

Section B - Standard 2

2005	Statewide ASOT-Business - adopted
	Assessment Seminars: Faculty professional development
2006	Oregon's SB 342 requiring increased transferability and outcomes-based AAOT
	Assessment Seminars: Faculty professional development
2007	Retail Management Certificate
	Oregon Transfer Module
	Faculty work with statewide committees to construct outcomes-based AAOT
	Discontinued: <ul style="list-style-type: none"> • Apprenticeship: Sheet Metal AAS • Avionics AAS • E-Business AAS • Legal Assistant AAS • Practical Nursing Cert.
2008	Value-added General Education Pilot assessing "think critically and solve problems" Assessment planning
	New programs: <ul style="list-style-type: none"> • Electrician Apprenticeship AAS and Certificates • Physical Therapist Assistant AAS • Retail Management AAS • Water Conservation Technician AAS
	Faculty preparation to review all Lane courses fulfilling AAOT requirements
	Value-added General Education Pilot assessing "communicate effectively"
	New programs: <ul style="list-style-type: none"> • Construction Trades Apprenticeship AAS and Certificates • Industrial Mechanics and Maintenance Apprenticeship AAS and Certificate • Resource Conservation Management AAS Option • Sustainability Coordinator AAS
	Complete Value-added pilots and evaluate results
2009	

Figure B.2.1: Key Activities

Standard Two – Educational Program and Its Effectiveness

Programs and courses in Lane’s curriculum are developed, improved or eliminated in a dynamic continuous improvement process based on planning for effectiveness, sustainability, workforce needs and strategic initiatives. This process is informed by evidence of learning outcomes, as well as needs of the community and requirements of state regulatory agencies.

What changes, if any, have been made in the requirements for graduation and why?

1. In 2005 the Oregon legislature passed Senate Bill 342¹ mandating statewide changes in the Associate of Arts Oregon Transfer (AAOT) degree. The purpose of the legislation was to articulate general education requirements of the degree more seamlessly across state institutions of higher education, and to create an outcomes-based degree.

In the statewide faculty work to construct an outcomes-based degree, the Joint Boards Articulation Commission noted transfer “swirl” phenomena² in student data, meaning students simultaneously attend multiple institutions, transfer among community colleges, and/or reverse transfer from four year to two-year institutions. Statewide faculty committees met to draft learning outcomes for the AAOT and criteria for courses fulfilling requirements, with final outcomes to be available in fall 2009.³

Changes to Lane’s AAOT mandated by the statewide agreement are summarized in Figure B.2.2. An information literacy requirement mandated for implementation by 2012 will be “embedded” in other required courses.

¹ For complete text see <http://www.leg.state.or.us/05reg/measpdf/sb0300.dir/sb0342.en.pdf>, Accessed 08.18.09

² James C. Arnold, Ph.D., *Do We Need to Fix the Associate of Arts/Oregon Transfer Degree?*,

http://www.ous.edu/state_board/jbac/files/TransferPolicy.htm, Accessed 08.19.09

³ See http://www.ous.edu/news_and_information/forums.php, Accessed 08.19.09

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Associate of Arts Oregon Transfer		
Requirement	2004 – June 2009	New 2009 Statewide Degree
Foundational Skills	18 credits: 9 credits writing 3 credits speech 3 credits math 3 credits health	English Composition – 2 courses Oral Communication/Rhetoric – 1 course Mathematics – 1 course Health/Wellness/Fitness – 1 or more courses totaling 3 credits
Introduction to Disciplines	Arts & Letters: 10 credits from at least 2 subject areas Social Science: 15 credits from at least 2 subject areas Science/Math/Computer Science: 15 credits Ethnic/Gender/Cultural Diversity (3 credits) – embedded in other requirements	Arts & Letters: 3 courses from at least 2 subject areas Social Science: 4 courses from at least 2 subject areas Science/Math/Computer Science: 4 courses from at least 2 subject areas, including 3 lab courses in Biological/ Physical sciences Cultural Literacy: (1 course) embedded in Introduction to Disciplines courses Information Literacy: [to be implemented in 2012, embedded in Writing and possibly other courses]
Electives	32 credits	College level courses to bring total credits to 90
Total credits	90	90

Figure B.2.2: Changes in Statewide Associate of Arts Oregon Transfer Degree

2. To improve transferability, many Lane general education courses have increased from 3 to 4 credits to parallel courses at Oregon University System⁴ institutions. This shift also precipitated some adjustments in general education requirements of Lane’s other transfer degrees and applied degree requirements. For example, the Associate of Applied Science (AAS) Introduction to Disciplines requirement shifted from four courses to twelve credits. Although student choices may be slightly more limited—potentially three 4-credit courses instead of four 3-credit courses—depth of content in general education courses has increased slightly.
3. Core courses in career technical degrees and certificates have also been slightly affected by a shift from 3 to 4 credits in general education and related instruction courses. There have necessarily been some credit adjustments to core career technical courses, to stay within credit maxima set by state administrative rules. However, the faculty has assessed and monitored effects on achievement of student outcomes and made adjustments to core curriculum where necessary.

⁴For a complete listing of member institutions, see <http://www.ous.edu/about/campcent/> Accessed 08.19.09

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In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added?

Transfer curriculum initiatives at Lane have been a result of planning processes to address identified student and community needs, as well as statewide initiatives to improve course transferability. In the career technical curriculum, identified workforce needs have led to new degrees. For example, the [Physical Therapist Assistant AAS](#) degree added in 2008 was created in response to identified needs for trained healthcare workers. The college planning process includes resources both for program development and physical facilities, such as the new Health and Wellness building ⁵ for expanded programs in health professions.

Degrees/Certificates Added since 2004

1. [Oregon Transfer Module](#) – A one-year, statewide, transcribed module of coursework that transfers intact to any state institution and fulfill 45 credits of lower division general education requirements, added in 2006.
2. [Associate of Science Oregon Transfer-Business](#) – A transfer business degree accepted statewide beginning in 2004, fulfilling lower-division general education requirements for business baccalaureate programs at Oregon University System institutions.
3. *Career Technical Degrees and Certificates* ⁶
 - [Computer Simulation and Game Development AAS](#)
 - [Construction Trades Apprenticeship AAS, Certificates](#)
 - [Electrician Apprenticeship AAS, Certificates](#)
 - [Industrial Mechanics & Maintenance Apprenticeship AAS, Certificate](#)
 - [Physical Therapist Assistant AAS](#)
 - [Resource Conservation Management AAS Option](#)
 - [Retail Management AAS, Certificate](#)
 - [Sustainability Coordinator AAS](#)
 - [Water Conservation Technician AAS](#)

What majors, minors, or degrees/certificates have been discontinued?

1. Apprenticeship – Sheet Metal AAS—replaced by Construction Trades Apprenticeship
2. Avionics Technician AAS, 2-yr, 1-yr—insufficient enrollment
3. Computer User Support AAS—insufficient enrollment
4. E-Business AAS—insufficient enrollment
5. Legal Assistant AAS—loss of qualified faculty; program replaced by partnership agreement with Umpqua Community College for [Legal Assistant and Paralegal Studies](#)
6. Practical Nursing, 1-yr—certificate did not ladder into new statewide Associate of Applied Science Degree in Nursing, and resources not available to support this second track.

⁵ See home page at <http://www.lanec.edu/healthwellness/>, Accessed 08.18.09

⁶ For a complete listing see <http://www.lanec.edu/collegecatalog/careertech.html>, Accessed 08.18.09

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Associate of General Studies		
Requirement	2004 degree	2009 degree
Foundational Skills	9 credits Writing 1 course, 4 credits Mathematics 3 credits Health 3 credits PE activity	8 credits Writing 1 course, 4 credits Mathematics 3 credits Health 3 credits PE activity
Introduction to Disciplines	12 credits Arts/Letters 12 credits Social Science 14 credits Science	12 credits Arts/Letters 12 credits Social Science 14 credits Science
Electives	39 credits	39 credits
Total credits	93 credits	92 credits
Associate of Science		
Requirement	2004 degree	2009 degree
Foundational Skills	9 credits Writing 1 course, 4 credits Mathematics 3 credits Health 3 credits PE activity	8 credits Writing 1 course, 4 credits Mathematics 3 credits Health 3 credits PE activity
Introduction to Disciplines	9 credits Arts/Letters 9 credits Social Science 36 credits Science	10 credits Arts/Letters 9 credits Social Science 36 credits Science
Electives	17 credits	20 credits
Total credits	90 credits	93 credits
Associate of Applied Science		
Requirement	2004 degree	2009 degree
Foundational Skills	3 credits minimum, WR 115 or higher 3 credits minimum, MA 025 or higher PE or Health, 3 credits	3 credits minimum, WR 115 or higher 3 credits minimum, MA 025 or higher PE or Health, 3 credits
Introduction to Disciplines	Four courses, minimum 3 credits in each discipline area of Arts & Letters, Social Science, and Science	12 credits, minimum 3 courses, 3 credits minimum in each discipline area of Arts & Letters, Social Science, and Science
Electives	Program core requirements and electives, 69-87 credits	Program core requirements and electives, 69-87 credits
Total credits	Between 90-108 credits	Between 90-108 credits

Figure B.2.3: Changes in Statewide Associate of Arts Oregon Transfer Degree

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Thus, in addition to considering workforce needs in new program development, Lane has developed existing majors, degrees, and certificates with an emphasis on sustainability of the educational program, student success, and retention. Statewide AAOT degree changes are summarized in Figure B.2.2. Changes to Lane's remaining associate degrees are summarized in Figure B.2.3.

Transfer Degrees

Changes in Lane's transfer degrees have been driven by statewide work on the Associate of Arts Oregon Transfer and the one-year Oregon Transfer Module. Previously, Oregon's seventeen community colleges had perceived the statewide agreement as a set of minimums, and colleges added to the basic requirements to reflect unique missions and pedagogical priorities. In addition, some colleges offer 3-credit courses, and others offer 4-credit courses. As a result, students attempting transfer between community colleges sometimes had to complete additional courses, even though they may have met general education and other degree requirements at another institution. Fortunately, over the past decade Lane had maintained congruence with the [basic statewide degree](#), so the most recent statewide revisions have only changed how [Lane AAOT requirements](#) are described: instead of a minimum number of credits, the new AAOT requires a minimum number of courses in Foundational Skills and Introduction to Disciplines. However, a fully implemented outcomes-based AAOT will require faculty work both to review courses fulfilling degree requirements, and also to achieve new information literacy outcomes.

Revisions to Lane's other transfer degrees, the Associate of Science and Associate of General Studies, have been a result of many courses shifting from 3 credits to 4 credits to maintain transferability with Oregon University System institutions.



Figure B.2.4. Longhouse construction and language classes in Chinook Wawa are planned to support American Indian studies and co-curricular programs.

To better serve Native American students and fulfill Lane's commitment to diversity, in 2005 Lane added American Indian language study in Chinuk Wawa, a new two-year course sequence fulfilling Arts and Letters requirements for associate degrees as well as language requirements at Oregon University System institutions. This new transfer curriculum has been complemented by Lane's Longhouse construction (Figure B.2.4), which will also enhance co-curricular activities related to the [American Indian Experience](#) and the [Native American Student Association](#).

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Career Technical Program Changes

Some curricular changes in technical programs have been the result of the planning process for sustainable enrollment to address low-density enrollment patterns. For example, given enrollment management data for planning purposes, faculty redesigned Associate of Applied Science degrees in [Business Technologies](#) and [Computer Information Technologies](#) in 2006, mapping courses to common outcomes to reorganize first year programs. The core curriculum in each discipline now leads to one-year certificates ([Business Assistant](#), [Computer Specialist](#)), so students choose among applied degrees at the end of the first year. The reconfiguration of these certificates and degrees lead to greater scheduling efficiencies, preserved and improved career choices for students, and improved enrollment management, student success and retention.



Figure B.2.4. Learning Garden serves Sustainability Coordinator and Culinary Arts programs

Lane's core value of Sustainability, adopted in March 2007, highlighted an existing sustainability emphasis in many Lane courses that led to [infusing sustainability](#) outcomes in other courses, and resulted in multiple new degree alternatives for students:

1. Water Conservation Technician AAS degree, approved in 2008.
2. An AAOT course of study for students seeking baccalaureate degrees with a sustainability emphasis. This transfer curriculum was planned using courses already being offered at Lane, efforts stimulated in part by Lane's [Sustainability and Learning Committee](#) to have low impact on budget planning.
3. Sustainability Coordinator AAS degree, approved in May 2009.
4. Lane's existing two-year AAS degree in Energy Management Technician and degree option in Renewable Energy added a second AAS degree option in Resource Conservation Management in June 2009. (In addition, co-curricular activities have included a [Learning Garden Club](#), and photovoltaic panel installation on campus.)

To address identified workforce needs for short-term trainings, Lane has also developed approximately twenty [Career Pathway Certificates of Completion](#), certificates wholly contained within existing applied degrees or certificates. These certificates require only 12 to 44 credits, and are attractive options for students seeking quick retraining or part-time training leading to a specific career opportunity.

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Lane has also actively participated in revising statewide applied degrees in some career technical majors, designed to “assure the complete transferability of coursework for students who transfer between participating community colleges”.⁷ Faculty members participate in statewide consortia to articulate and align curricula for the following degree programs:

- *Associate of Science Oregon Transfer-Business degree*
- *Construction Trades Apprenticeship AAS and Certificates*
- *Electrician Apprenticeship AAS and Certificates*
- *Emergency Medical Technician/Paramedic AAS*
- *Industrial Mechanics and Maintenance Apprenticeship AAS and Certificate*
- *Nursing AAS*
- *Retail Management AAS.*

Lane faculty are also participating in consortia to coordinate and develop new statewide degrees for Health Informatics and Administrative Assistant programs.

Distance Learning: Online, Hybrid courses and Quality Matters

While not technically a change in degrees or certificates, instruction suitable for the online environment certainly requires careful re-thinking of course activities and materials. Lane has adopted the [Quality Matters Rubric](#) to help faculty [develop online courses](#) using best instructional practices. Lane has also aggressively sought outside funding to support new initiatives to improve the instructional format of online curricular offerings. Oregon’s Strategic Investment Fund (SIF) provided a one-time grant for \$632,000 from the state to develop online delivery options, which will help Lane provide statewide educational opportunities for students in the areas of health care and sustainability, high demand occupations in Oregon. Two purposes of the Lane SIF grant are to have statewide impact and increase the college’s enrollment in these high demand areas. Degree programs participating in this grant are Respiratory Care, Physical Therapist Assistant, Energy Management, and Water Conservation. Courses in Nursing, Advanced Technology and Science are also part of this project.

Supported by a Department of Labor, Employment & Training Administration ([DOLETA](#)) grant, two other health professions programs (Dental Hygiene and Respiratory Care) have also undertaken curricular reorganization to offer didactic instruction via distance learning, and are arranging for clinical and lab instruction in facilities in students’ home communities to allow students greater flexibility in achieving their goals. This work extends educational opportunities in key health care professions to students from remote and rural communities in Oregon and Idaho.

Three final questions for this section have been addressed in Section A of this report:

1. *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?*

⁷ Oregon Department of Community Colleges and Workforce Development, [Goals and Requirements of Statewide Applied Programs](#), Accessed 08.18.09

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2. *Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?*
3. *In light of the requirements of Commission Policy 2.2 - Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?*

Summary

Changes in Lane's educational programs have resulted from strategic planning processes for effectiveness, with a focus on sustainability, student success, and retention. Lane faculty have participated actively in statewide efforts to develop an outcomes-based transfer associate's degree and in statewide consortia for selected applied degrees, and have engaged in an innovative pilot to assess general education outcomes. This important work will shape Lane's transfer curriculum in the coming decade.

DRAFT TWO