

Program Summaries

Lane Community College

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Adult Basic Skills Education

1. In addition to unit planning, spring vice-president focus groups and CTECC Advisory Committee review, describe program review processes that inform your division efforts.

- The Department of Community College and Workforce Development conducts a comprehensive program review of ABSE and ESL as a required component of the State Plan every five years. The program review is based upon Indicators of Program Quality, and a team of CCWD staff and colleagues from other colleges conduct the review by visiting the programs and reviewing evidence to support the department's ability to meet each standard. The state compiles a thorough report with commendations and recommendations. The programs are required to submit a plan to address any recommendations in the report.
- Annually, for the prior academic year, CCWD provides ABSE and ESL reports based upon required data submitted to the state. The reports received indicate how ABSE and ESL performed on the five National Reporting System performance measures and compares Lane's performance to other community college's Adult Basic Skills and ESL programs in Oregon
- Quarterly, beginning 2006-07, ABSE and ESL will submit data to CCWD on the five performance measure.
- Annually, ABSE shares the reports received on its performance compared to other community colleges will all staff and faculty. Reports are also created for each faculty member on his or her student's performance compared to the program's performance. Faculty in the department will develop goals for the year to improve the department's performance.
- Annually, the ABSE department shares its performance results with the ABSE advisory committee.

2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?

- The ABSE department began to offer GED Testing on site in Florence and Cottage Grove to increase access to the official GED Test for students from rural communities.
- ABSE faculty and staff have improved the process to establish goals for students during orientation to help student to think about their next step in going to college or getting a job.
- ABSE faculty are referring more students to take the college placement tests to increase the number of students who enter college after leaving the ABSE program.
- The ABSE department began to offer a class entitled, *Everything you want to know about college before you start*, to assist students who have the goal of transitioning to college.
- Faculty at the Down Town Center and 30th Avenue campuses have revised the student orientation process to include an individualized meeting with new students to increase student retention and to better assist them be prepared for their next step to getting a job or going to college.

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- The ABSE department is using a web-based basic skills program, Skills Tutor, to increase access and intensity of instruction for students enrolled in the program.
- ABSE faculty assigned to teach basic computer skills redesigned the course curriculum to integrate writing skills and WORD and basic math and EXCEL to align student outcomes with the required state performance measure.
- The ABSE department established Ability to Progress guidelines for students enrolled in the program to provide clear expectations for students about making progress while enrolled in the program.

Academic Learning Skills

1. **In addition to unit planning, spring vice-president focus groups and CTECC Advisory Committee review, describe program review processes that inform your division efforts.**
 - **Academic Learning Skills**, the department housing developmental level classes in reading, writing, math, learning skills and technology skills, has completed self-assessments in the past related to curriculum. In the spring, Lane will host a one-day training on National Association for Developmental Education program certification, with invited participants from Northwest community colleges, colleges and universities. The NADE program review process includes a self-study, followed by national certifiers' on-site review. ALS is exploring whether to use this tool and certification process as a program review. The training is a first step in the exploration. The review would allow ALS to compare its program elements to a set of national standards and best practices resulting in a program improvement plan. For more information, see: <http://www.hcc-online.org/chris/projects/nade/>.
 - **Tutoring Services** - Nationally certified through the College Reading and Learning Association at the regular and advanced levels, Tutoring Services submits data and a self-study evaluation every five years to maintain certification. National reviewers assess the documentation and grant renewal or level increases. Since 1996, Tutoring Services has met the requirements for regular certification and became certified at the advanced level in 2002, the second of three certification levels. The coordinator intends to apply for the final level of certification (Master) and has applied for college funding, so far, unsuccessfully, to complete the requirements. For more information on the certification process, see: <http://www.crla.net/>. In addition, the college has administered the ACT survey every other year. ACT includes questions on students' perception of the effectiveness of tutoring and satisfaction with the services. The results influence program design, including, but not limited to tutor training, marketing, communication with departments, and scheduling.
 - **English as a Second Language** – As a part of the college's Title II Adult Education and Family Literacy grant, all Oregon ESL and Adult Basic and Secondary Education programs are reviewed by an outside team from Dept. of Community Colleges and Workforce Development and community college peers on a 5-year rotating cycle. The last Lane review was completed in 2003. The next will be after Adult Education Act is reauthorized. Based on state plan requirements organized in a Program Quality Indicator Framework, a team of ABSE and ESL professionals from across the state spend one week on-site, reviewing documents, attending classes and meeting and interviewing staff and students. Their recommendations and commendations inform program improvement efforts. Lane ABSE/ESL program staff have participated as team members in reviewing other ABSE/ESL programs. For the current Indicators of Program Quality, see: <http://www.oregon.gov/CCWD/ABE/Word/IndicatorsProgramQuality.doc>
 - **English as a Second Language** – ESL analyzes student outcomes data from National Reporting System (Title II, Adult Education and Family Literacy Act) for both the program as a whole and for the English Language/Civics grant every year. A report

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reflects on improvements made and improvements needed, compared to both past results and compared to other institutions of similar size. For more on the NRS system, see <http://www.nrsweb.org/> Results inform scheduling, marketing, curriculum development, professional development, assessment and other areas of program design.

2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?

- ESL students receive pre-post learning assessments using approved standardized tools. Data allow comparison of gains by hours of attendance, class, goal attainment, level and from year to year.
- ESL faculty re-designed the class schedule and structure based on data including student questionnaires, advisory committee input and state assessment results. FTE is up 20%. Thought we can't say that the redesign caused the FTE increase we will continue to review data for cause-effect or relationships.
- Tutoring Services – Results from CSSEE indicated that students were satisfied with tutoring services and relied on them for help in difficult classes. We use the results to help us advocate for services. (We would like to be able to compare grades and success rates of students who used tutoring services vs. those who didn't, but we haven't determined the best method to use.) To provide more tutoring to more students, we are exploring other formats besides 1:1 tutoring including online tutoring, tutors leading discussion groups and other supplemental instruction strategies.
- Academic Learning Skills instructors are active on the supplemental instruction committee. The committee analyzed success/retention rates in "gatekeeper" classes to determine where supplemental instruction efforts should be focused. The question: Can supplemental instruction help students succeed in gatekeeper classes, improving program retention rates? Efforts continue to improve delivery, marketing, recruitment and course targeting. We are following up on students who took supplemental instruction courses to investigate other possible improvements.

Advanced Technology Division

- 1. In addition to unit planning, vice president focus groups and CTECC advisory committee reviews, describe program review processes that inform your division efforts.**

National Accreditation, Certification or Affiliation Program Review Processes

- Automotive Technology is certified by the national Automotive Technicians Education foundation (NATEF), a non-profit foundation within the National Institute for Automotive Service Excellence
- Aviation Maintenance is approved and certified under Part 147 (training program) and Part 145 (repair station) of the Federal Aviation Regulations of the Federal Aviation Administration.
- Diesel Technology is evaluated and accredited by the Association of Equipment Distributors Foundation.
- Flight Technology certification courses are approved by the Federal Aviation Administration.

National Skills Standards

- All programs have incorporated Secretary's Commission on Achieving Necessary Skills (SCANS) recommendations.
- Auto Body and Collision uses the Inter-Industry Conference on Auto Collision Repair (ICAR) curriculum guidelines.
- Fabrication and Welding has incorporated the American Welders Society (AWS) recommended curriculum.
- Manufacturing Technology has used the Manufacturing Skill Standards Council (MSSC) to review the curriculum.

- 2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?**

- Auto Body, Automotive, Construction, Diesel, Drafting, Electronics, Manufacturing, and Welding developed and published program assessment criteria in their unit plans. Program assessment includes employability, technical and core academic skill attainment. The advisory committees agreed to monitor the program assessment process.
- Automotive, Manufacturing and Welding programs partnered with the RTEC to deliver on campus courses for high school students.
- Automotive, Welding and Manufacturing: Expanded RTEC curricula for high school students on and off campus.
- Diesel: Four first year students placed 1st, 2nd, 3rd, and 4th in the state VICA Skills USA competition.
- The Electronics program faculty worked with Hynix corporation to implement an employment interview practicum for graduating students.
- Electronics: New curriculum in robotics and STAMP technologies.
- The RTEC faculty worked with a RV consortium to design a non-credit training program for entry level employment in the RV industry.
- Construction: partnered with RTEC to offer a summer academy for women.
- Drafting: Updated matrix of required professional skills based on industry interviews, advisory committee, and research from national professional organizations. Mapped

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skills to existing courses; performed gap analysis. Revised program curriculum and course outcomes. Eliminated emphasis areas, resulting in increased enrollment per course. Although the original plan was to revise the first-year program, we actually revised the entire two-year degree, moving it from a three-emphasis program (in which small cohorts of students enrolled in discrete emphasis area courses, resulting in small class sizes) to a common core, where all students take the same classes. The result has been significant increase in class enrollment and greatly-improved student-faculty ratios. This curriculum redesign was done with no college funding. New curriculum for ENGR 115, Engineering Graphics, was developed. This curriculum has been approved and is now offered as part of the Pre-engineering suggested course of study for students transferring to OSU's Engineering programs.

- Division: In FY06, over \$500,000 was allocated to the division programs from capital asset replacement, Carl Perkins, and technology fee funding. These allocations were based on the FY05 unit planning requests to enhance and maintain the curricula, facilities and equipment.
- RTEC: Included mathematics assessment and supplemental instruction for the RTEC 100 course (trade skills fundamentals).

Arts

- 1. In addition to unit planning, vice president focus groups and CTECC advisory committee reviews, describe program review processes that inform your division efforts.**

The Division of the Arts surveys students at the end of each term to evaluate classes and instructors. The results are reviewed by the Chair and by individual faculty and discussed at faculty/staff meetings to glean information about instructors, classes and programs that can be used to redesign and advance instruction and learning. Smaller faculty groups defined by discipline meet monthly or more often to review strategies and adjust plans during the term. As an arts division all students produce art work in their area and present that work to the faculty, other students and the public at the end of each term in portfolios, exhibitions and concerts. These presentations are evaluated by the faculty as a whole to provide a practical assessment of the success of classes and program. Of course all students are evaluated with tests as well and those tests collectively serve as indicators of learning and advancement.

- 3. Based on your assessment efforts, what changes has your division made to increase student success and student learning?**

In 2006 all Arts faculty worked during the fall term to identify learning outcomes for specific disciplines within departments. We identified where each learning outcomes are addressed in the curriculum, the methods and criteria that can be used to assess each outcome, the levels of expected performance from students and determined who will assess the outcomes. Additionally, the faculty designated the schedule for assessment and a process for interpreting the results. In 2007 arts faculty are working to design instruments for assessment for each discipline and plans for application of results.

Based on results from the current assessment processes the division has restructured the Graphic Design program to integrate it with Multimedia for efficiency and interactive learning among disciplines that share learning outcomes. Based on student demand and articulation needs of universities we are also developing a New Media Journalism program. Printmaking and Fibers programs have been integrated with 2D and 3D programs for similar reasons. Art History has developed on-line courses to serve a larger contingent of students and we have developed relationships with high schools under our integrative arts program that extends the reach of our pedagogy and our teachers beyond the campus and into the larger community.

Business/CIT division

1. In addition to unit planning, vice-president focus groups and CTECC Advisory Committee Review, describe program review processes that inform your division efforts.

Much of the work that is formalized by institutional processes is more fundamentally an ongoing engagement by faculty and staff. For example, in addition to unit planning and advisory committee frameworks there are frequent department discussions, evaluation of enrollment data trends, consulting with representative business members, curriculum improvement efforts, resource management.

The division is working within the “Pathways” framework to model and operationally guide program review. This division work is in alignment with state (Career Pathways Alliance) and national (e.g., Perkins) efforts to create a data-driven model for evaluating and incrementally improving programs. Educational pathways in Oregon are defined as a system model that includes target occupation(s), competencies/skills, associated college courses, wages, labor market data/demand forecast, associated industry-recognized standard or credentials, and participating employers. This work is being integrated into institutional processes such as the use of advisory committees, career advising tools and evaluations, etc.

The division is actively engaged in developing the use of Banner data as part of the program assessment process - in the development of the use of institutionally standard tools (ODS, Discoverer), in exploring different data models that may better support program assessment needs.

2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?

The list of changes made to increase student success is long. Highlights, and program assessment analyses/motivations include:

- Implementing first-year core curricula: better student advising, more informed student career choices, better economies of scale for instructional support design (e.g. tutoring, lab operations)
- Creating the ASOT 2-year Business transfer degree
- Creating the AAS Game and Simulation Programming degree
- Creating multiple less-than-one-year (LTOY) certificates: shorter, career focused credentials to meet a wider range of student needs, a “pathways” design to the curriculum that support multiple entry/exit points, integration of professional development objectives into the curriculum (versus just AAS or transfer objectives)
- Development of online curriculum and innovation: meeting student needs for additional modes of learning beyond traditional “seat time”, providing more effective support for highly motivated students, capturing instruction for subsequent streaming to support learning on demand
- Integrating soft skills development in the curriculum through faculty training in (e.g.) Meyers Briggs testing
- Increasing development and support for certifications (e.g. RHCE - Red Hat (Linux) Certification Exam, AIPB – American Institute of Professional Bookkeepers): meets a

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wide range of student needs for seeking both initial employment and career advancement, helps norm curriculum and expectations, provides marketplace validation

- Leading the development of the web as a publicity/marketing tool, developing effective “maps” to represent the curriculum (see <http://www.lanecc.edu/pathways>), creating consistent new web design and functionality for CTECC departments, etc.
- Increased participation in College Now and RTEC: creates visibility for programs with high school students, working to improve percentage of high school students coming to Lane, their success without remediation

Cooperative Education

1. In addition to unit planning, vice-president focus groups and CTECC Advisory Committee Review, describe program review processes that inform your division efforts.

- Advisory committee members (many of whom are work site supervisors) advise our faculty on whether our co-op students are prepared with the right skills to be employable.
- Employer/supervisors provide a "third-party" evaluation of individual student learning (2,000 per year).
- Our assessment project to review a large sample of the completed student evaluations (which are done by "employer/supervisors") can show us where we need to improve student learning in general. The broad categories are Professional Qualities, Dependability, Relations with Others, and Quality of Work (each have sub-items).
- Our Co-op program has been designated a model program by the National Commission on Cooperative Education (in 2005).

2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?

- Our Supervisory Evaluation of Student form will be modified based on our assessment project. Improvement will be made in the ability to assess core abilities and specific technical skills.
- A data base of student information including the Supervisory Evaluation of Students responses has been established and will be available to create reports as needed.
- Faculty coordinators report back to their disciplines what they learn from employers and students in the work-based settings that provides continuous improvement in curriculum (we can give specific examples in almost every area).

Culinary Arts and Hospitality Management

- 1. In addition to unit planning, vice-president focus groups, and CTECC (CTTEC) Advisory Committee review, describe program review processes that inform your init/department/division efforts.**
 - Annual reporting and review by the American Culinary Federation (ACF), the accrediting body for the Culinary Arts Program.
- 2. Based on your efforts, what changes has your division made to increase student success and student learning?**
 - The curriculum for the Culinary Arts and Hospitality Management program was revised to address the needs of the students, industry, and accrediting body. The new curriculum, implemented in the fall of 2006, includes a leadership capstone course where students showcase how they have met the required competencies of the ACF, core abilities, and leadership principles/practices as well as fulfill a service learning component. All students enroll in this course during the last term prior to graduation.
 - A need-based grant and loan program was developed to financially assist students on an emergency basis. The program was designed with student success in mind. The grants and loans alleviate some of the financial burden facing our students and allow them to stay in school. This program began in Fall 2005. A second program was implemented in Fall 2006. It offers up to a \$300 scholarship to first-year culinary students to offset the cost of tuition, fees, books, and supplies. Note: These grant, loan, and scholarship programs are in addition to scholarships that are annually awarded through the Foundation.
 - Culinary Adventuring classes were developed to serve as electives for our students and as an introduction to our program and facilities for community members. The classes are fun, educational, and expand upon topics that are taught in the program. For example, here are some course offerings:
 - Local Guest Chef Series introduces students to local chefs, who share their culinary specialties and cooking techniques;
 - Seasonal Baking and Pastry incorporates the seasonal offerings of the Farmers Market into outstanding desserts that are made in class; and
 - Oregon Wine Country offers wine tastings and food pairings with a different Willamette Valley winery each week.
 - The Culinary Arts and Hospitality Management Program is moving forward to develop a Career Pathways program as well as RTEC courses for high school students. We are interested in designing a mini-certificate program (12-44 credits for each certificate) and developing new curriculum, if necessary, to fit the needs of high school students and adults who are interested in working and succeeding in the culinary and hospitality industry. It is anticipated that this would be implemented during the 2007-08 academic year.

Family and Health Careers

1. In addition to unit planning, vice-president focus groups, and CTECC (CTTEC) Advisory Committee review, describe program review processes that inform division efforts.

- Nursing: Evaluated and fully approved through 2012 by Oregon State Board of Nursing.
- Dental Assisting: American Dental Association's Commission on Dental Accreditation, a specialized accrediting board recognized by the U.S. Department of Education. 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. Employer surveys are completed in June of each year, and exit interviews are conducted annually.
- 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 (CAAHEP), on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment. CAAHEP is a specialized accrediting board recognized by the Council on Higher Education Accreditation.
- 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.

2. Based on your efforts, what changes has your division made to increase student success and student learning?

- Beginning Fall 2007 the nursing program begins a new curriculum, as Lane Nursing joins with six other community college programs and all campuses of the Oregon Health and Science University (OHSU) in a unified approach to nursing education developed by the Oregon Consortium for Nursing Education (OCNE). Lane and other OCNE programs will have the same prerequisites and comparable application processes for students. Students completing the AAS curriculum at the end of the second year of the Lane nursing program will meet the educational requirements to be eligible to take the RN-licensure examination (NCLEX). They will additionally have the opportunity to continue four additional terms of full-time study to earn the Bachelor of Science Degree through OHSU. Students would remain on the Lane campus to complete the BS degree. Tuition and crediting will be through OHSU.
- Dental assisting curriculum was revised in its entirety in 2005 based on assessment results, needs of current trends in dentistry and to comply with Oregon Board of Dentistry recommendations. Two new endorsements have been added to the curriculum: Expanded functions Dental Assistant, and Expanded functions Orthodontic Assistant.
- Dental Hygiene's most recent curriculum revision addressed materials for "Special Needs Dentistry," adding ADA content to replace part of a course in medical emergencies in the dental office. Other curricular revisions have included increasing clinical content, and additional class time practice managing emergencies.
- Early Childhood Education has incorporated an "emergent curriculum" model with Lane students, building upon national curricular trend in childhood education. Ongoing

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assessments of student performance in the lab school have resulted in rich conversations and adaptations of the curriculum to meet student needs.

- Emergency Medical Technician curriculum has been revised to continue to meet state standards, and coursework appropriate to better prepare students to participate as members of an ambulance team has been implemented.
- Medical Office Assistant curriculum uses feedback from the medical field, co-op placements, MOA student surveys and employer surveys, and from advisory committees to make curricular changes. Recent pedagogical shifts have increased hands-on activities, with students performing procedures such as EKGs on each other; repetition of skills are built into the curriculum. Pharmaceutical and technological changes have been incorporated into the curriculum, based on information from medical offices.
- Respiratory care implemented course standards requiring 70% to pass a given skill set, and has conducted graduate and employer surveys, as well as surveys of students in the program. The program's test matrix has been mapped to the curriculum to ensure adequate coverage of skills required for licensing.

Health , PE & Athletics

- 1. In addition to unit planning, spring vice-president focus groups and PTTEC Advisory Committee review, describe program review processes that inform your division efforts.**

The Health, Physical Education and Athletics Division has assessment plans for:

- Physical Education
- Professional Fitness Training Program
- Therapeutic Exercise and Rehabilitation Program
- Health Education

Each of these assessment plans are focused on specific learning outcomes and include a review process to determine if changes are needed.

- 2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?**

The Physical Education faculty use the result of their assessment plan to determine if the current methodologies are effective in developing students' fitness levels. New classes are added, or schedules revised, as needed (most recent class added is a Step/Sculpt class).

The Professional Fitness Training Program compares student data from year to year on student success within the program, and the students' ability to meet industry standards and national recommendations from the American College of Sports Medicine. The most recent addition has been providing students with the opportunity to attend the regional American College of Sports Medicine conference.

The Therapeutic Exercise and Rehabilitation Program uses student assessment and feedback to modify program delivery and content, e.g. is there a need for more lecture based information on biomechanics, injury prevention or more general healthy diet and lifestyle information.

Health Education faculty have taken the lead in developing on-line sections of several course offered in the department and are exploring shifting from a 3 credit to a 4 credit model of instructional delivery in order to better meet the needs of students.

Human Development

1. In addition to unit planning, spring vice-president focus groups and PTTEC Advisory Committee review, describe program review processes that inform your unit/department/division efforts.

- Twice a month throughout the regular school year departmental managers, faculty leads, and classified leads from each of the 7 programs in the Counseling Department meet to discuss how programs are operating. These meetings serve as real-time program evaluations based on anecdotal evidence of how the programs are meeting their goals.
- The Counseling, Advising, CES, and Testing programs distribute student satisfaction surveys every year to students who access those services. We typically administer the surveys during a two-week period during the middle of spring term. We tailor the surveys to the services provided by each program. They consist of likert scale items and items that request freeform written feedback. We scan and score the Likert scale items and transcribe the freeform written feedback.
- Institutional Research and Planning at Lane Community College administered the Community College Survey of Student Engagement (CCSSE) for the first time during the Spring term of 2005. The CCSSE consists of many items designed to assess students' level of engagement in their learning and the level of support students experience from support services. We plan to begin administering the CCSSE about every 3 years.
- Lane Community College has historically administered the ACT Student Opinion Survey about every 3 years. The last ACT survey was administered by Institutional Research and Planning in the Winter of 2004. The ACT consists of many items designed to assess students' level of satisfaction with instructional and student services programs across the college. In addition to the standard questions, ACT allows units to add institutional-specific questions to their survey, which programs within the Counseling Department have often done.
- The TRiO program conducts regular evaluation to remain in compliance with the requirements of the TRiO grant.
- The Counseling, Advising, CES, Testing, and TRiO programs employ a check-in system (SARS) purchased from a private company to track every contact with students we provide. The system receives nightly updates from the SCT Banner database so that all current Lane Community College students and some of their selected demographic data is in our check-in system before they ever show up in our offices. The system also provides rich reports on number of contacts we are having with lane student by program, by unduplicated headcount, by students' stated need, by major, by degree goal, and more.
- We administer Satisfaction Surveys to new students who participate in our summer orientation program and modify the program each year based on the feedback we get.

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- We have a suggestion box in the waiting area shared by Counseling, Advising, Career and Employment Services, and Human Development Instructor offices.

2. Based on your assessment efforts, what changes has your unit/department/division made to increase student success and student learning?

- Implemented an automated student check-in system to decrease the amount of time student have to wait in line at our offices.
- Founded an Early Alert committee to see how we can revise the Academic Standing system and Financial Aid Satisfactory Academic Progress System so we can more effectively identify students who are beginning to struggle and identify them for targeted interventions.
- In a collaborative effort with Student Financial Services, we first offered sections of CG 100 College Success fall term 2006 with a curriculum tailored to students who had their financial aid suspended for not making Satisfactory Academic Progress. Nearly 60% of the 84 students enrolled were back in “Good” academic standing with Financial Aid at the end the term.
- In collaboration with several other Lane Community College instructional and student services departments, we founded a new task force at the beginning of winter term 2007 to identify the data we need to better support student success. We have begun designing project to analyze the predictive validity of our three placement tests for a variety of important courses at Lane Community College.
- In an effort to increase students connecting with each other and with Lane Community College employees in the major program, we redesigned our summer orientation program to group students by shared majors and have their program counselor/advisor be their group leader for the entire 6 hours of sessions. We used to somewhat randomly assign students to groups and would regroup for different activities.
- Based on feedback that new students did not feel well-oriented when beginning classes at Lane, we purchased a web-hosted application that will provide an on-demand on-line orientation to Lane Community College with multimedia modules and the capacity for streaming video. Students will be able to get oriented 24/7 throughout the year from the web-connected computer of their choice. We are still in the development stage of this project with implementation slated for Fall 2007.
- In collaboration with Enrollment Services we purchased a 40” flat screen monitor in 2006 and installed it in our one-stop area. It continuously runs a 3-minute MS PowerPoint presentation of important dates, and other information students need to be aware of. The monitor is continuously up dated and we positioned it so that students can watch it while waiting in line to see an enrollment services advisor.

Language, Literature and Communication

1. In addition to unit planning, spring vice-president focus groups and CTECC Advisory Committee review, describe program review processes that inform your division efforts.

Program review in the division is accomplished through the individual meetings in the departments of Languages (French, Spanish), English (writing and literature) and Speech. Each department is working at different levels, described briefly below:

Languages faculty are working on outcomes from two directions: first, they are moving from a set of annual goals to a set of specific goals for each course; they have identified a program level objective for students completing second year courses and are now working on creating a program-level assessment plan to determine the degree to which outcomes are met by students completing the 2-year program.

The Speech Communication Department has objectives in place for every course, and now is focusing on assessing two high-enrollment courses that many students take to fulfill general education requirements in communication: Speech 100 and 111. They have developed a pre-post test. Initial results showed a small post-gain, and faculty are currently discussing ways to modify curriculum and teaching in order to increase student achievement on the outcome.

English Department faculty have been involved for at least the past 2 years in creating outcomes for all of the writing classes. This fall, faculty determined 2 outcomes which function across all the literature classes. The composition coordinator has also led efforts to query writing students in classes, working with the institutional assessment (IRAP) office. Indirect measures have been collected in several areas:

Student satisfaction with their writing courses, in relation to meeting stated outcomes

Scheduling

Faculty

In addition to the work done internally, by the English faculty, other work done across the campus provides information to the writing program, such as the data collected by SAGA on the high level of success of students who take WR 121 within their first two terms of enrollment, compared with those who take their writing courses at other times in their studies.

English faculty have, for 5 years, proposed a direct, campus-wide assessment of writing in college courses. This proposal requires funding for readers of portfolios, and, beyond funding the composition coordinator to support assessment last year, the college's financial condition does not currently allow this sort of project.

All faculty receive direct anonymous evaluations of their courses from students every term. This institutional mandate is handled through IRAP.

2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?

1. Mid-term warnings: As a whole the division has agreed to furnish students who are at risk with mid-term warnings, advising them to see their instructors or advisors (as appropriate) to learn what they can do to improve their work during the last half of the quarter.

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2. Development of online and hybrid classes: Online classes are regularly featured each term through Speech and English. These courses are a direct response to the needs of many of the community college's non-traditional students. Languages is exploring the use of enhanced language lab capabilities with an authoring program.
3. In Languages, individual instructors have responded to class-internal assessments by adding portfolio work and journal writing to students work with the language. Other faculty have implemented questionnaires to get immediate feedback from students on what was comprehensible or difficult. Six years ago the Spanish faculty received an internal grant to create a "Strategies" unit to address the language anxiety and lack of preparation they found in first term students. (Assessment of program? Is it working? How do you know?)
4. Speech faculty are beginning a concerted effort to assess 5 critical... (See Barbara's work)
5. The English Department has formally reviewed its curricular offerings in both writing and literature. As a result of the review, they moved all writing courses to 4 credits to enhance articulation and transfer. The literature and film offerings were reviewed winter 2006, using data on enrollments, scheduling, and alignment with the OUS. As a result of the review, literature and film courses have moved to 4 credits. Based on discussions with the University of Oregon English Department and Admissions, several course sequences are being moved from 3 terms of 3-credit classes to 2 terms of 4-credit classes. Faculty chose to offer some classes at more distant intervals and to develop a new class with the potential to attract students from the community as well as other nearby campuses.

Library

1. In addition to unit planning, vice-president focus groups, and advisory committee reviews, describe program review processes that inform your division efforts, such as:

- Accreditation self-study
- Usage statistics such as online searches, Summit borrowing/lending data, circulation
- Special reports, such as age of collection
- Best practices in library instruction
- Comparison of Lane library program to national standards such as Association of College and Research Libraries, American Library Association
- Success and retention rates for Library 127 class
- Comments from the library's suggestion box
- Library unit plans

2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?

As a result of this analysis, the Library developed the following additional assessment tools:

- Faculty evaluation of classroom instruction
- Student evaluation of classroom instruction
- Feedback loops for Library 127 modules
- Evaluation form (through the course instructor) for effectiveness of personal research appointments

Based on the information gleaned from the above sources of program analysis and additional assessment tools, the Library made the following changes to its instruction program during the period October 2004 – December 2006:

- Success and retention rates for the Library 127 class were below an acceptable level of 80%. Using student feedback and completion rates and scores for individual course modules, Library faculty identified major contributing factors to this unacceptable success rate. They made the following adjustments:
 - Reduced number of sections offered each term from two to one, and repurposed the time to the development of alternate instructional delivery methods
 - Students were emailed with more frequent and lengthy information about course progress, to increase the contact time with each student and develop a relationship with them
 - A bibliographic “clinic” was offered to students, which increased the frequency of contact with the librarian as well as providing additional support for completion of one of the course modules that had particularly poor completion rates
 - Module on evaluating web sites was also modified to improve the chances of student success
- In response to the best practice of embedding information literacy skills in individual course content, rather than as stand-alone instruction, librarians:
 - are developing flexible one-credit instructional modules which can be combined with course content in other disciplines/programs

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- are planning with members of English and Academic Learning Skills faculty to develop information literacy instruction as part of a credit class, first year-experience or college success curriculum, and/or learning community.
- To decrease barriers to access, particularly for distance learners, one of the librarians developed an online version of the three-credit Library and Information Research course.
- Librarians refined their classroom presentations (“one-shot 50-minute sessions for specific courses) to relate library research skills to specific course content. Highly customized presentations were created for nursing program students and faculty to introduce specialized medical databases, resources and search techniques, and to focus on sources for evidence-based practice
- In response to the best practice of identifying and responding to teachable moments, and to meet Standard 5 for the availability of library resources “wherever and whenever programs are offered”, a pilot project will be conducted winter 2007 using chat software to provide real time reference service to students during weekend hours.
- In recognition of the research identifying the library’s role in student retention, the library committed to representation on institution-wide efforts such as the Success and Goal Attainment team, and Lane Preview Night and Early Orientation and Registration events.
- In response to poor capability of meeting instructor outcomes for library instruction within a single one-hour class, a two-session sequence is now offered. The first session is a general orientation; during the second session, students complete an assignment related to research techniques and sources within the course content.
- Attempting to map library program learning outcomes to specific library activities revealed that our current learning outcomes are either too ambitious to be appropriate for first and second year college students, or are dependent on collaboration with teaching faculty in other programs. These outcomes will be revised to reflect more achievable skills and concepts.

Mathematics

2. Based on your assessment efforts, what changes has your division made to increase student success and student learning?

Many of these changes listed below are in the exploratory phase. Data is in the process of being gathered to guide modifications and improve student success.

- **Math 111 Problem Solving Assessment**—Since Winter Term 2001 the Mathematics Division has administered at least four common questions on final exams in Math 111 and kept data on student success in meeting some of our course outcomes. Participation by instructors incorporating common exam questions in their finals has been optional, but we have generally had at least 50% of the course sections represented in any given term. Over the years we have recognized that a consistently challenging outcome for students to meet is problem solving. For example, on the Spring 2006 common final exam questions, which focused on problem solving, the average score was only 59%. In response to this data, in Fall 2006 the Math Division applied for and received supplemental instruction curriculum development funds to create a Math 199 course linked to Math 111. This course will focus on collaborative problem solving and will be offered as a pilot during the 2007-2008 school year. Goals include helping our students be more successful in Math 111 (where the success rate has been below 77%) and beyond, and helping students fulfill the “think critically and solve problems effectively” core outcome for general education.
- **Math 111 Value-Added Assessment**—The Math Division began administering pre and post tests in Math 111, Spring 2006. The tests focus on basic algebra concepts that students should have coming into Math 111. We plan to use the data to determine if we need to supplement the course with more review materials and to give students immediate feedback on their readiness for the course.
- **Retention Task Force**—The Math Division is using IRAP data to track students and plans to pilot a section in Math 060 or 095 in Fall 2007 that will target community populations or groups under-represented in the STEM disciplines.
- **“Smart Classrooms”**—The College has upgraded most of general use classrooms that the Math Division utilizes in Building 16 to “Smart Classrooms”. These upgrades were requested through our Unit Planning process and funding was provided by Student Tech Fees over the last four years. The Division has offered two colloquia each term as a venue for faculty to assist each other on how these classrooms can be effectively used to enhance student learning via technology (e.g. video clips, animation, demonstrations, web interaction).
- **Revision of Placement Tests**—The math placement tests were revised and expanded to place students more accurately in the appropriate course with less “over” or “under” placement. Now a student is less likely to be over-placed by guessing. In 2005-2006, each part of the test was rewritten to be web-based and dynamically generated ensuring that students cannot memorize test questions. The tests are now more secure and can also be administered off campus at local high schools and outreach centers, which can guide students in college preparation.

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- **Hybrid Math 105**—In addition to being taught as an online course and in the traditional instructor format, Math 105 is now also being taught with a hybrid option in response to student input.
- **Flexible Sequence Algebra (FSA) Math 095**—During the past two years of our FIPSE grant, both student feedback and instructor feedback have been used to make improvements to the course. For example, this year we have changed the course from five meetings per week to three meetings per week to better accommodate student schedules. We have also changed the online testing structure to make it more flexible for students. In addition, instructors, that teach the course, work in teams and meet regularly to assess the course and make modifications. In this last phase of our FIPSE grant we are attempting to identify the most effective features of FSA in order to incorporate them more broadly in many of our course offerings, particularly developmental algebra.
- **Developmental Math Task Force**—The Math Division is currently in phase one of a comprehensive review of our developmental math curriculum. The Developmental Math Task Force is undertaking the review with the purpose of identifying areas of consensus about which aspects of our program need improvement or can be enhanced. The Delphi process we are undertaking is currently engaging Mathematics staff in conversations of “what really matters” (i.e. the factors that directly impact student success, retention, and the ability of students to take what they learn and transfer that to other aspects of their lives).
- **Creating a Culture of Assessment**—In Fall 2006 the Math Division held a series of colloquia focused on assessment, including program assessment and using rubrics. We are also in the process of forming a Math Division Assessment Team which will guide the implementation of an assessment plan for our division and continue to offer opportunities for staff to come together and discuss issues around assessing student learning.

Science

1. In addition to unit planning, vice-president focus groups, and CTECC (CTECC) Advisory Committee review, describe program review processes that inform your division efforts?

- The Unit Planning process reviews and documents our program assessment work.
- Disciplines within the Science Division are engaged in reviewing and revising course outcomes.

2. Based on your efforts, what changes has your division made to increase student success and student learning?

- Members of the biology group are in close communication with their counterparts at Oregon State University and University of Oregon to ensure course content and numbering are in alignment. As a result, we are changing our curriculum and adding new courses, BI 212, BOT 213, and ZOO 213. The new courses will allow a more seamless move for life science majors transferring to these and other colleges and universities.
- A review of community and national trends helped inform the drive to seek and win National Science Foundation grant support to develop a training program in Geographical Information Science and to infuse GIS technologies into science courses. GIS teaching modules are being developed that will infuse more quantitative and spatial reasoning activities into science classes.
- The Science Division has partnered with Portland Community College and the Family and Health Careers Division to support students enrolled in PCC's distance learning option for their Medical Lab Technician Program. This project facilitates student access to our Chemistry 104, 105, and 106 courses, and provides a venue for PCC's lab courses. Through this collaboration, we have increased opportunities for students to gain highly desirable and marketable skills, a significant career step for students entering the life science professions.
- The Science Division has partnered with UO in the STEP program. This training, mentoring, and internship opportunity for physical science and engineering majors will increase the number of trained student tutors and will increase student success for those involved as well as for those who receive tutoring.
- The Science Division's Energy Management Technician and Renewable Energy Technician Programs carefully monitor job placement data for program graduates and enrollees. Job placement is currently at 80%. Members of the Energy Advisory Committee serve as adjunct instructors. Businesses represented on the Advisory Committee provide internship and employment opportunities. The program is currently establishing a consortium of other colleges and universities to provide a network of distance education teaching and learning sites. This consortium will likely lead to a grant application and, as currently envisioned, will increase the number of program graduates by an order of magnitude.
- Members of the physics discipline have reviewed and revised the course content and schedule of PH 211, 212, and 213 to increase accessibility to students. As one result, enrollment in this sequence has increased by approximately 33%.
- Program assessment of BI 112 and CH 112 undertaken in spring 2006 has demonstrated the need for greater alignment of content presentation and some content revision. As a result, instructors of these courses have implemented a significant curricular review and

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revision, and will begin offering supplemental instruction units in Fall, 2007. A complete report of this assessment project is available upon request.

- Instructors of majors general chemistry (CH 221, 222, and 223) have reviewed student success and retention data and are developing supplemental instruction modules to be offered fall 2007.
- Many new courses have been developed in the past two years as a result of both student and instructor interest. These courses are: ASTR 121 Astronomy of the Solar System; ASTR 123 Cosmology and the Universe; BI 101K Introduction to Genetics; BI 102J Ethnobotany; BI 103B Field Biology - Costa Rica; BI 103K Animal Behavior; BI 103L Evolution and Diversity; BI 199 Biobonds Supplemental Instruction; BI 212 General Biology II; BI 297 Advanced Seminar in Biology; BOT 213 General Botany; CH 110 Chemistry in Everyday Life; CH114 Introduction to Forensic Chemistry; CH 199 General Chemistry Supplemental Instruction; ENGR 102 Engineering Orientation II; G 146 Rocks and Minerals; G 147 National Parks Geology; G 297 Advanced Seminar in Geology; NRG 156 Photovoltaic Design and Installation II; NRG 160 Water and Society; NRG 199 Introduction to Sustainability; ZOO 213 General Zoology.

Social Science

- 1. There are no additional review processes apart from unit planning, vice-president focus groups, and CTTEC Advisory Committee review.**
- 2. Based on the assessment efforts initiated last year the division assessment team has:**
 - Reviewed the results of the pilot project completed last year.
 - Initiated recruitment of additional faculty to participate in an initial cycle of assessment using their existing course materials and spring class sections.
 - Solicited the participation of faculty who completed the project last spring to refine their materials based on the data from last year and complete a second cycle this spring.
 - Consider the development of a feedback mechanism to determine how data from the project has resulted in changes in course materials. (For the pilot project, course materials were mapped to specific AAOT outcomes. One mechanism would be to ask for a “re-mapping” of the course materials to indicate how the materials have changed.)
 - Began discussion of more direct measures such as pre- and post-testing and use of the CCLA.

Women's Program/Transitions to Success

Women's Program changes resulting from assessment:

- Transitions faculty redesigned curriculum in winter and spring 2005. The core 2 - 6 variable credit Life Transitions/Career Planning courses were redesigned as four credits of Life Transitions (including one credit that functions as supplemental instruction) and three credits of Career Planning. This change was first implemented in summer 2005 and resulted in a 37.5% increase in FTE over 2004/05 with no increase in number of sections. The change simplified program planning for students and improved student learning.
 - Curriculum development funds were used to develop new diversity curriculum for the core transitions classes in spring 2005. Faculty incorporated these changes in summer and fall 2005.
 - The Transitions Coordinator and staff and the Women's Center Coordinator developed a new entry process for the Transitions students in spring 2005. This process which involved more required student steps and contact points with staff (increasing engagement) began summer 2005 for fall entering students. This increased engagement with students has reduced the student attrition rate that had existed from the first point of contact with the student until program advising and entry.
 - A new segment of the Transitions learning community – a writing class, WR 115 – linked to the core Life Transitions course was taught fall and spring terms 2006. The WR 115 students produced journals of their writing each term
 - An intern from the University of Oregon who is also a Transitions graduate worked with faculty to develop panels and learning experiences focused on negotiation skills. These curricular elements were incorporated into classes beginning in 2006.
 - Spring 2006, Women's Program and English faculty facilitated the development of a second term to the Transitions learning community. They obtained Learning Communities Leadership Team curriculum development funds to implement a term of Transitions 2 linked with WR 121 in spring 2007. This also fostered program alignment with other developing First Year experiences.