

*Northwest Commission on Colleges and Universities*

**LANE COMMUNITY COLLEGE  
EUGENE, OREGON**

**Comprehensive Evaluation**

October 6-8, 2004

*A confidential report prepared by the Evaluation Committee for the  
Northwest Commission on Colleges and Universities*

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Evaluation Committee Report  
Lane Community College

Table of Contents

Evaluation Committee_____	ii
Introduction_____	1
Self Study Report_____	2
Standard One: Institutional Mission and Goals, Planning and Effectiveness__	3
Standard Two: Educational Program and Its Effectiveness_____	4
Health Occupations Programs_____	5
Math and Science Division_____	7
English, Foreign Language and Speech Division_____	9
Business Technologies Division_____	11
Arts Division_____	13
Advanced Technology Programs_____	15
Culinary Arts & Hospitality Division_____	18
Social Science Division_____	19
Employee Skills Upgrade_____	22
Outreach, Continuing Education, and Special Activities_____	23
Foundational Studies/The Center for Learning Advancement_____	24
Policy 2.1: General Education/Related Instruction_____	26
Policy 2.2: Educational Assessment_____	27
Policy 2.6: Distance Delivery of Courses, Certificates and Degree Programs_____	28
Standard Three: Students	
Purpose and Organization_____	29
General Responsibilities_____	29
Academic Credit and Records_____	30
Student Services_____	31
Intercollegiate Athletics_____	33
Standard Four: Faculty_____	34
Policy 4.1: Faculty Evaluation_____	36
Standard Five: Library	
Library and Information Resources_____	37
Standard Six: Governance and Administration_____	41
Standard Seven: Finance_____	42
Standard Eight: Physical Resources_____	43
Standard Nine: Institutional Integrity_____	45
Conclusion_____	46
General Commendations_____	47
General Recommendations_____	47

## **Introduction**

An Evaluation Team assembled by the Northwest Commission on Colleges and Universities visited Lane Community College in Eugene, Oregon October 6-8, 2004. The team consisted of 13 qualified evaluators selected for their expertise and a NWCCU staff member familiar with the institution. The purpose of the visit was to conduct a full-scale comprehensive evaluation and make a confidential recommendation to the Commission concerning the status of Accreditation for Lane Community College.

Previously, Lane Community College had a full-scale visit in December 1994 and Accreditation was reaffirmed. The fifth-year regular interim visit was made in the fall of 1999 and Accreditation again was reaffirmed.

Evaluators scheduled interviews prior to arrival to allow the campus time to prepare for the visit. Interviews, meetings and informal interaction were productive for the team. Activities provided a comprehensive in depth review of Lane Community College. Campus staff was very helpful and attentive to the needs of the team. The Team Room was very comfortable and well equipped with the technology requested by the team.

The report is a culmination of evaluator's findings during this on-site visit. The visiting team wishes to express its' sincere thanks to the campus, Board of Education, students, faculty, staff, and community members for accommodating the evaluation committee.

Lane Community College meets the Eligibility Requirements as set forth by the Commission and adheres to the Standards as required.

## **Self Study Report**

Lane Community College prepared a self-study report prior to the team visit. This document was sent to all team members for review and preparation for the site visit.

The self-study was organized around the standards and policies of the Northwest Commission on Colleges and Universities. Team members commented that the narrative included matched the standard being addressed. The identified strengths and challenges assisted the team in evaluating the information against the standards and policies. Plans for improvement also provided a vision for expectations during the on-site visit.

During the teams time on campus evaluators verified the content of the report through extensive interviews and visits to the programs, sites, and review of support materials. Evaluators also gathered information through interaction with students, faculty, staff and community members. Members of the team also participated in scheduled open meetings with students, Board of Education, faculty, staff and the citizens of Lane County.

Overall, the self-study was informative, comprehensive, well organized and forthright. The team appreciated the diversity in the study and saw evidence of across campus participation in preparing the report.

## **Standard One: Institutional Mission and Goals, Planning and Effectiveness**

Lane Community College is actively involved in the implementation of a new governance structure. This revision allows for and encourages campus constituents to take an active role in decision-making processes and allows for student input at every level into campus decisions.

The campus Mission and Goals drive the direction of the campus along with strategic planning. Circumstances of the recent past have required the campus and Board of Education to be extremely proactive to maintain quality and address immediate issues.

Strategic planning is ongoing and the Board of Education receives regular reports on changes/progress monthly. The plan is a living document that is updated as required. Campus leadership is quick to respond to challenges and make decisions. The organizational structure at LCC defines levels of responsibility and reporting avenues that keep the campus accountable.

The Strategic Plan includes six well-defined core values that are recognized across the campus and includes the learning-centered principles. Directives for the campus are clearly outlined and are in concert with the LCC Mission and Goals.

The shared governance structure has identified six councils that meet regularly to engage in discussion and report on actions assigned. This structure allows for across campus input as well as community comment for anyone wishing to participate.

Outreach Centers in downtown Eugene, Cottage Grove, Florence and high school locations are all included in the campus activities and held to the same standards.

Lane Community College is committed to meeting the Northwest Commission on Colleges and Universities Standards and recognizes the value of accreditation. Campus changes and proposals that impact Standard's are relayed to the Commission as required.

## **Standard Two – Educational Program and Its Effectiveness**

### **Overview**

Lane Community College's educational program is strong. Despite several years of severe budget cuts in instruction, faculty morale is high; in part because of confidence in the new college leadership. Classroom facilities and equipment are generally good, and technology support is evident throughout instruction. Library faculty outreach is universally lauded across campus, although there is uneven evidence that faculty make library assignments in their courses.

Instructional departments have definitive course and program level goals that contribute to the college's mission. Faculty are extremely dedicated to their students and appear to be appreciative of the college's supportive environment. Resources for professional development are perceived as adequate. The off-campus centers, continuing education, and workforce development programs work closely with subject area faculty and adhere closely to instructional policies and procedures when seeking curriculum approval and hiring faculty.

Some areas are in need of improvement; of most concern are the lack of consistent outcomes assessment in many divisions and an identified systematic approach to program review. Details on these points are included in the appropriate sections of the report.

## **Programmatic Offerings**

### **Health Occupations Programs**

Health Careers include the following programs: Emergency Medical Technician/Paramedic, Associate Degree Nursing, Practical Nursing, Dental Assisting, Dental Hygiene, Medical Office Assistant, Health Records Technology and Respiratory Care.

### **The Family and Health Careers Division**

The Family and Health Careers Division completed its first unit plan in the fall of 2003 and documented its need for increased resources and improved instructional space for nursing, respiratory care and emergency medical technology. Budget allocations were aligned to the unit plan. The division received funding from Carl Perkins, Technology Funds and Curriculum Development. The programs received funding for a SIM Man, computers and other equipment as a result of this unified planning process.

One measure of student success, from these programs, is the board exam pass rates. For all the programs in this division, in which students take licensing exams, the data shows that the students' results surpass the national average pass rates and are the same or above the Oregon pass rates over a three year period. Students from the Dental Hygiene program rate in the top twenty on national exams. Another measure of success is the job placement rate which ranges from 85 to 100 percent for several of the programs.

All the programs have active advisory committees. Members are appointed for a three year term and an evaluation occurs every three years. In addition to advising faculty on curriculum, advisory committee members have been successful in securing additional resources for the programs. For example, the Medical Office Assistant advisory committee members sought out \$47,000 in additional funding to sustain the program for two additional years due to budget cuts. Another example is the scholarship fund that is being created for Dental Assisting students by advisory committee members.

Programs have also been effective in securing financial support from hospitals for clinical instructors' positions. In the nursing program, the hospital contributes funding to cover the costs of three clinical faculty positions. In the Respiratory Care program, hospitals agreed to provide preceptors for the clinical education.

Curriculum in Respiratory Care, Nursing, Dental Hygiene and Dental Assisting programs are being revised based upon findings from program assessments.



## **The Health and PE Division**

The Health and PE Division offers the following classes and programs: health and physical education courses, a certificate and an Associate of Applied Science in Professional Fitness Training. The Fitness Training Program has been awarded the American College of Sports Medicine endorsement (one of three community colleges in the country). Students are required to take a health course for the AAOT degree; other transfer degrees require a health course and three credits of PE. The AAS degree requires 3 credits in either health or PE. Course expansion has occurred in the health area to offer Workplace Safety including OSHA regulations and global health classes. In 2003-04 the college implemented a College-wide Wellness Program in response to employee feedback. The differential pricing in PE classes is increasing the cost by \$12.50/credit. One impact, shared by the faculty and staff, is a decrease in enrollment by 15 percent. One area where courses have been reduced is in the recreation courses. However, creative collaborations are evolving such as the collaboration with the University of Oregon ice-skating program. PE classes are open to all students, not just athletes. All courses are co-educational.

In all three departments there are highly qualified staff and faculty who are demonstrating strong leadership. The faculty demonstrates strong commitment and passion for their programs. In spite of the budget difficulties, the faculty has expressed a very positive feeling about working at Lane Community College and have become very entrepreneurial in building strong partnerships in the community to secure additional resources.

## **Math and Science Divisions**

### **The Mathematics Division**

The Mathematics Division is actively engaged in providing a positive environment for their students. They enjoy a building designed with faculty input to suit their needs and teaching philosophy, providing well-designed space for classes, offices and students. There are an ample number of computers available for office and classroom use, including a computer lab and an overhead projection system. Care has been taken to coordinate the scheduling of courses to make the best use of the facilities.

The math faculty is dedicated to student success. Developmental math courses are offered in a variety of formats, including not just traditional and self-paced sections, but also unique and innovative approaches such as a flexible sequence approach to algebra. An advisor and counselor reside in the building, providing focused support to the department. Every course taught by the division is assigned to a lead instructor, who takes responsibility for coordinating the content and instruction of that course. Assessment activities include item analysis of common exam questions, tracking retention in developmental education courses and compiling graduation rates for students entering 4-year engineering programs. While this indicates that assessment has progressed beyond the measurement of individual course objectives, the department and the institution have not reached the standards of regular program evaluation in those programs associated with math, namely developmental education, general education and transfer degree distribution areas.

The department is very active in governance, with an array of faculty serving on campus-wide committees. Part-time faculty are qualified, supported and evaluated regularly.

### **The Science Division**

The Science Division consists of the Life Sciences, Physical Sciences and the Energy Management program.

Both the Life Science and Physical Science departments have sufficient resources to support the needs of their curriculum and, with the support of the student technology fee, good access to technology. The classrooms and laboratories are well-suited to the needs of the curriculum, and include a section of campus grounds near the science building that has been turned into a natural habitat for study. The division depends upon the contributions of its adjunct faculty, but maintains tight standards.

Both departments maintain high standards in curriculum design and delivery. Curriculum proposals undergo careful peer scrutiny before being forwarded for institutional review. The science course offerings show innovation and a desire to promote student success. All 3 General Biology courses are offered with a variety of emphases to meet student interests. BioBonds is a learning community combining life and physical science prerequisite courses for Anatomy and Physiology, and was designed to improve student success. The division, however, has not developed assessments to the standard of program level assessment with evaluation tied to planning.

### **The Energy Management Technician**

The Energy Management Technician program prepares students for careers in the energy management field. The program is an excellent example of the entrepreneurial spirit that frequently characterizes the Lane faculty and community. The program, at one time dropped from the institution's offerings, is maintained through active financial support from local industry. Students are carefully screened before being admitted to the program and enjoy a high placement rate. Related instruction is appropriate to the needs of the program. As with the other science offerings, assessment is not in evidence at the program level with evaluation tied to planning.

## **The English, Foreign Language and Speech Division**

The English, Foreign Language, and Speech Division consist of a strong core of dedicated, highly qualified faculty and staff. They are to be commended for their support of the diversity component of the college mission and for their development of courses that support core abilities related to communication, critical thinking, and cultural awareness. Faculty has been innovative in their teaching. They have also been heavily involved in research, scholarship, and artistic creation even though the college has no written policy requiring such efforts on their part. Each of these three departments participated in the unit planning process conducted in early 2004, and the plans compiled are thoughtful, providing clear direction for future development.

The English Department is among the largest on campus, and faculty actively participate in the life of the college to a large extent. Department members seem to function well as a team, with the sense of department unity said to have grown markedly stronger over the past two to three years. Department members are deeply involved in innovative teaching and learning projects such as the Strategic Learning Initiative, and they worked carefully during the recent budget cuts to protect the diversity of course offerings available to students. The department has proposed a project intended to assess how well students write after completing the required writing sequence, and a decision regarding this assessment study is pending.

The foreign language department has developed a detailed system for tracking student abilities from one level of instruction to the next. It has also undertaken housing the pilot project on American Indian Languages classes. This project has involved significant coordination of college and community resources, and it appears to be an important addition to the college curriculum. Development of the AIL has required ongoing work with constituent groups throughout the community. The Spanish language portion of the department is also involved in serving community members through its literacy programs, making community service one of the hallmarks of this area.

As with the other two departments within this division, the speech department offers a large variety of courses. The program is augmented by a listening laboratory, and it has two dedicated “smart” classrooms for its performance classes. Program faculty also train and support a successful student forensics team.

All three departments feel rising workload pressures, with a portion of this caused by the increase in the number of part-time faculty. The part-time instructors are cited as highly qualified, and steps are taken to orient and mentor them, but department coordination has become more challenging as the numbers of faculty have grown. Another workload consideration involves the attempts to articulate this division’s transfer curriculum with the Oregon University System. This is a necessary to ease transfer difficulties for students. However substantial curriculum revision will be required to bring about

these changes. The division also needs to increase their focus on the assessment of learning outcomes as those are outlined in the core abilities. Doing this will allow division members to participate in evaluating the effectiveness of the general education program and make changes that will improve student learning.

## **Business Technologies Division**

The Business Technologies department provides students with educational opportunities to pursue careers in Accounting Administrative Assistant, E-Business, and Legal Assistant. Upon completion students will receive a Certificate in an Occupational Program, or an Associate of Applied Science degree.

Instructional facilities and equipment are shared among between the degree and certificate programs within the Business Technologies department. The department has several computer labs facilities and classrooms that are well equipped and maintained.

Most faculty have expressed high satisfaction with their lab facilities and classrooms. Faculty has a major role in the design presentation, integrity and implementation of their curriculum. Additionally, they have developed course outlines and syllabi to reflect a student-centered approach that focuses on student learning. These outlines and syllabi reflect the use of library materials, and in particular the use of the Internet for research.

To build linkages with local employers and to assist with the program review process the department uses advisory committees for continuous curricular updating. The evaluator found evidence of educational assessment being carried out at the course and program level. However, there was little evidence of institution –wide assessment activity for college educational programs, or for systematic assessment of general education outcomes. Nor is there evidence that assessment is integrated into the overall institutional effectiveness plan.

Several students in the department were interviewed. They were very positive about the programs they were enrolled in and the college as a whole. There seems to be an excellent rapport between students and faculty.

### **Computer Information Technology (CIT)**

The Computer Information Technology provides both professional technical and lower division computer science and information systems course work and four professional technical programs: Computer Network, Computer User, Computer Programming, and Computer Application Specialist. In my discussions with the faculty there was a strong satisfaction with their facilities and administrative support.

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Several students from the department were interviewed. They consistently felt that the faculty were very supportive and well qualified. They also felt that the part time faculty brought industry experience to their classes that help students integrate application and theory. Additionally, they were very happy with the college overall. They felt that the cost to attend Lane Community College was reasonable, more career choices were available to them, and the value of their education at the college was exceptional. They stated that Lane has a reputation in the community for the integrity of its programs and that the faculty and staff are student-centered.

## **The Arts Division**

The Art and Applied Design Department offers a full and diverse curriculum, with dozens of sections offered each term in art history, studio art, graphic design, and multimedia design. The respective programs serve students with interests in college transfer, professional technical training, general education, and personal enrichment. On the whole, facilities are well designed and well equipped, but are spread across campus in three locations and in some instances are restrictive in terms of space. A gallery features the work of faculty, students, and guests on a schedule that rotates frequently. Dedicated computer labs serve students in graphic design and multimedia design. Cooperative education opportunities abound for students, particularly in graphic design and multimedia design. Advisory committees assist in evaluating the graphic design and multimedia design programs to ensure currency.

The Music, Dance, and Theatre Arts Department provides opportunities for study in the areas of college transfer, general education, and personal enrichment. In addition, music technology is a potential area for professional technical training, although a formal degree/certificate program is not in place at this time. A recent building expansion provided additional classrooms, offices, and an impressive music technology lab and recording studio. A large hall and smaller theatre provide flexible performance spaces, although the large hall does not offer optimum acoustics for the music ensembles. Scenery and costume areas meet those needs of the department. While the music technology lab and recording studio features high-end equipment, instruments in the piano lab and band areas are inferior or lacking.

Commendations: Arts Division faculty, both full-and part-time, is highly qualified, resilient, and demonstrates genuine commitment and enthusiasm. The Arts Division offers diverse programs of study that articulate well with four-year schools or lead to meaningful employment.

Arts Division faculty is well connected and heavily involved in local arts circles, which in turn benefits students and promotes the college.

The Arts Division offers an impressive array of exhibitions and performances, thereby providing outlets and experiences for performing and visual artists of varying backgrounds and goals, and contributing to the cultural life of the college and community.



Concerns: Given what is perceived to be high student demand in Arts Division programs, full-time faculty appear to be “stretched thin” in some instances.

While Arts Division facilities and equipment are excellent in many regards, there are nonetheless some concerns related to space (particularly in art and dance) and equipment (particularly in music) that have been previously noted.

Learning outcomes are published in the college catalog for graphic design and multimedia design, but not for art history/studio art, music, dance, and theatre arts. It is not evident that a systematic, documented program of outcomes assessment is in place for most programs within the Arts Division. *Note: An exception is graphic design, which produced an extensive career survey in 1999 and now utilizes a comprehensive set of program competencies and assessment tools.*

## **Advanced Technology Programs**

### **RV Program**

The RV program has been discontinued. The division chair and the instructor have instituted an articulation of entry level courses with local high schools. Participants will have the opportunity to receive college credit for required entry level classes. This partnership will add FTE, and enable students to have a seamless transition of courses, recruit students and bring in additional funding.

### **Automotive Technology**

Student learning and loyalty to the program is evident. NATEF certification is current. Records indicate task lists are being followed, student evaluation of NATEF tasks appear to be taking place. Safety procedures look to be in place. Equipment is adequate but some of it is outdated. Lab area was clean and orderly. Records indicate active committee involvement from the community.

Documentation of mid-program assessment is lacking evidence. End of program assessment did not follow the course "skill assessment" process. Evidence indicates that the task /skill assessment is done throughout the course (lab assessment), but final testing consists of a written test (theory). Documentation was unclear of outcomes between theory and lab. What would be the process if a student were to pass all tasks in the lab, but fail the written final, or conversely, does not complete tasks to standard but does well in the written final.

### **Aviation (Flight Technology, Aviation Maintenance, Avionics)**

The aviation technology area includes several disciplines. Aviation instructors were faced with closure of program areas because of a reduction in funding. The instructors and committee recognized the quality of their program, the area they represent, and longevity of the aviation program as a whole. With the help of their committee, the decision to overcome the budget reduction along with a well thought out plan enabled them to continue. Commendation of their resourcefulness, dedication, and professionalism is recommended.

The aviation areas visited were in compliance with safety, regulations and buildings were clean and organized. Documentation of compliance to FAA standards is in place. Library use for research is in place with information available at the airport classroom and at the college library. Evidence of "right to know" MSDS data folders was not clear. Program funding is a challenge that can adversely affect instructors and students. Inspection of the lab area available for aviation mechanics does not appear to be adequate for the number of students.

### **Manufacturing Technology**

Safety procedures in the shop were evident, math and blueprint reading skills particular to the program are embedded in the curriculum. Committee involvement in the program is documented. Students are involved, and expressed confidence in the quality of the program. The lab area was organized and clean. Skill levels are documented during the course. Equipment is being updated.

Mid program assessment is not evident in documentation. Library use for research is not clear in curriculum.

### **Diesel Technology**

Curriculum and instruction have recently been approved by an independent inspection. Safety procedures are in place. Documentation and inspection show the program to be of a higher quality than college information indicates. The lab area was clean and organized. Instructors have designed teaching cutaways. Heavy truck demonstration projects are in development, which will assist student learning in brake, air and hydraulic systems. Community involvement in committee meetings, program donations, and training are documented.

Mid program and end of program assessment are not clearly evident in documentation. The program involves intensive hands on demonstrations by students with a final outcome determined by a written test. Skill assessment during the course and their interaction with a written final are not clear and evident. Library use for research or for information does not appear to be documented.

### **Construction Technology**

Safety standards are followed, curriculum is at standard and approved by the advisory committee. Lab skills are approved in (real world) construction projects with documentation of completion and city and state inspection approvals.

Mid program assessment and end of program assessment are not clearly evident in documentation. Library use for research or information does not appear to be in place.

### **Auto Body / Paint & Refinishing**

Safety standards in the shop are in place. Instructors have I-CAR and ASE certification as evidenced in the classroom area. Instruction and curriculum follows I-CAR guidelines for skill sets and instruction. Community involvement in committee meetings is an asset to the program.

The current design of the paint room area appears to be a multiple use design which could inhibit instruction and cost valuable instruction time. The ventilation system in the paint room area is suspect to air quality and safety concerns.

Library use for information or research does not appear in curriculum. Mid program and end of program assessment documentation is not clearly evident.

**Electronics**

Technology is in use to enable student interaction and improve learning. Safety programs are in place, curriculum materials appear to be at standards. Students were actively involved in lab skills. Skill sets were evident and documented. The lab area was clean and organized but appeared to be crowded and small for the number of enrolled students.

Equipment appeared to be adequate, but some of the test equipment is outdated. Advisory Committee involvement is questionable, documentation shows several meeting cancellations? Library use by students for research or information is not clearly evident. Mid program and end of program assessment methods were not clearly understood.

**Welding**

Shop area is clean and well organized. Safety program is in place, students were clear in their understanding of assignments, work station and the evaluation and grading of tasks. New equipment is evident but not wired and usable to the program? The program is set up in a manner that helps students prepare for work. A commendation is recommended for the excellent organization of the lab, skill sets, and learning environment. Instructors are determined to see that students have the opportunity to perform at industry standards, which will enable them succeed and gain employment.

Mid program assessment and end of program assessment is not clearly evident. The Library assignments to enhance research program information needs to be more clearly defined in the curriculum.

**Drafting Technology**

Safety standards are in place and classroom technology was in use. Every student had the use of a computer allowing them to participate along with the instructor during the presentation. Curriculum appears to be current. Drafting programs do not appear to be centralized in the department. Interdepartmental instruction of CAD and blueprint reading courses are not clear. Course offerings on the same subject appear to be different in every discipline. The duplication of courses with a different emphasis in each discipline makes it unclear. Who has the responsibility to teach and to what depth? Why is the equipment and instruction duplicated so many times?

## **The Culinary Arts and Hospitality Division**

### **The Culinary Arts and Food Service Management Program**

The Culinary Arts and Food Service Management Program offers a two year A.A.S. program whose outcomes and competencies conform to the accreditation guidelines of the American Culinary Federation. The one-year certificate program was eliminated because it could not provide the instruction required for ACF accreditation purposes within a one-year framework and because the majority of certificate students returned for the two-year degree program. The program admits 50 students each fall; it is a coherent program that enjoys high demand and results in solid employment rates for graduates. For some time the program suffered from high attrition rates exceeding 50% in some years; the retention of second year students increased dramatically with the addition of admission requirements of reference letters attesting to student exposure to the industry as well as reading, writing and math computation placement requirements. Placement is based in part on minimum scores of reading—68; writing—64 and a prerequisite of MTH 020—Basic Math Review. Retention rates in 2004 rose to 39 returning students of a class of 50.

### **The Hospitality Management Program**

The Hospitality Management Program is in a period of transition to accommodate changes in the hospitality industry. The program, heavily weighted towards hotel management, no longer reflects the increasingly diverse nature of the industry. With advisory board guidance, input from potential and current students, program alumni and local employers, Lane hopes to broaden and refine the direction of the program to reflect an evolving economic sector. Examining the disparate components of the industry, from tourism to recreation and leisure to convention and meeting management, program participants will consider potential student audience, community and industry input, and current LCC resources in pursuing accreditation from the Accreditation Commission for Programs in Hospitality Administration in the near future.

Assessment and program review of the Culinary Arts and Hospitality Management Programs takes place regularly. The Advisory board provides monthly input to insure the curriculum is in concert with current field practices. Program review is facilitated through the Professional Technical Education Coordinating Committee, which evaluates on a three-year review cycle. Strategic Planning at the program and College levels well beyond the unit plans is in progress.

## **The Social Science Division**

The Social Science Division includes the disciplines of Anthropology, Criminal Justice, Economics, Ethnic Studies, Geography, History, Human Services, Humanities, Philosophy and Religion, Political Science, Psychology, Sociology and Women's Studies. The division comprises a large component of the general education/related instruction in conformity with Standard 2.C. Requirements range from three credit hours in applied degrees to fifteen credit hours in the AAOT degree. Social Science also offers 45 courses that satisfy the Ethnic/Gender/Cultural Diversity requirement for the AAOT degree.

The division addresses the College core value of accessibility by offering instruction in distance education through the use of telecourses and web classes. The division offers a history sequence in the College Now dual credit program, where the high school instructor possesses the same qualifications as L.C.C. full time faculty. Technical support for innovative technology in instruction is provided by two half-time faculty webmasters. Demand for smart classroom instruction and technological instructional training is increasing at a much faster rate than allocations for this purpose. Beyond the bond construction funding, resources for technology advancement have remained level.

Program assessment is facilitated by the use of retention and grade distribution studies. Chemical Dependency and the Police Reserve Academy have been deleted because of budget constraints. The division has developed a comprehensive unit plan linking course outcomes to the college mission. The unit plans would comprise an important component of a formal program review process when put in place.

### **Child Development Center Program**

The state-of-the-art Child Development Center provides affordable child care to Lane Community College students and to residents of Lane County. In Fall 2004 the Center accommodated 85 children from toddler to pre-kindergarten. 51 of the parents were LCC students; five were LCC faculty and the remainder from the community of Lane County. The Center serves as a training environment for Early Childhood Education students. Three faculty members (2.78 FTE) from the Early Childhood Education oversee instruction of approximately 50 students. Students enrolled in ECE complete 5 terms of practicum in the CDC, as well as one off-site internship experience. They supervise children, engage in facility care and informal parental counseling, and meet regularly in the CDC seminar facility to discuss their learning experiences.

The CDC enjoys solid relationships with the Lane County community. By offering quality child care in a caring learning environment, meeting high demand for employment of child care workers providing cooperative work experience for ECE students through a work cooperative requirement and serving as a resource for high school child care curriculum, the Center embodies the LCC core values of collaboration, accessibility and learning.

The CDC engages in regular assessment of its program. Through employer feedback, advisory committee recommendations, student evaluation of program and high retention of clientele, the CDC measures service effectiveness and quality of instruction in the ECE program. These valuable informal methods of evaluation indicate that students graduate from the ECE program well-prepared and highly-employable. However, it appears that no formal process for periodic program assessment is in place.

### **Education Program**

Lane's education suggested course of study addresses a documented need for a transfer teacher education program. In the last quarter 250 students listed education as their major area of interest. Accompanying a general education curriculum is a two quarter education course as well as an opportunity to enroll in cooperative education. The heavy emphasis on hands-on work experience facilitates the success of Lane students transferring to education programs at nearby colleges and universities.

The educational faculty provides strong academic counseling to ease the transferability of courses to four year institutions. Lane faculty members in education are participating in a unified state-wide effort to develop a transfer degree in education. Oregon community colleges are spearheading an effort to secure certification through the Oregon Department of Education. The long term planning anticipates a 4-6 year development period.

### **Human Development Program**

Counseling and Guidance faculty provide instruction in human development, human relations, career counseling and related life experience and workplace courses. Such courses comprise a crucial component of general education. Virtually all of the technical degree and certificate programs, and many transfer programs, require three credits of human relations emphasis. CG 203, Human Relations at Work, in particular is recommended for technical program students.

Full time and adjunct counselors instruct in Human Relations and Career Guidance. Classes are widely accessible, offered in daytime, evening and weekend timeframes as well as in distance education as telecourses, live interactive classes and online classes, as well as in the traditional classroom. Class settings provide an opportunity for efficient delivery of human relations and career guidance courses. All human development instructors provide for student evaluation in every class; such a policy exceeds Lane requirements, and all part time instructors must first complete a class before being assigned to teach it. Though informal means of program evaluation are followed periodically, no formal program review process appears to be in place.

**Human Services**

Human Services, a component of the Social Science division, offers A.A.S. degrees in Human Services and Criminal Justice. The Criminal Justice degree is transferable to four-year institutions. HS also offers a one-year certificate program in Juvenile Corrections. This program meets the minimum requirements for employment within the Oregon Youth Authority. Program review takes place under the purview of the Professional Technical Program Coordinating Committee on a regular basis.



## **Employee Skills Upgrading**

### **Biz Center/Contract Training**

Biz Center is a downtown Eugene small business development and contract training operation, located adjacent to the Chamber of Commerce. These programs serve the full range of business clients: those seeking small business startup, operational, and growth advice or classes as well as larger companies seeking training for their employees. This unit works in harmony with the Workforce Development unit on campus to provide technical training to displaced workers who need new careers. Biz Center is a full-service unit that admirably serves the Lane county community.

### **Workforce Development**

Workforce Development creates courses for dislocated workers, using specially contracted faculty who design curriculum based on individual and employers' needs. This unit is working hard to repair an earlier schism with Contracted Training, as both programs need to complement each other. WIA and Workforce Network-funded contracts at off-campus sites include a teen parent program, JOBS services, and welfare client career ladder programs. Participants for all programs are referred through local agencies and the Rapid Response (to company layoffs) team.

### **Apprenticeship**

Apprenticeship is housed within Co-op Education, and works closely with the Advanced Technology (trades) division. Instructors are journey level status, hired by Apprenticeship Program/Cooperative Education Division with the help of trades industry. Students are charged CE rate tuition, and high school students are encouraged to participate in a Trades Skills class that offers an introduction to the field. Because industry representatives are very involved in this program, assessment is ongoing and skill-specific. LCC is exploring plans to establish a Skills Center for hand-on trades training, which would also be open to high school students.

## **Outreach, Continuing Education, and Special Activities**

### **The Cottage Grove Center**

The Cottage Grove Center is an impeccably furnished and maintained satellite campus funded through a local bond issue in 1997. Both credit and non-credit courses and an AA degree are offered, and all student services—including bookstore—and library access are available. Budget cuts have hurt community participation in the past two years.

### **The Florence Center**

The Florence Center serves over 700 students in the western part of Lane County, offering both credit and non-credit classes. Because Florence attracts a large number of retirees, the community has numerous retired and well qualified college and university faculty who teach health care prerequisite courses for the center. The center has an innovative partnership (Career Pathways) with SWOCC in Coos Bay, Siuslaw School District and Peace Health/Siuslaw Region that will enable Florence graduates to complete a BS Nursing degree online by 2006.

### **Community Learning Centers**

Seven Community Learning Centers are located adjacent to high schools throughout the district and four serve rural communities, especially senior citizens. Classes include AAOT credit and non-credit. These centers collaborate between high school districts, who provide the land, and LCC, which accesses bond funds for classroom space. Severe budget cuts have hampered staff stability, and discontinuation of the senior citizen discount has impacted numbers. A major effort is being instigated to reinvigorate these centers, however, through revised curricular offerings and targeted marketing. This fall the Elmira center's student numbers doubled and CLC enrollments have increased overall by more than 32% from one year ago.

### **Continuing Education**

Continuing Education is primarily housed in a large downtown Eugene facility, conveniently located across from the bus terminal, and offers classes and student services including bookstore. CE students including non-credit, developmental, and post-occupational training, account for over 60% of all LCC students, with much of tuition revenue contributing to the college's budget. CE is also a place to incubate new instructional programs that can be spun off to the main campus. CE staff work hard to collaborate with campus faculty and to complement main campus offerings.

## **Foundational Studies/ The Center for Learning Advancement**

The Center for Learning Achievement is a new division of the college created through a lengthy and thorough review process culminating in the merger of several departments due, in part, to fiscal challenges and more importantly to link like programs that share and transition students across department lines and into the greater college.

### **Adult Basic and Secondary Education (ABSE)**

ABSE recently completed the unit planning process and its state basic skills program review. This program is faced with an extensive accountability process to maintain state and federal funding. In spite of this challenge, it is a model to assess student learning outcomes.

Unit of Instruction:

#### **Adult Skills Development (ASD)**

ASD provides a variety of learning opportunities for adults to improve reading, writing and math skills or prepare for the GED.

#### **Adult Basic Skills Development (ABSD)**

ABSD is a program located at the Downtown Center that assists special needs adults with applied academics, employment skills, and life skills.

#### **General Education Development (GED)**

GED classes prepare students to pass the GED test.

#### **Literacy**

The college has a literacy volunteer program that trains volunteers from the community to tutor adult literacy students at the Downtown Center.

Commendations: The center for Learning Advancement has well-educated and seasoned faculty and staff who have at the heart of their work a commitment to students. Their willingness to collaborate among themselves and with other programs in the college is laudable. Their student-centered operating style truly “transforms lives through learning.” Many programs within this unit have very good examples of course outcomes and assessment.

Concerns: Change is difficult to manage, and when movement to a new physical location is combined with co-location of work groups who have had only informal relationship before, there is bound to be anxiety.

If a goal of the program is to prepare students for success in college classes, how does the program know they are or are not achieving that goal. Do students move into college programs? How many do? Are they successful? Is this increasing or decreasing over time?

### **Policy 2.C.6.**

There are clear policies concerning the process and clear information about credit status. In addition, there is a program for students who need to improve reading skills in order to gain ability to benefit. This “Guided Studies” program requires mandatory placement in classes designed to build reading skills, restricts them from certain classes during their initial term, and re-evaluates their readiness for college classes at the end of the first term.

### **Academic Learning Skills (ALS)**

The ALS department provides developmental courses to improve student success in lower division, professional technical, and transfer courses. Course options include college success, study skills, reading skills, writing skills, and a basic math class. Some courses are linked with other programs like ESL and Women in Transition. The Guided Studies program is an effort to assist students in strengthening academic skills before entering college-level courses. The many collaborations with other departments strengthens coursework and services for students. The math 10 collaboration with the math department is commendable, and partnering with the Women’s Program, TRIO, and Disabilities Services as well as math and science resource centers is also noteworthy.

### **English as a Second Language/International Education (ESL)**

ESL provides English language instruction to non-native English speakers for work, community, academic or personal goals. These courses are designed to help students with everyday communication as well as with transition to other training and academic programs. ESL moved from the Downtown Center to campus immediately prior to the start of the fall term 2004. This long planned move was well received by the campus community and provides the opportunity for many collaborations. Students will also have access to many of the campus services that were not available downtown.

### **Tutor Central**

Free tutoring is available for many subjects on a drop-in basis and centrally located within ALS. Its pleasant, well-designed location and nearness to the library and other ALS classrooms and services achieves accessibility.

## **Policy 2.1 General Education/Related Instruction Requirements**

A clear and complete statement of Lane Community College's requirements for general education and/or related instruction is published in college publications. A two-page chart that lists all four college degrees and the actual number of credits required for each general education and/or related instruction, has been added to the catalog this year. Sixty-one credits or 68 percent in the Associate of Arts Oregon Transfer degree are selected from a list of general education categories. Students earning an AGS degree are now offered two math options. All transfer degrees require general education courses at the transferable collegiate level.

For two years beginning in 1998, the Degree Requirement Review Committee (DRRC) led a collaborative process in working with faculty to develop general education outcomes. In 2000 the college was selected as a Vanguard Learning College Project. The college focused on defining general education core abilities. Subcommittees gathered input from faculty. A purpose statement of general education requirements and core abilities defining what students should know and be able to do was approved in February 2001. Faculty identified written criteria to qualify courses used for liberal arts courses and clarified expectations for the Human Relations requirement in applied degrees and certificates.

In a 2002 graduate assessment of general education core abilities 99% of the students rated very important or important, the importance of general education core abilities. Similar percentages were documented on the effectiveness of the courses in developing core abilities.

The expected general education outcomes relate to Lane's mission, providing educational opportunities that include professional/technical and transfer programs.

### **Related Instruction**

Since the 1994 self study report, the college has developed stand alone related instruction courses for all professional/technical programs. All related instruction course offerings are taught by qualified faculty from the English, Math and Counseling departments. Evidence was found in reviewing course syllabi as well as viewing the course requirements listed for each professional/technical program in the college catalog. Math faculty work with professional/technical faculty to design college level course work customized to their area of specialization. The planning sheets in the catalog document the specific general education/related instruction requirements.

## **Policy 2.2—Educational Assessment**

The college currently has elements of an educational assessment plan in place. Information is gathered on the characteristics of incoming students, and the committee also reviewed studies providing aggregate data on student performance after graduation. A number of technical programs undergo detailed review and assessment by accrediting agencies specific to their fields. In addition, a number of small, focused research studies have been conducted in order to analyze issues specific to certain courses.

While these pieces are in place, however, the requirement for systematic assessment of effectiveness of educational programs seems to be poorly understood across general education and certain professional technical programs. The core abilities appear in the catalogue and are listed on course outlines, but it is unclear how student learning gains abilities are assessed as students progress toward graduation. Assessment of professional technical programs seems driven by the needs of specialized accrediting agencies, and the college lacks a plan for systematic program assessment and improvement. Outside of anecdotal evidence, only limited information exists that shows assessment being used to “close the loop” and apply the information gained to improvements in programs and in student learning.

## **Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs**

Distance learning has evolved over many years at Lane Community College to where delivery modes now include telecourses, online courses, satellite-delivered teleconferences, and, most recently, live interactive courses. Through a combination of options, it has been possible to earn the Associate of Arts/Oregon Transfer (AAOT) degree via Lane distance learning since 1995. In 2004, the college submitted a substantive change proposal to NWCCU and received approval to expand the number of online courses it offers such that students will be able to complete all or substantially all of the credits required for the AAOT degree.

While the Distance Learning Department manages the overall program and provides support, faculty assume responsibility for course rigor and quality of instruction. Faculty are provided with ample orientation and training as to distance learning protocols, and are afforded support in the development of effective materials through the Instructional Technology Center. Students have the option of accessing library/information resources and student services via the Internet. While faculty are responsible for the assessment of student outcomes, the Distance Learning Department is developing and plans to institute a survey in the coming year that will provide feedback on the effectiveness of distance learning procedures and systems.

Commendations: The Distance Learning staff is experienced, knowledgeable, committed, and helpful.

Selected faculty demonstrates a keen interest in and talent for developing online courses and teaching in distance learning modes.

The technology infrastructure necessary for distance learning is in place and, seemingly, continues to evolve and advance.

Concerns: As online courses become the preferred distance learning option for more students pursuing the AAOT degree, the college will be challenged to develop a full set of requisite courses.

## **Standard Three: Students**

### **Introduction**

Student services administration, faculty members and staff members exhibit high energy and good morale. They are dedicated to the college, to the students and to their respective professions. They work hard and enjoy what they do. The self-study adequately describes student services programs offered by the college.

### **Purpose and Organization**

Student services reports to the Associate Vice President for Instruction and Student Services. This is part of the college's philosophy to integrate instruction and student services, and seems to work effectively. At the time of the evaluation, this position was staffed by an interim, due to the recent surgery of the associate vice president. The interim was fully knowledgeable about all areas of students services, was fully aware of all aspects of the Standard 3.

Department directors meet together as a self-directed team and provide peer consultation, collaborative decision-making, and interdepartmental support to each other. Directors meet as a team with the Associate Vice President when policy decisions or processes may impact other areas of the campus and more formal decision making and shared governance are required. Directors are evaluated annually.

### **General Responsibilities**

The college tracks student demographics, and understands the profile and needs of its students. Services appear to be proportioned according to the student profile as evidenced by such specialized services as the TRIO SSSS program, Women's Program, Multicultural Student Center, Substance Abuse Center and Health Services. Benchmark data indicate far fewer men receive degrees than women. There is no evidence that the college is addressing this apparent disparity. The meaning of this data is not clear. At Lane more degrees and certificates are earned by women than by men, (this mirrors a national trend). There are also greater numbers of women students in the college population as a whole. However, this disparity in terms of degrees earned may not be an indicator of lack of success. Students often attain their goals without earning a degree or certificate. For example, in professional technical programs students are frequently offered employment before they complete the program. Although the data bears watching, there is not a clear basis for any action at this point.

There is an active student government and students participate on various councils and committees. Due to the recent restructuring of the governance system, student leaders are still learning and sometimes unsure how to access the college power structure, have their voices heard, and influence changes in college policies, process, procedures and practices.



The Student Rights and Responsibilities Code is printed in the catalog and is written in a clear style. The document is technically accurate and specifies and protects students' 14th Amendment due process rights. In addition, administration implements the procedures in a manner that protects both the institution and the student. The disciplinary procedures of the college are well documented and seem to be fairly executed. In addition, the complaint processes are similarly well written, made available to students, and appear to be fairly administered.

The college plans to address some student concerns about lighting in some of the more remote areas of the campus. Information about campus safety and crime reporting are made available to students as part of the annual Clery Report.

The college catalog is fairly standard and contains all the required sections. The student handbook is contained within the college catalog. The catalogue along with other college publications appears to meet the requirements of policy 3.1.

Evaluation of student services programs occurs on a somewhat informal and unstructured basis. However, there are enough examples of various surveys and benchmark data, and the use of these data in staff meetings to effect programmatic change to conclude that Students Services meets the minimum standards for continuous program evaluation.

### **Academic Credit and Records**

Academic records accurately reflect student achievement. There are clear distinctions between credit and non-credit coursework.

Transfer credit is appropriately accepted from other colleges. However there is an average five-month wait for students to receive a transfer credit evaluation. This delay causes students to have take extra steps in seeking faculty permission to enter courses for which they have met the prerequisites but have not yet had their transcripts evaluated. Some students have expressed frustration at this process. In addition, it is not uncommon for students to have to wait of two or more hours to receive assistance at the college's new "student first" stations. Although the wait has been reduced from last year, both students and staff have expressed frustration and not being able to further reduce waiting time and avoid lines. Some students have also expressed frustration in not being able to find avenues to express their concerns over service levels.

Student records are backed up electronically and on microfiche. The backups are stored securely and separately; records staff evidenced expert understanding of the requirements of FERPA.

## **Student Services**

The college is an open door institution and its general admission policy reflects this philosophy. The demographics of the student body demonstrate a full range of age, educational, and ethnic diversity. The college's course placement testing, together with related advising, place students in course levels appropriate for the skill levels.

Educational program and graduation requirements are clearly listed in the college catalogue.

Financial aid is administered in a competent and timely manner. It is not uncommon for it to take less than 30 days to process awards and sometimes even less. Awarding for fall quarter is begun in May, and would be accomplished even sooner except for having to wait for the federal software to become available. The loan default rates (around 10%) are a little less than half of the rate that triggers federal concern. Accurate financial aid information is made available to students in the college catalogue.

Students receive orientation to the college either as part of the early registration process for fall or as workshops. Orientation is optional.

Counseling and advising services are both centralized and decentralized. Advisors are continuously trained. Classroom faculty members are not assigned formal advising duties, although many informally mentor students and provide advising information. The college uses a developmental model of advising, matching the skill level of the service provider to the developmental need of the students. Counselors, in addition to providing higher order advising services, also provide career counseling and crisis intervention. Thus students receive holistic services. A licensed counseling psychologist ably administers the counseling and advising department. The counseling staff appears to adhere to the professional standard of their profession including the additional responsibilities for confidentiality imposed on their profession. Although the center using computerized tracking to monitor student wait for services, sometimes students have a long wait for drop-in service. This can be especially frustrating after having had to wait for service in other areas of student services. A job placement service helps students find employment both on and off campus.

The college maintains a comprehensive health center that provides low cost primary and urgent health care for students and staff. The health center appears to adhere to all of the standards and practices of the health care profession.

The student cafeteria is integrated with the instructional food program. The cafeteria follows solid business practices and provides a wide variety of high quality food items at reasonable prices. Staff is well trained, courteous, cheerful and professional. The cafeteria adheres to health and safety standards and receives regular inspection from the county.

The co-curricular program of the college provides a wide range of student clubs, organizations, activities, and events. The program clearly understands the 1<sup>st</sup>

amendment rights of students, and programs practices are guided by preserving the constitutional rights of students to assemble. The college also maintains a full-spectrum of recreational sports for students separate from intercollegiate athletics.

The college operates a full-scale bookstore that is attractively laid out and easy to shop. It has on hand a full inventory of textbooks, reference guides and study aids. There are ample fiction and non-fiction books available. The staff is warm, helpful and courteous. The bookstore is professionally managed.

The college has clear policies on media publications. The publications conform to Policy 3.1

Women's Programs provide a warm and welcoming alternate portal to the college. It was the recent recipient of the Model Program Award from the American Association of Women in Community Colleges. A veteran administrator who is also serving as the interim associate vice president for instruction and student services ably leads it.

International Student Programs provide added diversity to the Lane experience. Recent challenges worldwide and provisions of the Patriot Act that have tightened immigration procedures have hurt enrollment.

It should be noted that the college has made it exceptionally easy for the college community and the general public to access its polices, through the College Online Policy and Procedure System.

### **Intercollegiate Athletics**

The program is has a comprehensive statement of its mission, goals and philosophy, but has only recently made it available to prospective coaches. The board last reviewed the statement in 2002.

Student Athletes are treated the same as other students on campus and receive no special consideration. Athletic funds raised through the Foundation are subject to audit by the college and require the knowledge and authorization of the vice president.

The athletic director is expertly aware of all of the provisions of Title IX and has a positive commitment to ensure gender equity. The athletic program currently provides disproportional opportunity for males but has instituted a two-year plan to remedy the situation. To balance the addition of baseball this year, the college is currently in the process of hiring a soccer coach to begin recruiting for a women's soccer team for next year's season. The fielding of the women's soccer team should bring the college back within acceptable proportionality.

Conclusion: Student Services is professionally lead and professionally staffed. Students are well served for the most part and staff members take pride in their accomplishments. The staff is commended for its fortitude in managing the recent transitions of moving into a new building, declining budges, and shifts in the college governance structure.

Student Services has some challenges in reducing waiting lines and waiting times for some of its services.

## Standard Four: Faculty

The college employs a highly-qualified faculty, with each major field of study represented by at least one full-time faculty member. The required qualifications for each faculty position are clear, and hiring processes are well defined. Over the past several years, programs for recruiting and hiring have been modified, with a hiring calendar having been developed and a requirement set that all searches for full-time faculty be national rather than local. Part-time faculty are hired through a more limited, but still competitive, process. Salary and benefit packages offered are generally sufficient to attract and retain qualified faculty. A comprehensive faculty handbook would be useful for orienting new faculty hires, but committee members could not locate such a document during their visit.

The governance system at the college is undergoing changes, and the expectation is that faculty will participate to an even greater extent than previously in the leadership of the college. Faculty already lead such activities as the curriculum process, and this process seems to have almost universal understanding and acceptance among instructors. While some instructors feel that the change to shared governance may increase what is viewed as an already heavy workload, in general faculty report to being optimistic about the changes underway.

The college relies on part-time faculty to a far greater extent now than at the time of the last self-study. Part-time faculty are praised for their qualifications and commitment to the college, and they are included in such activities as the Faculty Connections program. They are also recognized with special provisions regarding seniority and hiring in the faculty negotiated agreement. The flow of information and access to mentoring activities to part-time faculty seems to vary by division. Some of the problems endemic to a heavy reliance on part-time faculty are also in evidence in some areas. The addition of increasing numbers of part-time instructors, for example, is cited as a cause of increased coordination responsibilities that affect workload for faculty, staff and management.

Faculty evaluation processes are outlined in both the negotiated agreement and in the *Faculty Evaluation Handbook*. The full-time process includes both developmental and corrective evaluations, and this process appears to be well understood and systematically conducted. The recent change to using on-line student evaluations has lowered the student response rate on that index, and faculty and management are addressing possible causes for decreased student participation in the process. The part-time evaluation process is applied differently across divisions and departments. While many part-time faculty are evaluated using both student, administrative, and peer evaluation tools, many others receive only periodic student evaluations, and some were reported not to have been evaluated in any way in recent years.

Professional development funding is available to faculty through two main mechanisms.. The standard allocation of \$1700/per faculty member/per three-year period was reported to team members almost universally. Although this figure is viewed as low in

some quarters, it has remained constant throughout a period of extensive budget cuts. Opportunities for sabbaticals exist, although, again, some concern was expressed about the number of sabbaticals funded each year.

During the visit, committee members met with large numbers of faculty from all major disciplines. The morale of faculty as a group was impressive. Several faculty discussed the concept of academic freedom and praised the amount of control they and their departments have over their courses. Equally impressive was the faculty involvement in scholarship, research, artistic creation, and entrepreneurial efforts. Though no such activity is mandated by the college, numerous faculty have willingly taken on such tasks, in this way giving evidence of their feelings for the college and their students. This creative spirit ranks among Lane's greatest resources.

## **Policy 4.1 Faculty Evaluation**

Policies on full time faculty evaluation are in place and practiced. There are two types of substantive evaluations of faculty. The primary type is the Developmental Evaluation, which is initiated by time of service. A Corrective Evaluation is only initiated in response to indications of inadequate performance requiring significant intervention. The procedures are clear, concise, measurable and manageable. Evaluation data is distributed to the faculty member, the appropriate division chair, and the Vice President. As a result, improvement plans appear to be a joint effort of the administration and faculty member.

Part time faculty evaluation is fragmented and lacks a concise administrative effort. Some divisions or departments use student evaluations and observations others utilized only student evaluations. A number of part time faculty relied on their own self appraisal using student evaluations and made individual improvement changes. It is not clear that there is a clear and concise procedure for administrative review or feedback to the part time faculty. This disparity in methodology leads the evaluator to conclude that there is not a standard formalized practice for part time faculty evaluation at Lane Community College.

## **Standard Five: Library and Information Resources**

### **Resources and Services**

The Library at Lane meets all the basic accreditation standards. The resources and services are sufficient to support the curriculum and the mission and goals of the institution. According to recent collection studies and student surveys, students are expressing sharp dissatisfaction with the aging collection and the use of the collection is more and more limited to current materials only. Several efforts have been undertaken to counteract this trend. The library has made recent serious efforts at weeding the collection and recent support for updating the collection has come in the form of a one-time allocation of \$50,000 to provide current materials in critical areas. A \$3 per credit computer fee has resulted in \$30,000 for the library to use in the purchase of electronic databases. Consistent upgrading of the materials budget to counteract the inevitable effects of inflation would provide for a more stable effect on the timeliness of the collection.

Interviews with students reveal strong satisfaction with the library staff. The library liaison system has fostered a great deal of good will among the faculty who expressed strong regard for the services offered to them in the areas of collection development and instruction. Several instructional areas have included library research into their program outcomes. However, some programs, especially in vocational areas, have yet to incorporate research skills and library use in their instruction, despite their stated outcomes to the contrary. Many of the departments house their own small libraries of materials, but those materials are not cataloged centrally.

Imminent plans to implement student-driven interlibrary loans via the ORBIS Cascade Alliance will allow for faster, more reliable, and complete services to patrons. Metasearch software is also planned for this year, a refinement that will improve electronic search capabilities for all library users.

### **Facilities and Access**

The current building dates from the concrete construction era of the '70s and is therefore nearly impossible to expand. Gallant efforts have been made to upgrade the facility to include sufficient computer access as well as modern computer teaching spaces, but these efforts have necessarily reduced the amount of study spaces for students significantly. The current facility has only 25 computers available when the computer classroom is in use. Therefore, the staff is left with the choice of refusing to schedule the classroom for requested orientations or hampering access to research materials during peak hours. Wired and wireless access to networks and the internet is planned for students who have their own laptops, but it is not yet a reality. Because of security concerns, the elevator is only accessed by key. Keys are issued to students with certified disabilities. As a result, third floor access is awkward and often near impossible for anyone else who may require it, e.g., for a temporary injury, rolling book bags, baby carriages, or book carts. While staff facilitate access on an individual basis once someone reaches the third floor, notifying the staff that they are ready to return to



the second floor is nearly impossible. The current facility also has only two study rooms for group work, has acoustical issues due to its open design, and tortures well-behaved students with the food service smells wafting up from the first floor.

### **Personnel and Management**

Library staff and faculty are dedicated, service oriented, and clearly cognizant of student needs. They sincerely desire to support student learning. The Cottage Grove and Florence Outreach Centers, however, have no direct library support. These Centers are delivering instruction in a variety of social science disciplines, research-based writing courses, and several other courses such as nursing, that traditionally require library services. At present, the only resources available to these students are the electronic books and databases that are available via the internet. While these represent a goodly amount of basic resources, assistance in the use of these materials and instruction in research techniques would provide greater parity for these students.

### **Planning and Evaluation**

The planning and goal setting processes of the library are comprehensive, involve staff at all levels, and are clearly understood and supported by all the staff. The planning process has resulted in a number of recent institutional efforts to support the library. The library performs a variety of assessments including surveys of students and faculty and assessments of library instruction. Changes have been implemented as a result of these assessments, but the college and the library could benefit from a systematic documentation method detailing both the assessments and changes resulting from the assessments.

Commendations: The quality of library support for instruction is superior and clearly appreciated by the instructional staff, faculty and students.

Concerns: The library facility is limited in its ability to support the future technological needs of Lane's students.

Students at the Florence and Cottage Grove outreach centers, especially those in traditional research based classes, will benefit from greater levels of library support.

## **Information Technology**

### **Resources and Services**

Information Technology [IT] supports all the administrative and instructional uses of computers including some related technology areas such as distance learning. They have recently implemented a number of major changes that show promise for helping the campus in several ways. The recent implementation of the Banner system, the outfitting of smart classrooms, the rapid accumulation of student computer labs and proliferation of staff workstations all reflect positively on Lane's commitment to meeting the technological needs of both staff and students. Implementation of further refinements to the Banner system, such as its integration with the library automation system (Innovative) and the bookstore (MBS) systems is also planned. Other services that have been requested of IT include document imaging for Student Financial Services and Enrollment Services, email and access to the student network with authentication schemes, and an Operational Data Store that will allow managers to access and manipulate at their workstations such data as student demographics, registration data, financial information, and human resources data. Each of these projects is ambitious, and each will strengthen Lane's ability to manage more effectively. The addition of two-way interactive classroom capabilities and the ability to broadcast live classes to cable subscribers will surely be in greater and greater demand as faculty find them useful in reaching more students across the Lane service area.

### **Facilities and Access**

The computer support facilities are in excellent condition, with appropriate actions being taken to insure the security of networks, while allowing for the flexibility of some applications taking place outside of the firewall. Appropriate measures have been taken to insure the integrity of the telephone systems as well. Both wired and wireless access to the network and internet for student-owned computers is planned for the near future, as is access to email for students. Although the community has fairly high numbers of households with access to email and computers at home, these services are needed if both the have and have-not students are to be well served.

### **Personnel and Management**

The Information Technology department has had considerable success in implementing major new initiatives recently in a wide variety of areas. Clearly, however, the explosion in sheer numbers of computers on campus, the demand for new applications and innovations, and the perceived demand for assistance with these applications on a nearly 24/7 basis are resulting in a fair amount of pressure on the personnel. The new reorganization of IT and the increasing demand for services from all areas may warrant a closer look at staffing.

## **Planning and Evaluation**

As evidenced in the exhibits for this area, Information Technology has undertaken a number of assessment efforts concerning, for example, student computer labs, the campus website, and helpdesk services. These efforts have been in the form of focus groups and surveys. The feedback has been extensive and has likely had a good deal of impact on how Information Technology provides services. However, a systematic annual method of evaluation using the new unit planning process has yet to be fully employed and specific evidence of changes that have been implemented as a result of evaluation was not clearly documented.

Commendations: Improvements in systems like Banner and workstation replacement schedules are certain to result in increases in end user satisfaction; further planned improvements in Banner and Operational Data Store hold great promise for substantive, long term improvements in management and student satisfaction.

Concerns: Expansion of demand for services in all areas may warrant appraisal of staffing levels before support services degrade.

## **Standard Six: Governance and Administration**

Lane Community College Governance is clearly defined by the State of Oregon and the local Board of Education. Both the State and Board of Education are actively involved in the management and oversight of the Campus as required within the defined parameters.

The local Board of Education is made up of seven members elected to four year terms without term limits. Board members represent the population of Lane County as well as students residing in the surrounding area. Monthly meetings are held with well documented agendas, minutes and action taken. These meetings include participants from the campus, students and concerned community members. Regular reports are presented to the Board on campus activities along with feedback on action items.

The Lane Community College Board of Education is actively involved in the community. Regular Community forums are held to allow for sharing of information and feedback on LCC activities. Members meet with small businesses, K-12 educators and University staff to assure maximization of resources for constituents served by LCC.

Board members are confident that information presented is accurate and provide adequate background for making informed decisions. Students have access to the Board at anytime and are involved in the across-campus collaboration process and shared governance practices.

President Spilde's role is well defined by the Board and performance objectives are clear. The President is evaluated annually by the Board per policy C.060. Input is gathered by the Board from across campus, outreach sites, students, faculty, staff and community members. The evaluation instrument used was designed and approved by the Board. The Board Chair receives the survey information; this is summarized by the Chair and Vice Chair. The entire Board is then engaged along with the President. This annual comprehensive review of President Spilde is appreciated by her and the campus community. The Board praised the leadership of President Spilde and her accomplishments.

President Spilde regularly meets with faculty, staff, students and community members via various committees. The campus is encouraged to participate and the "Shared Governance" model employed at Lane Community College allows for broad input and collaboration. This model has proven beneficial to the campus operation but has also increased workload, which is being addressed by a designated committee. Outcomes of the committee process are well publicized and actions taken are shared specifically with those involved.

## **Standard Seven: Finance**

Lane Community College meets the finance accreditation standards.

At Lane Community College financial planning and budgeting are ongoing, realistic, and based upon college strategic directions: Transforming Students' Lives; Transforming the Learning Environment, and Transforming the College Organization. In the past five years the college has faced a variety of challenges including property tax limits, severe reductions in state funding, significant tuition increases to partially offset cuts in these other major funding categories; a significant unfunded obligation to the state Public Employee Retirement System (PERS). These financial challenges are largely outside of the college's control. The college has developed and is implementing a well conceived long range financial plan to assist it in its recovery.

The board of education has adopted sound policies that direct the college budget process. The budget process is grounded in the college's strategic directions and is inclusive of the various campus constituencies. Prior concerns about the openness of the college budget development process and availability of budget information to support decision making are being addressed. The budget document is comprehensive, understandable and available to the campus community.

The college is managing its debt. As a result of its unfunded liabilities to the PERS the college has issued bonds to finance the bulk of this obligation, significantly increasing its debt level. However, the debt level is well within that allowed under Oregon state law and appears to be within the college's ability to plan and budget without imposing an unreasonable drain on resources for educational purposes. The financial integrity of the college is reflected in consistently "clean" financial audits. The few management items that have arisen have been addressed. The internal controls appear to be effective. The college has assessed its financial risks and is concentrating its efforts on those areas that pose the most risk. The college has managed to sustain a Standard and Poors A+ bond rating in a difficult financial environment.

The college has weathered the recent budget crisis in an exemplary manner. It "bit the bullet" making difficult decisions, balancing program cuts and revenue increases maintaining the quality of the programs. The college has developed a well-conceived financial stability plan to cope with the continuing instability of state funding: Balancing the general fund budget; Stabilizing tuition rates; Building a financial reserve; and Building capital reserves.

The college Foundation is responsible for fundraising activities. The relationship between the college and its foundation is clearly established. The foundation manages its funds independent of the college. Investments are managed by private investment firms. The college appears to have placed fund raising as higher priority than in the past.

College finance staff is experienced, professional and committed to the college.

## **Standard Eight: Physical Resources**

Lane Community College meets the physical resources accreditation standards. The main campus at Lane was constructed in the late 1960s, at the height of the community college movement. The main campus is well conceived, but shows signs of its nearly forty years. The college has off campus centers in downtown Eugene and across the district, as well as community learning centers co-located with high schools in the service area.

Lane Community College recently completed \$42.8 million bond levy with the addition of college funds to total \$61 million that was expended. The college completed 7 access projects, 8 new buildings, 14 remodels/additions, and 7 physical plant improvements on and off campus. The bond projects have significantly improved the quality and quantity of facilities to serve its students and the community. There is still much to do. Many of those projects not included in the successful bond project need to be addressed. To this end the college has just completed a well conceived long range facilities plan, identifying current and future facility needs on and off the main campus. The library and downtown center are examples where significant upgrades or replacement are needed. The long range plan also identifies potential sites for college expansion. Capital funding from the state has been extremely limited; the college should be prepared to implement its plan with little or no state support.

Sustainability is an emerging issue on the campus; not only in the way that buildings are designed and built, but in the manner that the college is operated. Recycling is a priority.

The local transit department has constructed a convenient bus station at the college's front door. The challenge remains for the college to develop the means to get students, faculty and staff out of their cars in the parking lots and onto the buses. Like most community colleges parking capacity is an issue. Concerns about lighting in the more remote parking lots are being addressed. Overall the college appears to provide a safe and secure environment.

Indoor air quality is an issue. While the college's initial response to this issue may have got off to a slow start, it appears the college is directing resources towards satisfactory solutions to this difficult problem.

Facility maintenance suffered as a result of the recent budget problems. The erosion of the budget in this area has stopped and the college is implementing its plan to restore the budget over time. In addition the college should be well served by implementing recently acquired maintenance management software which will assist in improving the maintenance of college facilities.

Overall the college is well equipped, a surprising achievement in light of the five year history of budget instability. Computing equipment for students, faculty and staff is up to date and the college maintains its computing equipment replacement schedule. Instructional equipment is adequate to serve the college instructional programs.

Staff in the facilities and operations unit of the college is experienced, professional, committed to the college. They are appreciated and respected by the college community.

## **Standard Nine: Institutional Integrity**

Lane Community College adheres to the highest ethical standards in all facets of the campus operations and policy development. Campus leadership, staff and the Board of Education demonstrate their commitment to student success through the implementation of policies and practices.

Formal and informal surveys indicate students, faculty, staff, and the Lane County community supports the College mission and its dedication to meeting student needs.

Employees take pride in their positions and strongly support the campus leadership. Shared governance provides opportunity for everyone on campus to share in the decision making process and be informed.

Lane Community College publications represent the college accurately and are readily available. Planning documents are regularly evaluated along with policies to assure continuing integrity throughout the institution and address potential conflicts of interest.



## **CONCLUSION**

Lane Community College is an extremely valued institution in the Lane County community and surrounding areas. Students and employers rely on the campus to meet training needs that match graduates with available employment opportunities.

The campus has come through a very difficult season of challenging financial issues that resulted in cutbacks and staff reductions. However, the campus addressed these issues in a positive manner and maximized available resources to maintain its value to the community. LCC has a bright future and will continue to be a key component in the economic development in Lane County.

Lane Community College meets all the Eligibility Requirements and is committed to adhering to NWCCU Standards.

## **COMMENDATIONS**

1. The faculty, staff, and administration are commended for their loyalty, diligence, hard work, and commitment to Lane Community College while facing challenges in budget, enrollment and transitioning into a new campus governance structure.
2. The College is commended for its community service efforts, entrepreneurial activities, and creativity shown in sustaining and developing new education programs.
3. The college is commended for its efforts in creating mutually beneficial partnerships with the community to enhance educational opportunities of Lane students.

## **RECOMMENDATIONS**

1. While the committee found evidence that full time faculty are evaluated in a manner that meets Policy 4.1, this practice does not consistently extend to the part time faculty. The Committee recommends that the College implement evaluation of part-time faculty throughout the college at least once within each five year period of service and that the evaluation consistently employ multiple indices. (Policy 4.1)
2. The assessment of program and course outcomes is inconsistent across the college. The committee recommends that Lane Community College evaluate the effectiveness of the educational program in terms of the change it brings about in students and make improvements in the programs as dictated by the assessment process. (Policy 2.2)