database will be the location, scheduling, contact person, emergency contact person, and results of the facility evaluation. The college will also develop procedures to evaluate areas used by programs.

## **Equipment and Materials**

### **Suitable and Accessible Equipment**

Suitable equipment, including computing and laboratory equipment, is provided and is readily accessible at all sites to meet educational and administrative requirements (8.B.1). College equipment is maintained in proper operating condition, is inventoried and controlled, and

replaced or upgraded according to a plan within fiscal constraints (8.B.2).

As part of the Bond Project, the board identified \$5 million to be used for instructional equipment. The college asked all of the instructional areas to make requests to this fund. Each program submitted requests and provided representatives to speak for all of the instructional programs. The college conducted two rounds of prioritizing and allocation until funds set aside were depleted. The Bond Equipment Fund helped many departments upgrade or purchase new equipment.

### **Computer Equipment**

Since 1996-97, the college has allocated \$750,000 to put a computer on every faculty member's desk; every staff person and faculty member has use of a computer, and there is a four-year replacement schedule in place for updating (5.T.A.1). The Capital Outlay process was the major means by which instructional departments acquired needed equipment, other than from student course fees dedicated for that purpose. Income Credit Program Materials and Supplies carryover practices allow departments the flexibility to save and replace equipment over a period longer than one year. In order to acquire and upgrade equipment, Professional Technical programs have used Carl Perkins Grants.

Unit planning provides a process to request resources for departmental instructional and administrative equipment needs beyond the departmental and divisional budgets. These requests are prioritized and resources allocated according to the budget (1.A.5, see Standard 1).

### **Technology Fee**

Stable and adequate funding for technology has been an essential aspect of the college's facilities planning, since computers are a key component of the learning environment and obsolescence occurs faster than with other kinds of equipment. In addition to the staff use of computers, the increasing use of technology in direct instruction led to institution of a Student Technology fund from a \$3 per credit hour fee in 2002-03. This fund, which totals close to \$1 million annually, directly addresses the instructional technology needs of students (5.T.A.1).

Lane combined Instructional Technology and Computer Services to provide integrated technology services and support for the entire college. Technicians are on staff to help repair and maintain equipment and a Help Desk process has been initiated to respond to requests from college users. Technicians are trained to undertake warranty work where possible (5.T.D.4).

The Computer Support Standards Committee has set a minimum level of computers, both PC and Mac, that can be reasonably maintained. The committee also created a process to identify staff and administrative computers on campus that need upgrading. The college allocated \$100,000 in 2003-04 for computer replacement, plus an increase to \$250,000 in 2004-05. The goal of this process is to keep staff and administrative computers at an effective level. Computer Services, in conjunction with Instructional Computing, developed a replacement plan for computer servers used to provide instructional and administrative services.

### **Hazardous Materials Handling**

Lane has procedures and personnel in place to safely handle hazardous materials and plan for their proper disposal (8.B.3) The college complies with federal, state and county hazardous materials requirements and has recently received a DEQ Compliance Inspection which did not include any major penalties or violations.

The procedure for dealing with hazardous materials incidents is outlined on COPPS. The college has a Hazardous Communication Procedure that outlines the goals and procedures to protect staff and students from undue exposure to harmful substances. This procedure includes information about labeling, Material Safety Data Sheets (MSDS), training, and informing contractors. The college's Chemical Hygiene Plan addresses the laboratory use of hazardous chemicals.

Personnel trained in chemistry also act as resources. Currently, the college's Chemical Hygiene Officer (CHO) is the Science Division chair; this person has the responsibility for the overall health and safety program for laboratories.

Lane employs the only community college environmental specialist in Oregon. This person ensures compliance and maintenance of hazardous materials. The environmental specialist has a degree in chemistry and receives yearly emergency response training. She produces the yearly DEQ and Fire Marshall reports; job responsibilities also include monitoring implementation of Lane's chemical use and reduction plan.

### **Strengths:**

- Areas affected by the bond have significantly improved instructional equipment, including state-of-the art technology in some areas.
- Significant investment in equipment and technology have had positive impact. Every work station has a computer, and the four-year replacement cycle supports upgrades as needed.
- Housekeeping staff receives annual training for the safe use of chemicals.
- The college's Environmental Specialist provides continuity in response to issues of health and hazardous materials handling safety.

### **Challenges:**

- State capital construction funds have not been provided since 1987, in spite of the state's mandate. Many requests have been unmet in recent years.
- The Capital Outlay process has been unable to respond to requests due to revenue shortfalls.
- Currently there is a backlog of equipment needs.
- Expanding use of technology in instruction places an increasing demand on resources for acquisition and equipment.
- Purchase Orders for chemicals are reported but purchases of chemicals by departments on Visa cards are not.
- Currently, the CHO is the Science Division chair. While the previous chair was a chemistry specialist, the current chair is a biologist.

### **Improvement Plans:**

- The college continues to make requests for state capital construction funds, expecting the monies will return in better economic times.
- The college will use the Workstation Replacement Plan to address backlog computer equipment requests.

- The Instructional Technology Plan will be reviewed and implemented by the new governance system to plan for and address the effects of technology demands on college resources.
- The college will improve chemical purchase reporting such that all purchases of hazardous materials are reported to the environmental specialist.
- The college plans to include regular review of departmental hazardous materials requirements compliance as part of the environmental specialist's job responsibility.

## Physical Resource Planning

### Alignment with College Mission

The long-range Facilities Plan for campus physical development is consistent with the mission and the long-range educational plan for the college; it is updated periodically (8.C.1). As with many areas of the college, facilities requires a coordinated system of long-range planning. A facilities master plan was developed in 1995-96. From 1996 to the present, the college has worked to implement that plan, much of which related to bond construction. From 2002-04, the college has been developing a new facilities plan, which will be reviewed by the board in September 2004.

Lane is currently in the process of changing its governance structure so that there will be a Learning Council, whose charge it will be to develop a long-range learning plan; and a Facilities Council, which will oversee the review and updating of the Facilities Plan that is in tune with the college's long-range learning plan.

### Necessary Funding

Lane's facilities development and major renovation planning include plans for the acquisition and allocation of the required capital and operating funds (8.C.2). As noted above (8.A.1), prior to recent construction projects, the college presented a bond levy to residents of Lane County and obtained their approval.

Recurring funds are allocated to Capital Repair & Improvement, and the college makes regular requests to the state Department of Community College and Workforce Development capital

funding process. A Lane Foundation Capital Improvement Campaign is currently planned to develop funds for campus projects. One in particular supports a new garden in the West End Entry to the campus. Significant funds were allocated to Major Maintenance in the FY04 budget, and allocation will continue as feasible. A study to determine the feasibility of a capital campaign was completed in Fall 2002. As a result, the Foundation Board is building an infrastructure which will support a future campaign.

### Planning, Accessibility and Security

The college includes ADA requirements in the planning of and construction of all new buildings, structures, and access ways. It also provides for appropriate security arrangements (8.C.3). The college incorporates planning for locking systems, motion detector lights, fire alarms, safety nightlights, interior and exterior automatically controlled lightning, and security lighting in all new constructions. Recently, Lane initiated a method of monitoring LCD projectors to increase security and increase theft prevention. Because of problems with lost keys and the security risk that those keys pose, the college is investigating the implementation of a card access system for buildings. Public Safety officers are available on campus 24 hours per day and seven days a week.

### Planning and Constituency Involvement

The board and other affected constituent groups are involved, as appropriate, in facilities planning. For the most recent long-range planning process, the FMP Department asked all areas of the campus, including the CLCs, to provide input through a Facility Needs Survey on their current and projected five- and ten-year needs. Results of the Facility Needs Survey are incorporated into the Long-Range Plan.

As part of the Unit Planning process begun in the 2003-04 year, each unit at the college creates a list of initiatives, part of which includes requests for resources. All areas participate in this process. The total list of requests will be prioritized and allocated as resources are available.

The college presents all requests to the FMT, which (if it is determined feasible) assigns a priority to each request. The FMT can allocate

Small Projects funding for projects under \$5,000. FMT also maintains a Capital Improvement and Repair Priority List and prioritizes requests on the list to fund projects as the budget allows. All projects over \$75,000 require board approval.

The college ensured that the Bond Construction Projects were based on a Summary of Needs that included input from the college and the community. The Board of Education approved all Bond Projects before any construction took place, and later reviewed monthly reports of the Bond Project Manager. The college saw that all Bond Projects were developed with input from Project User Groups (PUGs), comprised of faculty, managers, and classified staff who were users of the local improvement site.

**Strengths:**

- The ongoing planning for facilities relies on representation from the college community. The Facilities Management Team has representatives from student, classified, faculty, management, and facilities management groups. They make recommendations to the vice president for operations and the president, who report to the board.
- The Long-Range Facilities Plan is tightly aligned with the college mission, vision, core values and strategic directions.
- Facilities Planning throughout the bond process involved stakeholders. The new Facilities Council will provide college-wide representation on facilities policy and planning.

**Challenges:**

- Acquiring student input on facilities planning is difficult on major multi-year projects. Students typically do not remain at Lane for the duration of many facilities planning and construction cycles.
- Finding sufficient financial resources to implement measures to make the college buildings and their contents more secure proves difficult in times of statewide budget constraints.

- Effective long-range planning in a rapidly changing funding resource environment is difficult, as is building facilities that effectively meet changing educational demands.
- The college does not currently have an established capital reserve fund.

**Improvement Plans:**

- The new governance process includes student representatives on each functional council. The college will develop creative methods to foster student participation in college planning and governance.
- The college will continue to monitor the level of public safety officers to maintain adequacy for changing needs of the campus. The college will also review all physical resource planning for special access and security issues, and implement new security plans.
- The Facilities Council will undertake regular review of the Facilities Plan in line with the Strategic Plan; there will also be a regular review and updating of the Facilities Plan in concert with state biennium budgeting process.
- Lane plans to build a capital reserve for major maintenance for capital improvements.



## STANDARD NINE

### *Institutional Integrity*



#### **Introduction**

Lane Community College strives to adhere to high ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty, and staff; and in its relationships with regulatory and accrediting agencies. By law, board and college policies conform to all Oregon Revised Statutes, which provide the foundation for the institution's integrity (9.A). Lane endeavors to adhere to the provisions of Institutional Integrity outlined in Policy 9.1.

Lane has evolved in the last 16 years into a value-driven institution that puts learning at the center of its work. In 1988, the Board of Education adopted nine Unifying Principles, including respect for the individual, inclusiveness, and providing quality learning experiences. In the 1990s, many college initiatives, including the college's Restructuring Project, relied on these principles to guide decisions. The 1995 Strategic Planning Team decided to adopt six core values. These core values guide all planning, decision-making, and day-to-day activities at the college:

- Learning
- Diversity
- Innovation
- Collaboration
- Integrity
- Accessibility.

The core values of the Strategic Plan which both reflected and built upon the Unifying Principles, are perhaps the elements most familiar to all staff and students at the college. The mission, vision, and goals of the college are directly aligned with them, and they provide common points of reference for individual work in the context of collectively held ideals of practice and conduct. Throughout this self-study, in addition to the mission and goals required by the Commission's standards, alignment of college work with the core values is also assessed.

Lane has been successful in using its core values to drive some of its best work, of which many at the college are proud. The values also offer a mirror by which the college may reflect on any shortcomings.

## Subscription to High Ethical Standards

Through its Oregon statutes, policies and procedures, the college guides its governing board members, administrators, faculty, and staff to maintain high ethical standards in the management and operations and in all of its dealings with students, the public, organizations, and external agencies (9.A.1). This issue is addressed in a number of policies and procedures on record and in practice. Oregon law and board policies set the framework for the college's operational policies and procedures for the learning environment, non-discrimination, faculty and staff treatment, student rights and responsibility, and privacy rights.

The Oregon Revised Statutes (ORS) provide the guiding document and directive under which the college operates as a public agency in Oregon. All board policies and the College Online Policy and Procedure (COPPS) manual adhere to ORS. In addition, board and COPPS policies are guided explicitly by the *Oregon Government Standards and Practices Laws: a Guide for Public Officials*. This is a manual on government ethics produced by the Oregon Government Standards and Practices Commission, a seven-member appointed body confirmed by the Oregon Senate.

In accordance with the ORS, the board must act ethically and professionally, and with due respect to confidentiality when appropriate. Board members affirm that they abide by the code of conduct of the college. To ensure adherence to its own policies, board member performance is evaluated annually; administrators, faculty, and staff have an opportunity for input relevant to how effectively board members are meeting these standards.

Lane's board policies for Treatment of Learners and Treatment of Staff provide overarching guidelines for behavior by the board, administrators, faculty and staff in their daily interactions with students and each other (Board Policies A.020 and A.030 respectively). The Treatment of Learners policy requires the college, among other matters, to be welcoming to and accepting of learners; to provide clear

expectations of learners' rights and responsibilities; and to provide for learners' safety, privacy and security. The Treatment of Staff policy ensures, among other matters, that personnel rules are clear; that processes are in place for redress of grievances; that staff are free to express ethical dissent; that they operate in a collaborative and participative environment; and that results are a measure of staff success.

The effectiveness of policies regarding treatment of learners and students is included in the Board Monitoring Reports. Student complaints are tracked and provide data about students' own perception of their treatment; the formal student complaint process offers the college an opportunity to fully investigate and record such complaints and develop improvement plans when necessary.

Board Policy B.040 lays responsibility for the quality and integrity of the institution upon the board. An essential aspect of institutional integrity lies in sustaining alignment between the college's mission and vision—i.e., the college's public declarations of its own institutional intentions—and its practices. In 2003-04, the board reviewed and approved the vision, mission, core values and Strategic Plan of the college to ensure that they guide the operation of the college; this occurs regularly. The board also evaluates the extent to which the college fulfills its mission, and is responsible for stewardship of resources. Monitoring Reports inform the board of important progress and challenges in this area.

In addition to the college board's ethical responsibilities to the institution, the president has executive responsibility and oversight in this regard; the president must assure that every activity, decision, or organizational circumstance is lawful, prudent, and in accordance with commonly accepted business and professional ethics (Board Policy A.010). The president is also responsible for assuring that procedures and decisions are safe, dignified, unintrusive and confidential (Board Policy A.020). To ensure inclusion of as many points of view as possible, the president is obliged to inform and support the board by providing wide-ranging information about issues at hand.



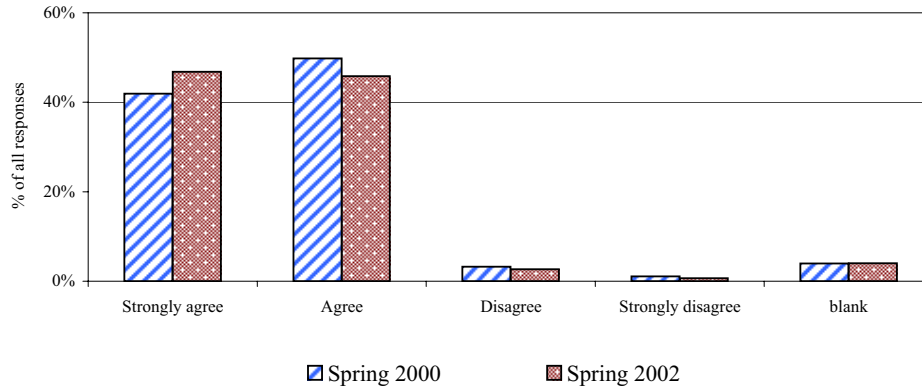


Figure 9-1: Lane’s environment is welcoming and accepting to all students (Source: ACT Student Opinion Survey—Additional Questions, Spring 2002).

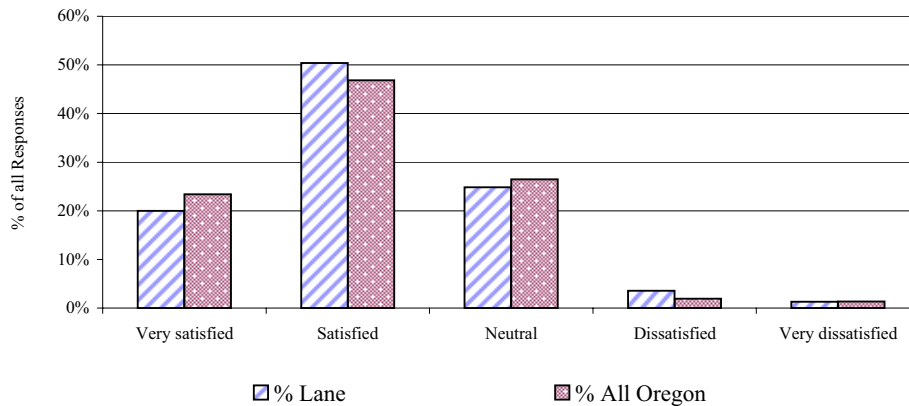


Figure 9-2: Satisfaction with ethnic/racial harmony at Lane (Source: ACT Student Opinion Survey, Spring 2002).

### The Learning Environment

Lane is committed to providing an atmosphere conducive to learning and free from discrimination, harassment, and retaliation. The college is committed to equal opportunity in education and employment. Its core value of diversity requires all staff to:

- welcome, value and promote diversity among staff, students and our community;
- cultivate a respectful, inclusive and accessible working and learning environment (Figure 9-1);
- work effectively in various cultural contexts to serve the educational and linguistic needs of a diverse community (Figure 9-2);
- develop capacity to understand issues of difference, power and privilege.

The stated mission of Lane’s Human Resources office of Affirmative Action, Diversity, and Equal Opportunity “is to ensure equal opportunity and promote diversity among the staff and students, and within the college community as consistent with applicable federal, state, and local laws and regulations, and to provide a working and learning environment that is free from discrimination, harassment and retaliation.”

Maintaining the health and well-being of all students and employees is an essential aspect of safety; Lane makes efforts to improve the health and well-being of every employee through its Employee Wellness Program. The college has experienced challenges with respect to the effects of its buildings’ indoor environmental quality on the health and safety of staff and students. (See Standard 8 for an extended discussion of the college’s response to these challenges.)

Lane's core values of diversity and adherence to non-discrimination also provide the basis for its accommodations for people with disabilities. The college adheres to the Americans with Disabilities Act (3.B.1, 3.D.2, see Standard 3; 8.A.5, see Standard 8), and has developed policies and complaint procedures to address issues when they arise.

### **Non-Discrimination**

Board policy promotes a safe and non-discriminatory learning environment for students, faculty and staff. The policy affirms Lane's commitment to equal opportunity in education and employment.

In June 2004, the board significantly revised Policy D.070, which protects students from discrimination. The policy states, in part:

Under no circumstances shall an applicant who is otherwise qualified be denied admission or given a preference for admission to the college based on an individual's race, color, national origin, sex, age, marital status, familial relationship, sexual orientation, pregnancy, disability, religion, expunged juvenile record, or veterans' status.

Faculty, too, are protected from discrimination by college policy and by the faculty contract. In Article 7 of the collectively bargained agreement between the LCCEA and the college, faculty agree to adhere to the principles of free choice and refrain from discrimination against any employee because of age, race, religion, sex, physical limitations, marital status, sexual orientation, or national origin.

Classified staff are protected from discrimination by policy and by Article 5 of the LCCEF contract, which prohibits discrimination based on race, sex, age, creed, national origin, disability, sexual orientation, or political affiliation.

Harassment is prohibited by board policy and college policy; policies are in place to address racial/ethnic and sexual harassment. Informal and formal complaint processes are in place to respond to incidents as they arise.

Board policy guides the ethical behavior of management employees as well. According to Article 3.1 of the Management Employees Working Conditions document, "It is the

responsibility of management employees to perform their duties as outlined in a college-approved job description, to work in support of the goals and objectives of the college, to administer and follow the policies and procedures adopted by the administration and/or the Board of Education."

### **Faculty Treatment**

In May 1998, the college president, Lane Community College Education Association (LCCEA) president, Lane Community College Employee Federation (LCCEF) president, and Management Steering Committee chair agreed to and signed a set of labor relations principles, which include the principle that "[m]anagement acknowledges and respects the role of unions in representing the interests of employees . . . [and] will interact with each other and build relationships based upon trust, honesty, openness and mutual respect."

The Work Roles and Relationships Council developed a series of documents that articulated in clear terms a set of principles to guide behavior among and between employee groups across campus. This document reflected a movement to a more self-directed and collaborative working culture. Since then, the college has tried to develop a more collaborative and team-based approach to work among faculty, classified staff, and administrators and managers. The council itself was suspended, but this work provided one basis for improvement of working relationships.

### **Classified Staff Treatment**

Lane has raised its expectations for treatment and inclusion of classified staff as team members essential to the learning environment. Classified staff are formally involved in governance work of the college, and the college has made resource commitments to ensure their participation. To reflect this fact, the college has added a standard element—Standard 6.F: Classified Staff Role in Governance (6.F, see Standard 6).

Article 12.7.2 of the LCCEF contract addresses respectful behavior between management and staff. By policy, the president ensures fair treatment of employees, overseeing the development of personnel policies that clarify personnel rules for staff, provide for effective

handling and redress of grievances, and protect against wrongful conditions.

### **Student Rights and Responsibilities**

In addition to the Treatment of Learners policy, COPPS policies define the role of the college in students' lives. The college maintains a neutral viewpoint on student clubs that it allows to use college facilities, allowing freedom of association and expression for these extracurricular activities. According to COPPS, the purpose of Lane Community College is to transmit knowledge, pursue truth, support student development and contribute to the community which the college serves. Minimum standards for academic freedom and conduct are outlined in the Student Code of Conduct. Students and staff are required to exercise their academic freedom responsibly.

The catalog is recognized as an implied contract between students and faculty, and this document, along with syllabi, guide behavior and expectations with respect to plagiarism and grades. There have been very few examples of plagiarism rising to the institutional level, a testament to the functioning of procedures at the classroom level between faculty and students; appropriate procedures are in place for plagiarism problems when they do arise.

The administration does not change grades awarded by faculty; the Academic Council is the only body which is authorized to do so.

Official policies for addressing student complaints provide uniform guidance for all complaint procedures. At hearings, it is expected that all parties suspend judgement fully, investigate the issue at hand, provide due process, and support the complainant.

### **Privacy**

Since access to student and employee information is a regular and necessary part of many Lane employees' work, maintaining the letter and spirit of privacy laws and policies is essential to the college's integrity. By board policy, COPPS policy, and Family Educational Rights and Privacy Act (FERPA) guidelines, Lane employees and students have the same rights of privacy as any other citizen. Lane maintains a FERPA webpage to clarify important issues about the act

for employees.

The faculty contract calls on the college to respect the privacy of faculty members, including respect for the privacy of faculty mailboxes, offices, email, phones, computers, and personal material.

For students, faculty and staff, the use of Banner has provided improved privacy and security. Instead of Social Security numbers, the college uses "L" numbers—identifying numbers randomly assigned—which deter the misuse of personal information routinely used in the process of conducting college business.

### **Review of Policies**

Lane regularly evaluates and revises, as necessary, its policies, procedures and publications to ensure continuing integrity throughout the institution (9.A.2). Policies and procedures are evaluated and revised as a part of the college's normal operations and as part of the board's continual development. The president directly addresses board policy by submitting monitoring data which offer the occasion for policy review; the president is also required to advise the board if it is not in compliance with its own policies; the board also monitors its own performance (Board Policy B.110). In July 2004, the board completed its comprehensive review of board policies, making changes as needed. Board Policy B.130 requires that the board follow an agenda that reviews all policies and continually improves board performance. A three-year cycle of policy review is in place. Board policy also provides a recursive mechanism to consider new issues in relation to policies that have already been established (A.090).

A procedure is in place for reviewing and revising COPPS policies and procedures annually to ensure that the information is current and that all links and references are correct. This procedure is overseen by the senior administrator in charge of the policy domain each year (e.g., the vice president for instruction and student services for instructional policies).

Formal standing committees and councils review and evaluate their policies periodically. Faculty Council has evaluated their policies and procedures for the last two years. All publications

are reviewed by appropriate staff across campus; the schedule and course descriptions are reviewed by faculty each year.

The Hiring Process Team has undertaken a comprehensive review of hiring training, processes and policies. In May 2003, they made many recommendations to improve alignment of the college's hiring practices with its vision, mission and core values, with particular attention paid to diversity. Many of those recommendations have been implemented.

### **Accurate Representation**

The college represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements (9.A.3). According to the department of Marketing and Public Relations, Lane has a comprehensive graphic identity in order to create a high-quality and consistent image of the college. To ensure that publications are professionally designed, present clear and accurate information, contain correct grammar, punctuation and spelling, present a consistent image of the college, and follow college and federal guidelines, all display advertising and marketing publications intended for off-campus use must be approved by the college's marketing coordinator.

The college works to ensure that all communication from the college presents Lane positively and accurately. The Marketing and Public Relations Department, which has won numerous awards, including a first place for Lane's class schedule in 2003, prepares guidelines and style guides to ensure uniform representation. (See also Policy 3.1.)

As part of its "Creating Our Respectful Environment" (CORE) initiative, the college posted signs in English and in Spanish, reminding all students, staff, and visitors that everyone at Lane is entitled to respect and freedom from harassment. The college is making efforts to post more signs around campus in both English and Spanish.

### **Conflict of Interest**

Lane's policies define and prohibit conflict of interest on the part of the governing board members, administrators, faculty and staff (9.A.4).

The definition and prohibition of conflict of interest at Lane conforms to the Oregon Government Standards and Practices Commission manual on government ethics and to the ORS definition, whereby any action, decision or recommendation by a person acting in an official capacity which would have the effect of private pecuniary benefit or detriment of the person or person's relative or any business with which the person or a relative of the person is associated, is prohibited. (The policy makes some provision for exceptions.)

Board Policy B.160 directs board members to represent unconflicted loyalty to the interests of the citizens of the district. Policy D080, which has recently been reviewed and revised by the board, mandates that employees avoid conflict of interest. COPPS policy prohibits management employees from hiring or supervising a member of their family. In 2003, the board and ET held training sessions on conflict of interest and ethics.

Recently, the college made it clear that even personal use of college-owned cell phones could constitute inappropriate pecuniary benefit, and such uses were deemed impermissible. Because of concerns about academic freedom and free speech, employees are allowed use of Internet and email for personal use which is covered by college policy.

A new policy guiding Ethical Conduct of All Employees has had a first reading by the board in July and will be approved in September.

Although the college has hiring policies and procedures in place for contracted staff which aim both to ensure that the most qualified person for the job is hired and also to be in alignment with the college's Affirmative Action/Equal Opportunity guidelines, practice has sometimes contradicted these policies and procedures for non-contracted staff. Hiring for non-contracted and non-recurring staff is much more informal; often no search occurs. Managers have been at their discretion to hire anyone they wish for short-term hiring. This policy has had the potential to raise issues of conflict of interest. The Hiring Practices Improvement Team has developed new policy, effective Fall 2004, to address this issue. The practice of developing pools of candidates

available for non-contracted work is being encouraged.

### **Free Pursuit and Dissemination of Knowledge**

Lane's policies and practices demonstrate its commitment to free pursuit and dissemination of knowledge consistent with the institution's mission and goals (9.A.5). One aspect of such pursuit of knowledge is the ability to freely express one's opinions and ethical dissent. Board policy prohibits discrimination against staff members for expressing such dissent. Lane also conforms to Oregon "whistleblower" laws, protecting employees from retaliation in the case of discovering of wrongdoing by the college.

COPPS also has a policy covering Freedom of Inquiry and Expression, which acknowledges the indispensable character of such freedom for students to pursue their educational and vocational goals. The policy acknowledges that in order to provide conditions that are conducive to the transmission of knowledge, the search for truth and the development of the student, the college must commit to the principles of democratic freedom for itself and others. Those few times when individuals have challenged freedom of inquiry and expression, the college has consistently supported academic freedom.

Article 15.2 of the collectively bargained faculty contract also protects academic freedom in the classroom. It outlines the responsibility for protecting freedom in the classroom in discussion and presentation of the subject matter: "The professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view, including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the college." (4.B.7, see Standard 4.)

The college has developed a policy on curriculum equity which strongly encourages instructors to establish curriculum equity by portraying women and men from diverse cultural and ethnic backgrounds in a wide range of roles, including content by and about culturally and ethnically diverse people whenever feasible, and inviting culturally and ethnically diverse persons as guest speakers, among other things. This policy is

intended to guide faculty in their efforts to infuse diversity into curriculum in all disciplines, but it is not intended to restrict faculty's academic freedom, and makes no such provisions.

### **Analysis and Appraisal:**

The college has undergone significant changes in the last ten years with respect to issues of ethics and integrity. While the college had policies in place regarding ethical behavior of managers, faculty, and staff in 1994, there was an implicit assumption that such policies had no "teeth" and that there were no consequences for obvious ethical transgression. The culture is very different at Lane now, and consequences for such transgressions are evident. Unethical behavior is a job performance issue for all employees, and, as such, subject to progressive discipline, including dismissal.

The openness of the budget process and information about it also illustrate a positive change in institutional integrity at the college. Ten years ago, budget information was considered "privileged" by the previous Executive Team. The administration was reluctant to publicize budget or financial information when it might reflect negatively on its administration of college affairs. Currently, the Budget Development web pages maintained by College Finance publicize all financial information, including criteria for cuts, etc. While many complain that they are unable to properly analyze the complex documents, the open access to raw data represents a significant movement forward.

Diversity is a core value of the college, yet ensuring that all embrace it is a challenge. In Spring 2003, a spate of racial incidents threatened to erode the college climate significantly, a circumstance which policies alone could not address. President Spilde responded by sending a memo to the entire college community and convening an all-college gathering. Several hundred members of the college came to the gathering, filling Forum Building Room 307. The president publicly acknowledged and condemned the activities, and offered support to those in the communities of color who were wounded by the incidents. She also immediately convened a Response Team to investigate ways to address the

problem. The Team came up with a Zero Tolerance policy and a number of other recommendations to the college to improve the college climate.

The president received more than fifty emails in reaction to the incidents and the college's efforts in their wake, including some from communities affected. While there was deep concern about the incidents and the deep-rooted problem they reflected, the overwhelming majority of responses to the gathering and the Response Team's recommendations was positive.

While these changes have been felt across the college, there are still challenges in developing a common understanding of institutional integrity. During the self-study review process, in which seven members from all employee groups gathered and read the first draft of the self-study, individual stories about ethical transgressions and perceptions of a lack of integrity emerged.

These stories led the standards team and the administration to reflect on a shortcoming of the college: As stated in the introduction, the core values of the college are generally well understood by the campus community, especially those of learning, diversity, and innovation. However, while "integrity" is a core value, it may also be the value least commonly understood and most subject to misinterpretation. There are clear, well-defined policies in place and procedures to follow for redress when necessary. But developing trust among all college constituents takes longer than making improvements.

**Strengths:**

- The college places a high value on ethical treatment of learners and staff.
- Since 1994, Lane has developed significantly in its value-orientation; in its openness and inclusiveness; and in its responsiveness to problems when they arise.
- Lane provides procedures for redress of wrongs; advocates and contact people for each policy are in place.
- Freedom of inquiry and expression are strongly supported in and out of the classroom.

- Policies and procedures are clear, well-defined, publicized on the web, and grounded in Oregon law. They are regularly evaluated for integrity and changes are announced.
- When approved in September, the board policy on Ethical Conduct of All Employees will provide a unified statement on ethical conduct to the college community.
- The budget process is open. Transparency of the budget to non-specialists is improving.
- In their daily work, dedication to the college mission, and adherence to core values, policies and procedures, the college community cultivates an environment of respect, fairness, honesty and openness.
- The college works towards fulfilling its duty as a public institution to steward the resources invested by the community.
- Ethical expectations of students are clearly outlined; the college is consistent in its student disciplinary practices.

**Challenges:**

- Personnel policies are located on COPPS, but are not together in an obvious and centralized place on the website for ready and easy comparison.
- Information regarding ethical behavior and integrity is not easy to find on the current Lane website using intuitive search terms and is not commonly located in a compendium.
- Some staff have not understood that Oregon Statute and Board Policy A.030 protects "whistleblowers" from retaliation by the college.
- As the college moves more toward values of collaboration and teamwork, there have been some isolated concerns that definitions about what constitutes "supervision" are less than clear.
- While many policies and procedures are clear, published, and readily available, departmental policies, charters and handbooks present a challenge to consistency of rules and expectations across the college; the decentralized character of such documents have advantages as well as these inherent disadvantages.
- Clarifying the distinction between personal ethics and morality and institutional integrity is an area for organizational development.

- There is a process for faculty to provide feedback on policies by contract. However, the process for review by all employees could be more clear.

**Improvement Plans:**

- The college will collect board policies, COPPS policies, and other policies in a centralized compendium on its website with intuitive search terms for the most effective use by the college community. The president will announce this compendium to the college community in September.
- The college will devise a clear COPPS policy to outline protections against retaliation for whistleblowers; this will elaborate on and clarify Board Policy A.030, which implicitly protects whistleblowers but which will be clarified in laypersons' terms.
- As part of its ongoing negotiations and governance activities, the administration, managers, and faculty and classified staff representatives will review the issue of how team-based work impacts supervisory roles and expectations.
- The college will make it clear that all handbooks and departmental policies will align with college policies and agreements. It will develop a policy which guides readers of specialized handbooks to college documents for clarification.
- Lane's core values provide focal points for the ethical development of the entire college community. For the past two years, the college has used the core values of learning and diversity as themes for its all-college Spring Conferences, and has been highly successful in developing a common understanding of the importance of these values to all who work at Lane. Since integrity is also a core value, the college will consider integrity as a topic for in-service activities.
- The college will develop a plan to improve the process by which employees provide feedback regarding policy changes.





# APPENDICES

## **Standard One (Appendix A)**

[Mission and Preface](#)

[ACT Student Opinion Survey – Additional](#)

## **Standard Two (Appendix B)**

[Course Criteria AAOT](#)

[List of Assessments](#)

[Learning Outcomes](#)

[Courses for Human Relations Requirements](#)

## **Standard Seven (Appendix C)**

[Current Funds Revenues \(Table 1\)](#)

[Current Funds Expenditures \(Table 2\)](#)

## Mission

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

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

## PREFACE

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

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

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

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

The Strategic Planning Committee:

Kate Barry, Management Council

Bob Baldwin, LCCEF

Sonya Christian, Executive Team

Roger Gednalske, ASLCC

Marie Matsen, Executive Team

Anne McGrail, Faculty Council

Dave Keebler, Management Steering Committee

Ted Lay, facilitator

Cheryl Roberts, Executive Team

Jim Salt, LCCEA

Marcia Sexton, ASLCC

Mary Spilde, President

Craig Taylor, Executive Team

Annick Todd, College Council

Deborah Watkins, Classified Council.

December 22, 2003

# ***Student Opinion Survey – Lane’s Additional Questions Project Summary***

## ***Background***

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

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

## ***Survey Methodology***

### ***Survey Instrument***

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

### ***Data Collection***

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

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

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

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

*Comparison of Survey Respondents with Lane Student Population*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Lane Services: Student Health Services*

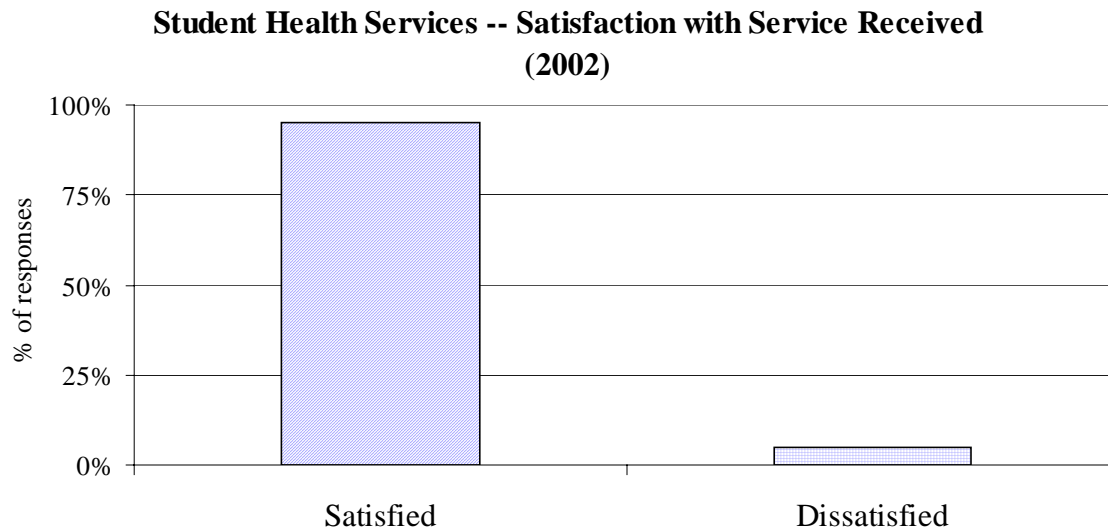
A majority of survey respondents reported they had “Never” used Lane’s Student Health Services (73% in 2002, compared to 74% in 2000), but among those who had used Student Health Services 95% reported they were satisfied with the service they received (compared to 94% in 2000).

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

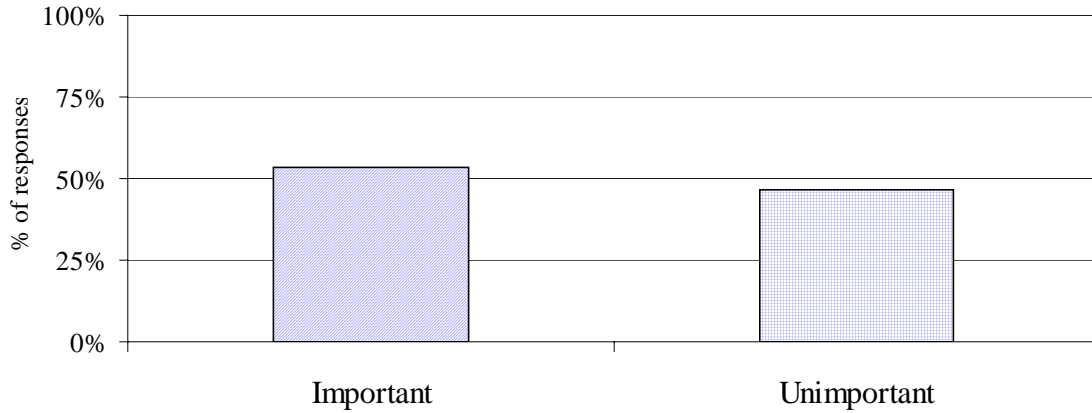
Among all survey respondents, 54% reported it was important to have Lane’s Student Health Services available during the evening or on weekends (compared to 55% in 2000).

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

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



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



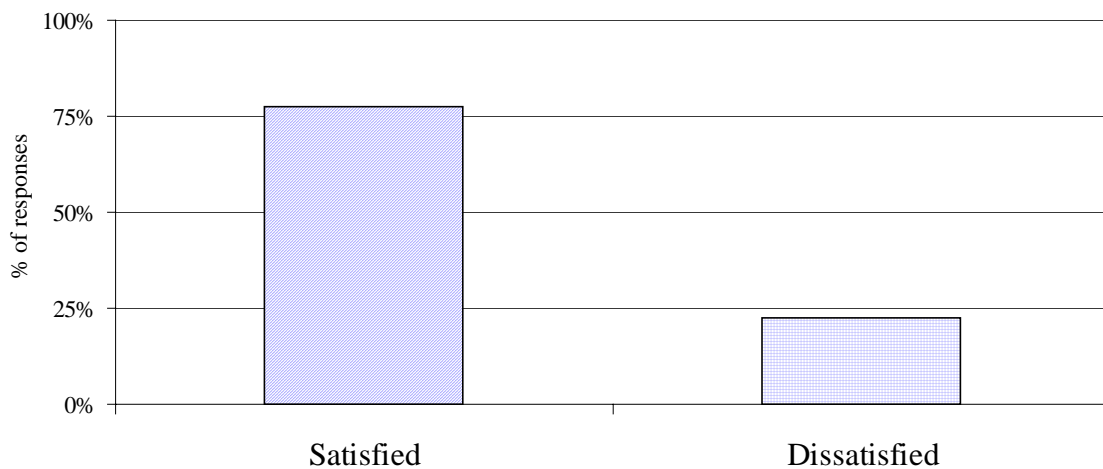
***Lane Services: Disability Services***

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

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

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

**Disability Services -- Satisfaction with Service Received (2002)**





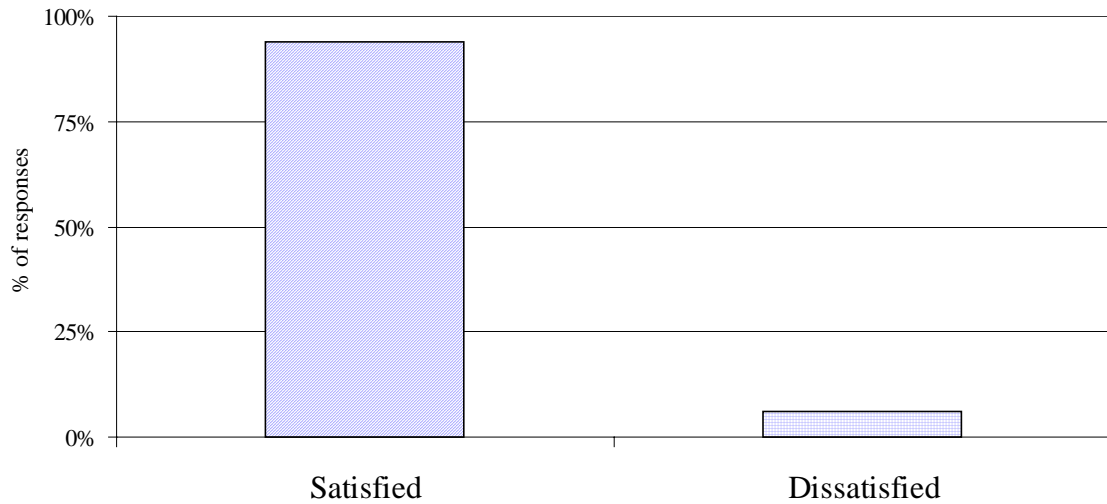
### *Lane Services: Tutoring Services*

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

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

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

**Tutoring Services -- Satisfaction with Tutoring Received (2002)**



### *Lane Services: Recovery Center*

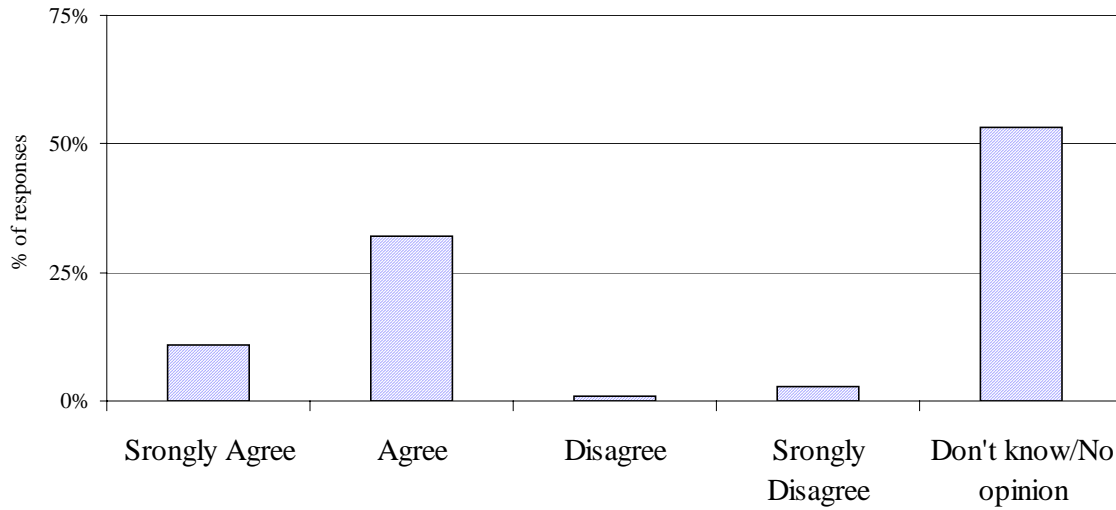
A majority of survey respondents (80% in 2002, compared to 78% in 2000) reported they did not know that Lane had a Recovery Center on campus for information and referral, support, and counseling about substance abuse and related issues that affect students and families.

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

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

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

**Recovery Center Effectively Supports Recovery? (2002)**

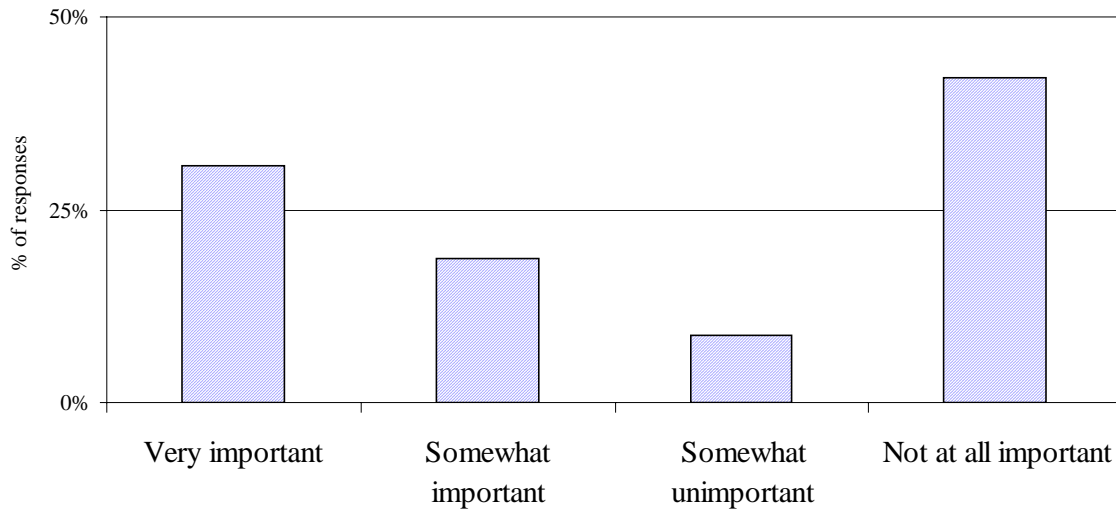


***Lane Services: Childcare on Main Campus***

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

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

**Importance of Childcare on Main Campus (2002)**



### *Lane Services: Advising and Counseling*

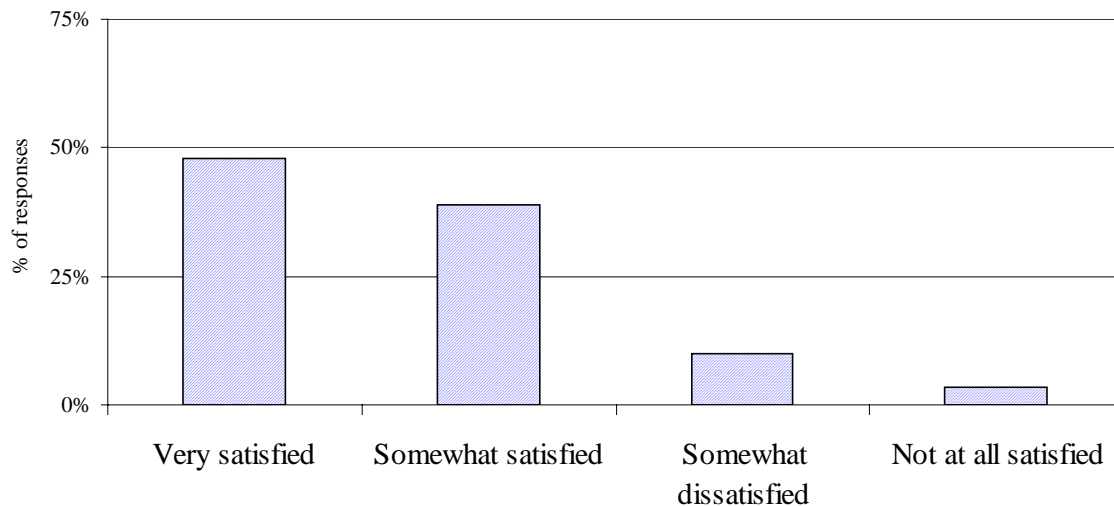
A majority of survey respondents (79% in 2002) reported they had met with a Lane advisor or counselor during the 2001-02 school year. Most respondents (63%) had “1 to 2 meetings”, 29% reported they had “3 to 5 meetings”, and 8% reported they had “6 or more meetings” during the year.

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

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

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

**Satisfaction with Advising / Counseling (2002)**



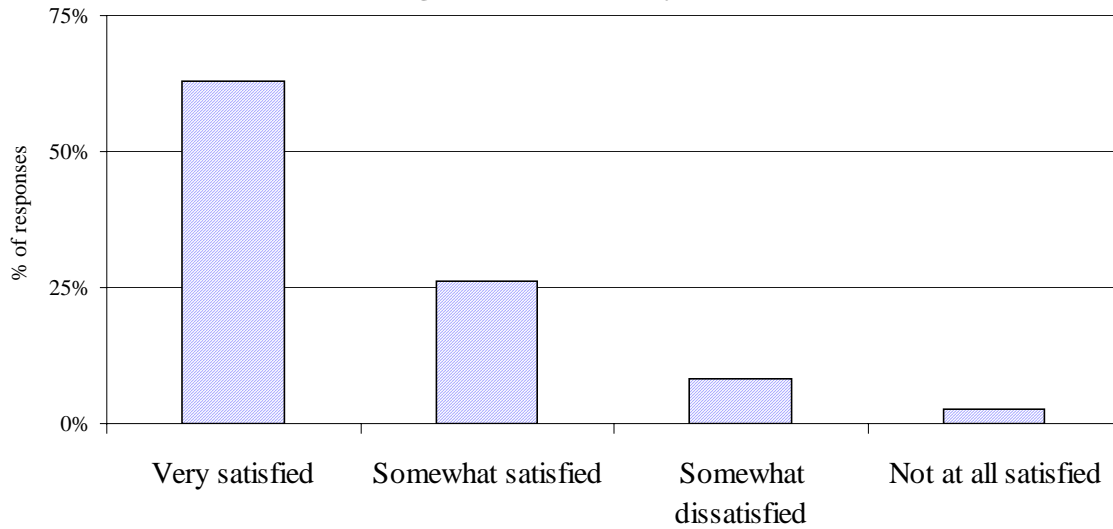
### *Lane Services: Annual Registration System*

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

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

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

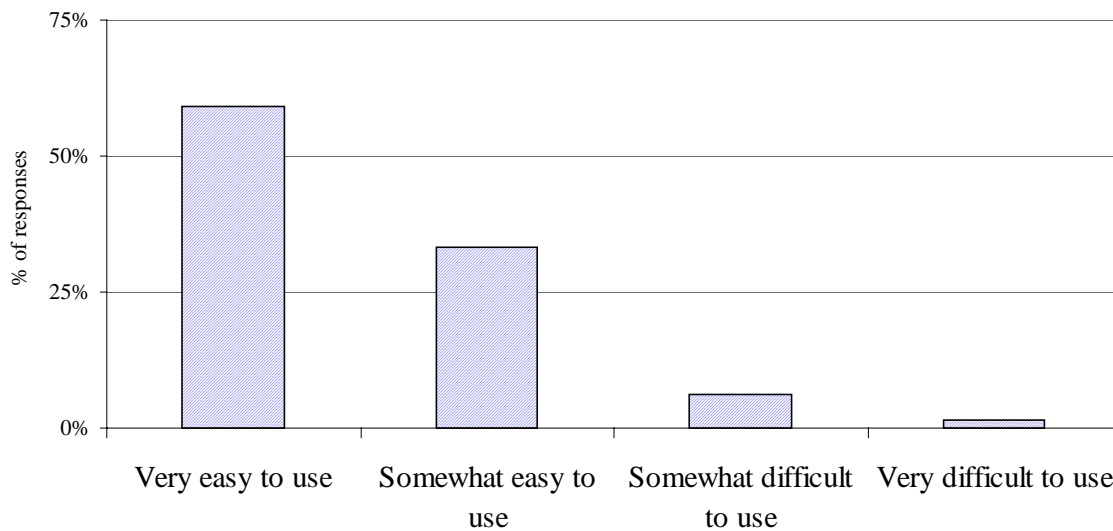
**Satisfaction with Opportunity Annual Registration Provides for Getting into Classes Early (2002)**



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

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

**Easy to Use Annual Registration System? (2002)**



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

### *Lane's Environment: College Environment is Welcoming and Accepting*

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

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

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

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

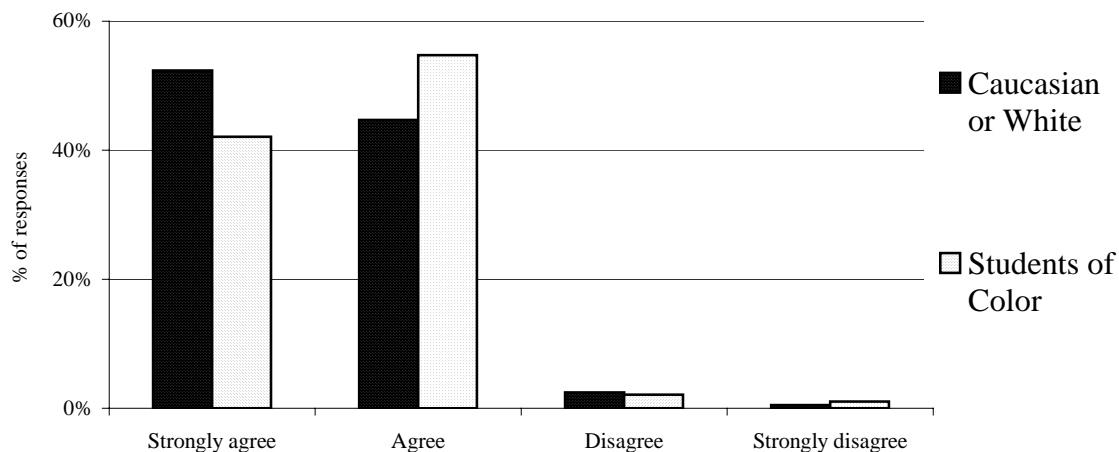
- 52% (N = 213) "Strongly agreed" with this statement (compared to 48% in 2000; N = 181)
- 45% (N = 182) "Agreed" (compared to 49% in 2000; N = 187)
- 2.5% (N = 10) "Disagreed" (compared to 2.4% in 2000; N = 9)
- 0.5% (N = 2) "Strongly disagreed" (compared to 0.5% in 2000; N = 2).

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

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

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

#### **General College Environment is Welcoming and Accepting (2002)**



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

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

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

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

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

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

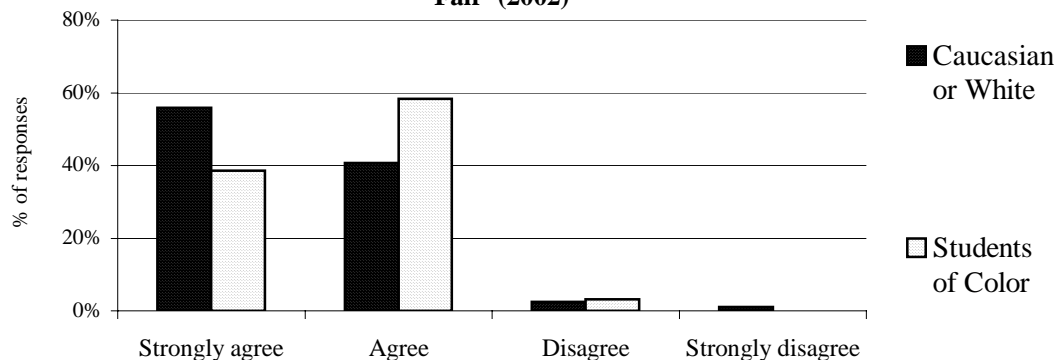
- 55.8% (N = 227) “Strongly agreed” with this statement (compared to 49.5% in 2000; N = 188)
- 40.8% (N = 166) “Agreed” (compared to 47.6% in 2000; N = 181)
- 2.5 % (N = 10) “Disagreed” (compared to 2.6% in 2000; N = 10)
- 1.0 % (N = 4) “Strongly disagreed” (compared to 0.3% in 2000; N = 1).

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

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

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

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



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

### *Technology: Access to Computers and the World Wide Web*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

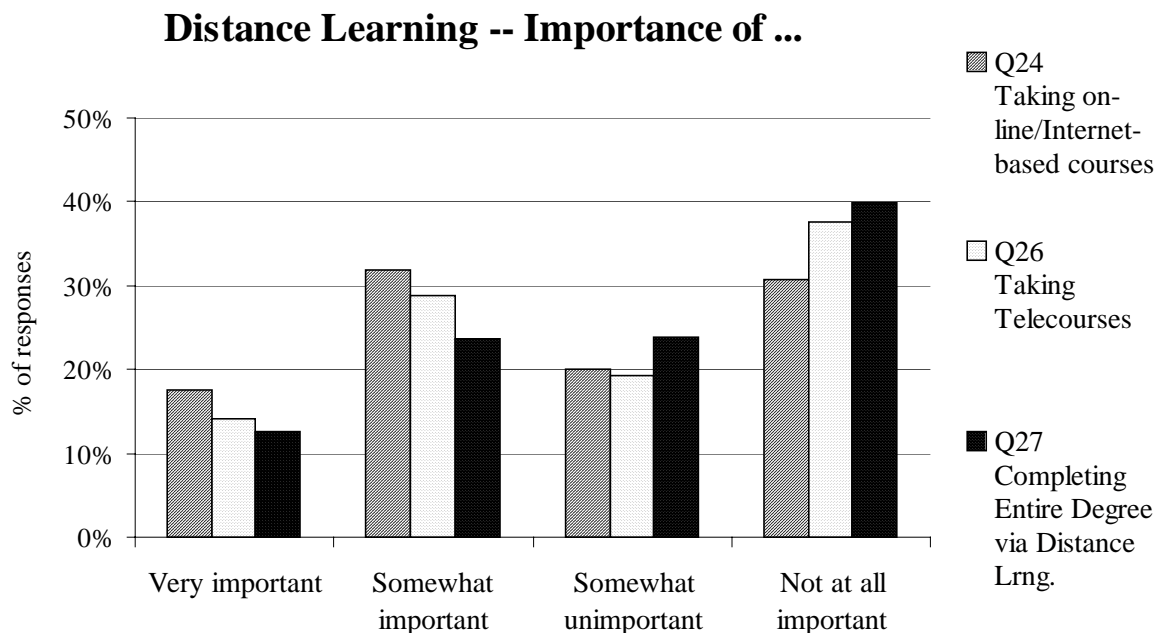
- 14% of respondents reported this was “Very important” (compared to 12% in 2000), and 29% reported it was “Somewhat important” (compared to 25% in 2000).

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

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

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

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





### *Courses: Familiarity with Interdisciplinary Linked Classes*

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

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

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

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

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

### ***Conclusion***

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

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

## Appendix B-1: Course Criteria for AAOT Requirements

### ***COURSES MEETING THE AAOT ARTS AND LETTERS REQUIREMENTS SHALL:***

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

### ***Arts and Letters qualifying courses shall also meet these criteria:***

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

### ***Courses meeting the AAOT Social Science requirement shall:***

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

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

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

## Appendix B-1: Course Criteria for AAOT Requirements

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

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

### ***Science/Math/Computer Science qualifying courses shall:***

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

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

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

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

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

## Appendix B-2 List of Assessment Projects Completed

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

## **Appendix B-2 List of Assessment Projects Completed**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

***Required Human Relations Courses for AAS and Certificates shall:***

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

***Additionally, AAS and certificate Human Relations qualifying courses shall:***

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

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

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

## Lane Community College

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

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

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

## Lane Community College

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

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

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

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