





Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Lane Community College

September 2, 2014

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The Accreditation Team

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Institutional Overview

This year marks the 50th anniversary of Lane Community College's founding as a comprehensive community college. Throughout the years Lane has fulfilled its promise to the community by embracing a vision, mission, core values, and now, core themes squarely focused on community needs. The college has demonstrated its commitment to both access to higher education and to student success, particularly for under-represented and nontraditional students, in its planning, decision-making, resource allocation and focus on learning.

Today, Lane students can select from a wide variety of lower division courses leading to transfer degrees. Accordingly, Lane has a strong association with its neighbor, the University of Oregon, through dual enrollment and hundreds of transfer students every year, as well as Oregon State University and the Oregon Health Sciences University. Lane has also continued the tradition of career and technical education begun in 1938 by its precursor, the Eugene Vocational School, while expanding services and programs to meet the community's changing needs. Lane offers applied degrees and certificates in 43 technical programs (Exhibit CE.1). Students also may improve foundational study skills, reading, writing, and math. Lane's noncredit offerings include Adult Basic and Secondary Education, English as a Second Language, and classes designed for lifelong learning such as creative arts, health and wellness, and career training in business and health occupations. All of these services and programs are focused on the ongoing support of student success. At Lane, student success is defined as the journey through which students develop, progress toward, and achieve their goals.

Lane's service district represents approximately 350,000 residents, slightly less than 10 percent of Oregon's population. The district encompasses approximately 5,000 square-miles: most of Lane County from the Pacific Ocean to the Cascade Mountains, as well as individual school districts in Benton, Linn, and Douglas counties. Lane's 314-acre main campus is located in southeast Eugene, and the college offers classes and services at a number of other locations including the Downtown Center in Eugene, centers in Cottage Grove and Florence, the Eugene Airport, and outreach sites in the community. Lane has more than 1,100 employees who serve over 12,311 full-time equivalent (FTE) students. More than two-thirds of Lane's student FTE is devoted to lower division college credit courses. The gender division among credit students is about even although over 60 percent of noncredit students are women. Over 70 percent of Lane students identify as Caucasian, with Hispanic being the next most common identity category for more than 8 percent of credit students.

Lane has a governing board comprised of seven elected voting members. The board of education governs by policy and entrusts the operational aspects of running the college to the administration. Board policy states that Lane is "governed by a system that is a learning-centered system and fulfills the vision, mission, and core values of the college," which ensures that Lane focuses its work on student success. Board Policy BP325, College Governance System, also states that "The president shall be the steward of the governance system, be accountable and responsible for the decisions made in the governance system, and evaluated accordingly. The college governance system shall recognize that the best decisions are made through the inclusion of many and diverse voices" (Exhibit CE.2).

In the state of Oregon, the 17 community colleges receive funding through three sources:

- State allocation of funds through a biannual state budget
- Student tuition and fees
- County-based property tax

By most measures, state financial support for higher education is substandard in Oregon. The State Higher Education Executive Officers (SHEEO) Association reports for fiscal year 2013-14 that Oregon ranks a deplorable 47th in educational funding per FTE, at \$2,230 below the national average.

During the economic recession the state of Oregon significantly reduced funding for community colleges. To compensate for the loss in revenue, tuition and fees were increased and now comprise 42 percent of the general fund budget. As a result, the college budget is much more sensitive to enrollment increases and declines. In the aftermath of the recession, as the economy improves, the college is experiencing substantial declines in enrollment which affects revenue. In 2012-13 and 2013-14, enrollment declined more than 20 percent. Adjusting to this economic reality has required the college to make strategic choices among increasing revenue, maintaining service levels at lower cost, and aligning services to demand without impacting student access to programs and services. However, Lane continues to find innovative ways to support student success.

At the core of its work, Lane has a passionate belief in providing access to educational opportunity to some of the most underrepresented, underprepared, poorest and first generation students; and to assuring that students have the right to succeed through the courses, programs and services offered. Faculty and staff demonstrate this every single day in classrooms and offices across the college. Their dedication and focus on learning-centered pedagogy and practice reflects the commitment to mission fulfillment.

Lane Community College both receives the support, and contributes to the health, of the community. This reciprocity allows Lane to provide services and programs to students that support their journeys as they develop, progress toward, and achieve their goals. Lane's work reflects the identity of the college forged over the past half-century:

We are the community's college, transforming lives through learning.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Lane Community College

Address: 4000 East 30th Ave.

City, State, ZIP: Eugene, OR 97405

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ **Associate** ☐ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☐ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ **Public** ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ **Quarter** ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Culinary Arts and Food Service Management	Associate of Applied Science Degree	American Culinary Federation Foundation Accrediting Commission	spring 2009
Dental Assisting	One-year Certificate of Completion	American Dental Association's Commission on Dental Accreditation	fall 2009
Dental Hygiene	Associate of Applied Science Degree	American Dental Association's Commission on Dental Accreditation	fall 2008
Emergency Medical Technology-Paramedic	Associate of Applied Science Degree	Oregon Department of Education	spring 2012
Energy Management	Associate of Applied Science Degree	Interstate Renewable Energy Council, International Standard #01021	spring 2014
Hospitality Management	Associate of Applied Science Degree	Accreditation Commission for Programs in Hospitality Administration	spring 2009
Medical Office Assistant	One-year Certificate of Completion	Commission on Accreditation of Allied Health Education Programs	spring 2006

Nursing	Associate of Applied Science Degree	Oregon State Board of Nursing	fall 2012
Practical Nursing	One-year Certificate of Completion	Oregon State Board of Nursing	spring 2013
Physical Therapist Assistant	Associate of Applied Science Degree	Commission on Accreditation in Physical Therapy Education	winter 2013
Respiratory Care	Associate of Applied Science Degree	Commission on Accreditation for Respiratory Care	winter 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: [data from IPEDS Fall Enrollment Surveys, Part A: \(total full-time undergraduate students\) + \({total part-time undergraduate students} divided by 3\)](#))

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	6,998	7,400	8,257
Graduate	na	na	na
Professional			
Unclassified			
Total all levels	6,998	7,400	8,257

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.) [data from IPEDS Fall Enrollment Surveys, Part A: \(total full-time undergraduate students\) + \(total part-time undergraduate students\)](#)

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	11,002	12,192	12,837
Graduate			
Professional			
Unclassified			
Total all levels	11,002	12,192	12,837

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research. [data from IPEDS Human Resources 2013-14 Survey](#)

Total Number
Earned

Number of Full Time (only) Faculty and Staff by Highest Degree

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	254	403						
Lecturer and Teaching Assistant								

Research Staff and Research Assistant	1							
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	67,700	11.68
Lecturer and Teaching Assistant		
Research Staff and Research Assistant	64,663	1.94
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: _____

Reporting of income: Accrual Basis _____ Yes _____ Accrual Basis _____

Reporting of expenses: Accrual Basis _____ Yes _____ Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:7/12 - 6/13	One Year Prior to Last Completed FY Dates:FY12	Two Years Prior to Last Completed FY Dates:FY11
CURRENT FUNDS			
Unrestricted			
Cash	47,491,890	34,601,575	49,031,042
Investments	24,048,682	19,580,748	18,129,245
Accounts receivable gross	11,466,128	12,322,620	12,437,276
Less allowance for bad debts			
Inventories	1,167,368	1,157,188	1,080,134
Prepaid expenses and deferred charges			
Other (identify)	520,571	475,505	473,468
Due from			
Total Unrestricted	NA	NA	NA
Restricted			
Cash			
Investments			
Other (identify)			
Due from			
Total Restricted	NA	NA	NA
TOTAL CURRENT FUNDS	NA	NA	NA

ENDOWMENT AND SIMILAR FUNDS			
Cash			
Investments			
Other (identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS	NA	NA	NA
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)			
Total unexpended	NA	NA	NA
Investment in Plant			
Land			
Land improvements			
Buildings			
Equipment			
Library resources			
Other (identify) Capital Assets	193,841,344	136,489,942	104,195,257
Total investments in plant	NA	NA	NA
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS			
OTHER ASSETS (IDENTIFY)	30,383,503	77,616,935	74,849,185
TOTAL OTHER ASSETS			
TOTAL ASSETS	308,919,486	282,244,513	260,195,607

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:FY13	One Year Prior to Last Completed FY Dates:FY12	Two Years Prior to Last Completed FY Dates:FY11
CURRENT FUNDS			
Unrestricted			
Accounts payable	4,620,159	8,034,875	7,109,082
Accrued liabilities	5,832,328	5,840,356	5,357,268
Students' deposits			
Deferred credits	14,988,289	15,959,063	13,091,349
Other liabilities (identify)	150,066,094	108,928,322	113,942,642
Due to	55,671	63,497	130,640
Fund balance			
Total Unrestricted			
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	NA	NA	NA
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			

Restricted			
Quasi-endowed			
Due to			
Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
 Total unexpended			
Investment in Plant			
Notes payable			
Bonds payable			
Mortgage payable			
Other liabilities (identify)			
Due to			
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND			
OTHER LIABILITIES (IDENTIFY)			
TOTAL OTHER LIABILITIES			
TOTAL LIABILITIES	175,562,541	138,826,113	139,630,981
FUND BALANCE	133,919,486	143,418,400	120,564,626

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY13 Dates:6/12 - 7/13	One Year Prior to Last Completed FY Dates:FY12	Two Years Prior to Last Completed FY Dates:FY11
Tuition and fees	47,533,472	50,944,010	48,676,549
Federal appropriations	--		
State appropriations	18,147,123	33,478,815	18,841,504
Local appropriations	22,916,036	23,037,606	112,698,016
Grants and contracts	47,573,883	52,458,273	
Endowment income			
Auxiliary enterprises			
Other (identify)	30,200,182	39,762,036	33,077,286
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	61,109,207	59,592,551	58,238,835
Research			
Public services	6,560,036	6,412,405	5,550,825
Academic support	6,154,786	5,921,969	5,473,840
Student services	25,638,484	26,379,672	23,786,244
Institutional support	15,514,136	14,287,846	11,873,926
Operation and maintenance of plant	9,736,298	10,730,306	10,647,742
Financial Aid	40,664,353	45,242,381	104,854,365

Other (identify)			
Mandatory transfers for:			
Principal and interest	5,781,172	4,494,525	4,583,511
Renewal and replacements			
Loan fund matching grants			
Other (identify)	4,510,167	3,765,311	3,283,616
Total Educational and General			
Auxiliary Enterprises			
Expenditures			
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises	NA	NA	NA
TOTAL EXPENDITURE & MANDATORY TRANSFERS	175,668,641	176,826,966	228,292,904
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	(9,297,945)	22,853,774	6,842,701

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
For Capital Outlay	93,482,112	51,988,012	56,793,264
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not Applicable				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not Applicable				

Preface

Lane and Its Community

During the recession, Lane Community College opened its doors wide to students, despite reduced state funding. The college was there when the community needed it, offering programs and services that accorded opportunity for displaced workers, the under-employed, and new high school graduates who found themselves unable to afford a university education. The college not only provided opportunity to access higher education but in fact became part of the social safety net in a community that lost 20 percent of its manufacturing jobs. Every employee and system was stretched to accommodate an enrollment increase of close to 40 percent, yet every individual stepped up to the challenge and came up with innovative solutions to assure that students were served well.

It was during the recession that the college reignited its commitment to student success. Without compromising access the college undertook a series of initiatives to reconceive systems and pedagogy to better support students in achieving their goals. Through its strategic directions, the college engaged faculty and staff in reviewing data, exploring best practices and adapting processes and practice. This body of work is still underway as the college learns more about students and their needs.

Throughout the last 10 years, Lane has been nationally recognized for its work on sustainability in curriculum, programs and operations. One of the charter signatories to the American College and University Presidents' Climate Commitment, the college has consistently made decisions that reflect the college value of sustainability, with attention being paid to economics, social justice and the environment. This value is evidenced in many ways but most significantly in blending learning and operations and using the entire college as a living laboratory.

One of the ongoing ways Lane ensures student success is through building and maintaining community partnerships and support. As an example, in 2008, after years of planning, the college placed a measure on the ballot to pass a facilities bond for \$83 million. In many ways the timing could not have been worse as the recession was taking its toll in terms of company closures and loss of jobs. Yet, the community decisively supported the college in making this substantial investment to allow Lane to further its mission.

A revitalized Lane Community College Foundation has similarly partnered with the community. Following a cycle of planning beginning with a feasibility study, the foundation launched its first major gifts campaign in early 2008 with a goal of \$23 million to fund a new Health and Wellness Center, scholarships and innovation. The Opening Doors campaign concluded in 2012 having raised \$29 million, \$6 million beyond the goal. More than 1,400 donors including businesses, corporations, philanthropic foundations, community members and alumni, staff and retirees made a commitment to the college mission.

In December 2010 Lane celebrated the opening of a Longhouse which was the result of partnerships with six Oregon tribes, Lane students and many other friends of Lane. Known for outreach to the Native communities and a robust Native American student program, including offering Chinuk Wawa language, the college believes the Longhouse provides a sense of place to its many Native American students and community members and provides a home for many of the college's activities related to equity and inclusion.

The new Downtown Center is another example of community collaboration. Recognizing that the former Downtown Center was not adequate to provide 21st century learning environments, the college allocated \$9 million from the facilities bond for improvements. After being approached by the city of Eugene shortly before passage of the bond, it was decided to collaborate with the city to build a new facility that would not only provide an exemplary learning environment but that would also catalyze the revitalization of downtown. Many partners, including the city, the state, and the federal government, contributed funding resulting in a \$53 million project that includes Titan Court, Lane's first housing facility. The academic building is certified as LEED Platinum and Titan Court is LEED Gold. Both buildings teach and espouse the college value of sustainability and reflect the college's strategic direction for a sustainable learning and working environment.

Lane has successfully developed proposals for state capital construction funding. To date, three projects have received funding – the Health and Wellness Center, the Downtown Center, and most recently the college secured \$8 million in matching funds for the Center for Learning and Student Success, a renovation of the Center Building, one of the oldest and largest buildings on the main campus. These partnerships in the last decade have enriched Lane's physical spaces and capacity to continue providing quality programs and events, and to further student support.

The college has increased its focus on developing and supporting entrepreneurial activities that are consistent with its mission yet contribute to the general fund which assists with mission fulfillment. As an example, the Center for Meeting and Learning provides a rich learning laboratory for culinary and hospitality students while serving as a venue for college conferences and for community organizations to hold events. It is a gathering place that brings community members to the college where they can see Lane's mission in action. In addition, the center supports faculty in the culinary program and contributes to the general fund.

Lane's International Program is a new intentional effort. In order to diversify and internationalize the college and the community in alignment with college values, Core Learning Outcomes and plans, once disparate components that served international students were consolidated in 2010. The program was designed to be self-supporting and a business plan was developed and implemented. At this point, all momentum points have been executed ahead of schedule. Dramatic growth in international students is occurring and the college is committed to increasing staffing accordingly to ensure students have needed support. The International Program is making significant monetary contributions to the general fund by funding English as a Second Language faculty and other support.

The college has provided leadership in convening faculty and staff from across the state to collaborate on statewide issues. In addition, Lane's grant writers have taken the lead in many national and philanthropic proposals that have been funded. Lane recognizes its obligation to support the state of Oregon and Oregon's community colleges as a whole, as well as the local district. For example, Lane was the first Oregon college to join Achieving the Dream (ATD), an initiative of the Lumina Foundation and seven founding partner organizations. Subsequently, Lane proposed a consortium approach for rural colleges to join ATD which was a new model for network membership. Lane worked with ATD staff to broker the framework and now 10 Oregon colleges are part of the ATD network.

Lane has made a commitment to work closely with the K-12 system to improve the college-going and college-readiness rate as well as provide access to career and technical education when districts have eliminated those opportunities for students. The college established a High School Connections department and remodeled facilities to accommodate programs. In addition, the college partnered with the Eugene school district to locate their Early College and Career Options (ECCO) program on Lane's main campus. Research indicates that early college students are more likely to continue to college when there is a close affiliation with a college. Finally, Lane initiated Connected Lane County, a local coalition of school districts, institutions of public higher education, and early childhood partners. Connected Lane County aims to increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community and business partner organizations. Connected Lane County was selected as a mentor organization by the state in a regional achievement collaborative initiative.

Lane gives back to the community in many ways, creating a positive impact on the local economy. A 2012 socioeconomic impact study designed to understand the role that Lane plays in promoting economic development, enhancing students' careers, and improving quality of life, found that, altogether, the average annual added income due to the activities of Lane and its former students equals \$411.8 million (Exhibit 1.1). This is approximately equal to 3.9 percent of the total Lane County economy.

Update on Institutional Changes

Lane has undergone multiple changes since October 2011, the time of the last Northwest Commission on Colleges and Universities (NWCCU) report. These changes affect leadership, planning, degree and certificate offerings, relationships with state boards and achievement compacts, facility and grounds development, software and infrastructure, and enrollment and finances.

Leadership

After many years of a very stable executive leadership team, changes occurred in 2012 when many key administrators left Lane due to retirements or new opportunities, both internal and external. National searches were conducted for these positions, including filling the vice president of College Services which had been vacant for seven years for budgetary reasons. A talented group of administrators were recruited and hired and have developed quickly to form a cohesive Executive Team. The exception was the vice president of Academic and Student Affairs where two searches were conducted but did not result in an appointment. The executive dean of career and technical education is filling this position on an interim basis; her long and successful history at Lane will provide the leadership needed to continue Lane's successful trajectory.

Strategic Plan and Strategic Directions

The last revision of Lane's mission statement was completed and approved in March 2010, incorporating the phrase "student success," and tying the work of the college together across student populations—academic transfer, career technical, developmental, and lifelong learners in continuing education. This change and the new strategic plan were informed by community conversations that the board of

education conducted in every part of the district. A five-year strategic plan was developed and delineated by the following six strategic directions:

- A Liberal Education Approach for Student Learning
- Optimal Student Preparation, Progression and Completion
- Online Learning and Educational Resources
- A Sustainable Learning and Working Environment
- A Diverse and Inclusive Learning and Working Environment
- A Safe Learning and Working Environment

These strategic directions are key priorities for the college and are highlighted through campuswide communication, engagement and discussion. Effort was made to assure alignment between strategic directions, goals and implementation plans. True to its commitment to being learning-centered, the college took a professional development approach to launching the work on each strategic direction by organizing conferences for faculty and staff, reviewing research, and convening intensive study groups to delve into the issues and develop strategies that are a fit for Lane and its students.

Lane prides itself in being a learning college, and substantial learning has occurred during the last three years following submission of Lane's Year One Report and preparation of the Year Seven Report. The extent of that learning is especially evident in revision that occurred with core theme objectives and indicators for Core Theme 4.

Achievement Compacts

In 2011, the Oregon Legislature, at the request of the governor, created the Oregon Education Investment Board to oversee an effort to build a unified system for investing in and delivering public education from birth to college and career. At the same time, Oregon enacted as a goal "40-40-20" which states that by 2025, 40 percent of students will earn associate degrees, certificates or credentials that have market place value, 40 percent will earn bachelor's or advanced degrees, and the remaining 20 percent without a postsecondary credential will have at least a high school diploma or its equivalent credential. In order to track progress toward this goal, the Oregon Legislature directed all K-12 districts, education service districts, community college districts, and public universities to enter into annual achievement compacts with the OEIB, beginning with the 2012-13 academic year. These compacts are intended to focus funding and strategies at the state and local level on the achievement of this statewide education goal.

In addition to the institutional achievement compacts, the OEIB also launched a Regional Achievement Collaborative pilot to examine the feasibility and impact of having representatives from across the birth to college and career continuum engage collectively around the compact outcomes. Lane is a member of the regional achievement collaborative Connected Lane County, which has the goal of increasing "the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations" (Exhibit 1.2).

Substantive Change

In a December 2011 letter to the college, NWCCU President Sandra Elman wrote, “...delivery of associate and certificate programs in an online and hybrid modality is now included under the accreditation of Lane” (Exhibit 1.3). Lane’s prospectus for major substantive change to the commission included offering all associates degrees and applied certificates, as appropriate, in online and/or hybrid learning environments. As a result, Lane now offers the Associate of Arts Oregon Transfer degree (AAOT), Associate of Science-Oregon transfer degree (ASOT), the Associate of Science Oregon Transfer-Business degree (ASOT-Bus) and several Associate of Applied Science degrees (AAS) through LaneOnline. Significant coursework can also be completed online for the Associate of General Studies and Associate of Science degrees.

Each of four new programs designed and implemented since 2011 built upon existing programs where new employment opportunities are emerging:

- **Geospatial Information Science and Technology (GIST) AAS**
The GIST degree extended the content of an existing Career Pathway Certificate designed with support from a National Science Foundation (NSF) grant (Exhibit 1.4).
- **Watershed Science Technician AAS**
Watershed Science complements the existing Water Conservation Technician AAS program. The conservation curriculum focuses on concepts of water usage (or from the tap forward) while the watershed curriculum focuses on water sources (or from the tap back) (Exhibit 1.5).
- **Energy Management: Building Controls AAS Option**
The Building Controls AAS degree option curriculum differs approximately 30 percent from the parent Energy Management AAS degree by providing a specialized credential for students interested in HVAC controls employment (Exhibit 1.6).
- **Website Design One-Year Certificate**
Designed as a credential that is related to the Multimedia Design AAS, this certificate serves the interests of students seeking employment as web designers (Exhibit 1.7).

In addition, Lane has designed a new Health Records Management program which will prepare individuals to plan, design and manage systems, processes, and facilities used to collect, store, secure, retrieve, analyze, and transmit medical records and other health information used by clinical professionals and health care organizations (Exhibit 1.8). This program will start fall 2015.

Student Success

Lane’s emphasis on student success has been part of its culture for decades. In the past several years, Lane has focused on finding ways to better serve students, and on assessing student success in a variety of ways.

In 2010, Lane initiated Connected Lane County, a partnership of all 16 Lane County school districts, the Lane Education Service District, Lane Community College, the University of Oregon, United Way of Lane County, Lane County’s Early Learning Alliance, and the Lane Workforce Partnership. The goal of Connected Lane County is to meet the state’s 40-40-20 goal by increasing the number of local high school graduates who are successful in higher education.

Lane also recognized the need to provide additional support for highly motivated students. In response, the college created the Lane Honors Program in 2011, which also supports Lane's strategic direction of "a liberal education approach for student learning." The program provides these students with challenging honors classes, research-based honors seminars, experiential learning, and study abroad opportunities. Upon completion of the program, students are prepared for upper division, honors-level coursework at a four-year institution.

On an institutional level, Lane also refined some of its student success initiatives and teams. One of Lane's early teams was the Success and Goal Attainment (SAGA) team, an interdisciplinary group of faculty and managers. Under the leadership of then vice president for Academic and Student Affairs from 2004-12, SAGA's student success efforts were expanded to include a number of initiatives including a Title III Grant: Engaging Students (2008-13). In 2011, the Student Success Leadership Team (SSLT) was created as both a think tank and as a way to support the college's work on three strategic directions: optimal student preparation, progression and completion; a liberal education approach to student learning; and online learning and educational resources. SSLT was comprised of broadly representative faculty, students, staff and administrators with a wide range of roles and responsibilities that affected student success.

At the end of 2013-14, the college recognized the need to redesign its student success framework to better match the student's journey through his or her academic career. This framework separates the student's journey into four stages: start right, first year focus, maintain momentum, and goal completion:

Start Right: These are practices that primarily improve a student's successful entry into a program that leads to achieving his or her goal.

First Year Focus: This category is aimed at giving students outstanding curricular and co-curricular experiences in their first year.

Maintain Momentum: Practices in this category are those directed at successfully contributing to student progression.

Goal Completion: This category describes practices that assist continuing students complete their academic goals.

This reorganization concluded both the SSLT and SAGA.

Lane has recognized the need to expand its assessment and measurement of student success. In spring 2011, Lane joined the national Achieving the Dream project (ATD) to help the college better utilize data to identify problems, set priorities, and measure progress toward increasing student success (Exhibit 1.9). One goal of ATD is to help more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Also in 2011, Lane took the lead in the Degree Qualifications Profile (DQP), a statewide initiative that enhances student success by illustrating what students should be expected to know and be able to do once they earn a degree, at any level.

Lane has refined the institution's ability to assess and measure student success through the efforts of Lane's Assessment Team, including its work on the Core Learning Outcomes (CLOs). Between 2011 and 2014, the Assessment Team examined course outcomes across modalities (i.e., online and face-to-face to assessment of course outcomes, and student engagement and satisfaction), organized workshops and conferences, as well as provided funding for program, department and division teams to hold conversations about how rubrics or the CLOs intersect with program and/or course outcomes. (Exhibit XX). This work dovetailed with the college's active participation in the American Association of Colleges and Universities (AACU) Roadmap Project. Project members attended a week-long institute and developed a roadmap called the "GPS: Guide to Personal Success." This initiative supported the Assessment Team's creation of the Core Learning Outcomes (Exhibit CE.3). In addition, it helped the college improve the visibility of these general education elements of degrees and certificates and provided professional development to help faculty ensure that students meet the outcomes. The Roadmap Project also focused on high impact practices and degree progression and completion. Future work will focus on developing the implementation plan for Lane's institutional map and the Lane Guide to Personal Success (GPS).

Facilities Updates

- **Downtown Center Construction**

In 2011, Lane broke ground on its new Downtown Center, which combines innovative classroom space with Titan Court, Lane's first student housing facility. Opened in January 2013 and hailed as a landmark project for renewing downtown Eugene, the 90,000-square-foot Downtown Center allows Lane to increase training and services, meet sustainability goals, and contribute to the regional economy. Lane received a community award from Eugene's mayor who described the project as an "exemplary model of sustainability in keeping with goals and values held by the city, the college and throughout the region." The college invested \$9 million in the Downtown Center; the remainder of this \$53 million project came from public sources, including the city of Eugene, reflecting the high regard in which Lane is held by the community and the perceived importance of Lane as the community's college.

- **Major renovation and upgrades**

Infrastructure and systems of the college, some of which are almost 50 years old, have been renovated, including roofing, plumbing and HVAC systems. New systems and upgrades are also part of the renovation for fire alarms, keyless entry, campus monitoring, and concrete replacement.

- **Center Building Renovation**

The Center for Learning and Student Success (CLASS) project is the culmination of years of effort to create a learning commons. This new space will provide the resources students need to achieve their educational goals; state of the art food services; a more user friendly and accessible bookstore (Titan Store); and an open, accessible plaza where people can congregate or move freely to their destination. Construction on the new Titan Store began June 16, 2014 and the entire CLASS project is scheduled to be completed in fall 2015.

Enrollment and Funding Changes

During the 2008-11 economic recession, enrollment at Lane grew 39 percent. Lane expanded services, increased class sections, and accommodated growth in every corner, serving the community and an unprecedented number of students. As the economy started to improve in 2012-13, the college experienced an enrollment decline of 8.8 percent. Enrollment further declined more than 12.2 percent in 2013-14 and the college expects an additional decline in 2014-15, as enrollment continues to level off to pre-recession enrollment levels.

With continued disinvestment by the state, the college is increasingly dependent upon tuition revenue to support general fund operations and is financially sensitive to significant changes in enrollment. Even with a small increase to the state's community college support fund, state funding will be nominally lower in fiscal year 2014-15 than six years ago, and state support for Lane now comprises just 35 percent of general fund resources.

Enrollment surges and funding decreases in the last decade have resulted in tuition increases, such that 42 percent of general fund resources now come from student tuition and fees, up from 20 percent just a decade ago. This reflects a national trend placing the burden of public higher education on individuals (see Figure 1-1).

Over the last eight years the board of education has systematically and successfully planned for a reasonable ending fund balance to help the college withstand abrupt changes in state funding. During the recession, the board allocated funds to a financial stabilization fund which has been used to ameliorate funding losses. For example, during the 2009-10 academic year, the state announced a 9 percent funding reduction several months into the year. Due to careful planning, Lane was able to move forward without radical changes to its strategy for the year and avoided faculty and staff reductions and tuition increases. This allowed the college to deal with the reduction during the regular budget process rather than engage in a less deliberative process.

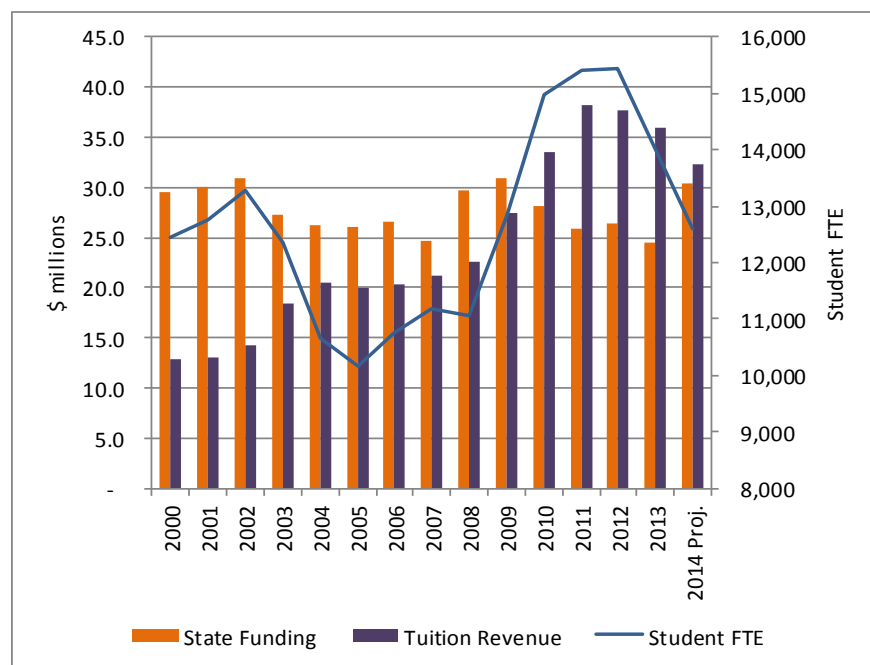


Figure 1-1: State Funding, Tuition Revenue and Student FTE 2000-2014

Response to Two Concerns from Year 1 Evaluation

The college submitted its Year One Report in September 2011, and received no recommendations and a commendation on its clear core themes, objectives, intended outcomes, and indicators of achievement.

However, the evaluators expressed two concerns:

- Referring to Standard 1.A., evaluators commented: *Although the report indicates that the current mission statement is published widely, the college’s website still shows the previous mission statement.*

The URL links to a third-party search engine appearing on Lane’s home page, which at that time provided a link to the previous mission statement instead of the current mission statement. Immediately upon learning of this concern, Lane’s information technology staff communicated the updated URL to the vendor, and the error was corrected (Exhibit 1.10).

- In reviewing Core Theme 4, evaluators noted: *The second objective does not directly support the core theme. Indicators 4.7 to 4.10 assess the college’s ability in obtaining funding resources, but they do not evaluate the impact or success of the resources on the core theme. It is not clear how “good citizenship” is defined or being measured. The College might consider if the second objective should be a separate core theme, or change core theme 4 to include the intent of the second objective.*

Core Theme 4 has been revised substantially to address these concerns, as reflected in Standard 1 section of this report.

In addition, the evaluators noted some indicators in core themes that were inputs rather than outcomes. These indicators have been revised.

Summary of Changes

Through ongoing strategic planning, evidence-informed decision-making, and the continuous process of review, Lane is continuing to adapt to changes influenced by external forces, such as the slow economic recovery, the community’s needs for increased training opportunities, especially for displaced workers, and the challenge of maintaining quality in its increased online learning offerings. In very demanding times, Lane has shaped its destiny by participating in multiple initiatives that support and improve student success, ensuring the vitality and value of the college in the coming decades. Participating in the self-evaluation process has helped the college focus on the integrity of its processes for continuous improvement.

Section One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirements 2, Authority:

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The Oregon Legislature grants authority to Lane Community College and its governing board to operate and award degrees with three Oregon Revised Statutes, ORS 341.290 (Exhibit CE.4), ORS 341.425 (Exhibit CE.5), and ORS 341.465 (Exhibit CE.6). Governance at the state level is in transition. In the past, the Lane board was authorized by the Oregon State Board of Education to award degrees or certificates, to employ personnel, establish rules of governance, prescribe the educational program, control the use of property, and otherwise oversee the operations of the college. Effective July 1, 2014, the Higher Education Coordinating Commission (HECC) has taken on these responsibilities. Lane County citizens voted in 1964 to establish Lane as a comprehensive community college. NWCCU first accredited Lane in 1968.

Eligibility Requirement 3, Mission and Core Themes:

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The last revision of the mission of Lane Community College, which was completed and approved in March 2010, incorporated “student success” into the statement. The college fulfills its comprehensive mission with strong curricular offerings and co-curricular activities: transfer degree programs; career technical degree and certificate programs; foundational language and academic skills development; and employee skill upgrading, business development and career enhancement, continuing education, and cultural and community services. These essential elements of Lane’s comprehensive mission are mirrored in Lane’s core themes: academic transfer, career technical and workforce development, foundational skills development, and lifelong learning. On June 14, 2011, the Lane Board of Education adopted the core themes in a unanimous vote (Exhibit 1.11).

The principle programs at Lane lead to recognized degrees or certificates. In 2012-13, more than 22,000 students took credit classes and more than 14,000 participated in noncredit offerings, attesting to a local perception that everyone in the county goes to Lane at some point in life. In 2012-13 the college offered classes with a total student FTE of 14,014.9. The adopted general fund budget revenue for fiscal year 2012-13 was \$100.26 million, a 3 percent increase from the 2011-12 budget (Exhibit 1.12). Lane

devotes substantially all of its resources to support its educational mission and core themes: related line items (instruction, instructional support, student services, community services, college support services, plant operation, and financial aid to students) make up 92 percent of budget requirements. The remaining 8 percent is devoted to debt service, fund transfers and contingencies.

Standard 1.A: Mission

1.A.1: The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Lane Community College Mission Statement:
Lane is the community's college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.

Lane Community College's mission statement reflects its commitment to improving the quality of life for the varied communities it serves. Central to this mission is Lane's goal of promoting student success through ensuring all offerings comprehensively meet the immediate and emerging educational needs of students, and are accessible, of high quality, and learning-centered. To support and elaborate its mission statement, Lane has identified seven core values that serve as guiding standards and ideals for all the work that the college does. Each core value is listed below along with the language developed in 2010 to support them:

Learning

- Working together to create a learning-centered environment
- Recognizing and respecting the unique needs and potential of each learner
- Fostering a culture of achievement in a caring community

Diversity

- Welcoming, valuing and promoting diversity among staff, students and our community
- Cultivating a respectful, inclusive and accessible working and learning environment
- Working effectively in different cultural contexts to serve the educational and linguistic need of a diverse community
- Developing capacity to understand issues of difference, power and privilege

Innovation

- Supporting creativity, experimentation, and institutional transformation
- Responding to environmental, technological and demographic changes
- Anticipating and responding to internal and external challenges in a timely manner
- Acting courageously, deliberately and systematically in relation to change

Collaboration and Partnership

- Promoting meaningful participation in governance
- Encouraging and expanding partnerships with organizations and groups in our community

Integrity

- Fostering an environment of respect, fairness, honesty, and openness
- Promoting responsible stewardship of resources and public trust

Accessibility

- Strategically growing learning opportunities
- Minimizing financial, geographical, environmental, social, linguistic and cultural barriers to learning

Sustainability

- Integrating practices that support and improve the health of systems that sustain life
- Providing an interdisciplinary learning environment that builds understanding of sustainable ecological, social, and economic systems, concern for environmental justice, and the competence to act on such knowledge
- Equipping and encouraging all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities

The Lane Board of Education approved the current mission statement in September 2010 after a process of community conversations. Lane's mission statement and core values are published widely: on the college website (Exhibit 1.13); on posters throughout campus including many offices, classrooms and meeting rooms; in the college catalog (Exhibit 1.14); in the *Facts brochure* (Exhibit 1.15); and in the Community Education class schedule distributed to every household in the county.

The phrase "comprehensive, accessible, quality, learning-centered educational opportunities" found in the mission statement refers to the four major population groups served by the college: those who intend to transfer, those who aim for career technical skill development, those who intend to improve foundational skills, and those who seek to learn from Lane's noncredit offerings. For this self-study, the four major population groups correspond to the college's four core themes. Student success for all of these populations provides a key indicator of mission fulfillment, as outlined in 1.B. Core Themes.

1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

For the five-year academic cycle extending from 2010-11 through 2014-15, the college's strategic plan, including its six strategic directions, guide efforts toward mission fulfillment. These strategic directions influence resource and effort priorities during this period. The six strategic directions and their action statements are:

A Liberal Education Approach for Student Learning

- Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach

- Expand application of the liberal education approach throughout the college's programs and services

Optimal Student Preparation, Progression and Completion

- Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments
- Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support

Online Learning and Educational Resources

- Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources
- Provide the required tools, infrastructure and professional development to use emerging technologies for expanding online learning and educational resources
- Explore the effectiveness of online learning and educational resources

A Sustainable Learning and Working Environment

- Build understanding of sustainable ecological, social and economic systems and practices among the college communities
- Apply principles of sustainable economics, resource use, and social institutions to Lane's learning and working environments

A Diverse and Inclusive Learning and Working Environment

- Create a diverse and inclusive learning college
- Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities

A Safe Learning and Working Environment

- Maintain a safe learning and working environment
- Improve practices and resources that secure property
- Promote activities, practices and processes that encourage civil discourse and protect college communities from discrimination, harassment, threats, and harm

Each strategic direction has its own context, goals, and implementation plan, and the implementation plans are assessed annually. Beginning in 2011-12, an annual strategic directions report (Exhibit CE.7) has been created to provide evidence of progress in each strategic direction and for the initiatives that support them. The report contains descriptions of projects completed, projects that will continue, and new projects. Ultimately, progress in a strategic direction is an indicator of progress toward mission fulfillment.

Standard 1.B. Core Themes

1.B.1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

At Lane Community College, student success is the journey through which students develop, progress toward, and achieve their goals. Lane supports student success by providing high quality and accessible learning experiences, structures, and practices to support its students in reaching their goals. Lane's core themes reflect four paths to student success:

Core Themes

- **Academic Transfer** provides students with a liberal education base that prepares them for upper division work at another institution of higher education.
- **Career Technical and Workforce Development** refers to Lane's service to the community in providing direct pathways to employment.
- **Foundational Skills Development** describes Lane's role providing students with the necessary skills for success in lower-division transfer and career technical courses; and in work, family, and community settings.
- **Lifelong Learning** is Lane's function as a community hub for a variety of educational opportunities not requiring credit toward a degree.

The college's core themes represent the diversity of Lane's educational roles in the community. From Lane's initial charter in 1964, the college has identified these paths to student success, as stated in its mission. NWCCU, by asking the college to identify core themes, provided an opportunity to develop each one individually. Collectively, the core themes embody Lane's mission, the programs and services the college offers, and their key attributes (accessible, quality, learning-centered) through student paths to success. One outcome of the challenging work Lane has undertaken as a result of this self-study is the recognition that the college may need to continue to assess its core themes to ensure that they fully encompass the multitude of services and programs provided.

1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Lane established objectives for each core theme, and identified indicators for each objective. The college uses a scorecard system that allows it to collect meaningful, assessable, and verifiable data as a way to determine success at achieving each objective. Thus, Lane is fulfilling its mission if indicators demonstrate achievement of the objectives for the core themes. Core theme scorecards document the extent to which each indicator demonstrates achievement on a 4-point scale, using the rubric: 1 = not achieved; 2 = approaching achievement; 3 = achieved; 4 = exemplary achievement. Scorecards also document the percentage of indicators meeting or exceeding a score of 3, "achieved."

A threshold of excellence for Lane's overall mission fulfillment is defined as attainment of ratings of 3 or 4 on at least 90 percent of indicators for each core theme.

Lane holds itself accountable for mission fulfillment based on objective measures. In each core theme, an accreditation work team established indicators, which use external and/or internal benchmarks such as transfer rates at other Oregon community colleges and Lane's own transfer rates in the previous five years. These work teams rated the extent to which each indicator met its standard using the scoring scale noted above.

Core theme scorecards and indicator ratings cumulatively document Lane's mission performance with all objectives linked to indicators showing achievement. This process provides a wealth of information to track progress as Lane builds capacity in creating a robust culture of evidence.

Each scorecard serves as a high-level record that accounts for where the college is in terms of mission fulfillment. In addition, the more detailed information, as seen in Section 4 and the data appendices, serves as a diagnostic to inform improvement in practice.

With support from IRAP, teams in each core theme worked to implement the Institutional Scorecard as envisioned in the Year 1 report by populating the indicators, compiling comparator data and evaluating the implications of these data. This process included some revisions.

Objectives in core theme two were revised when community participants and noncredit workforce development programs were moved to core theme four. This move occurred because, as an institution, Lane generally operates and thinks about the credit and noncredit programs as largely distinct, and they are largely distinct populations of students.

Revisions were also made to the indicator lists in order to ensure they provided a "meaningful, assessable and verifiable" means of assessing each objective (1.B). For theme one, an initial list of 19 indicators was trimmed to 17, with four of them being modified. Theme two was trimmed from 20 to 15 and had three changes, while theme three had two indicators that were dropped and only one was substantively changed. Most of these changes occurred in parallel across all three themes, where consistent metrics were being applied to distinct student populations. Changes were largely a reflection of a growing understanding of institutional research methods, the ongoing development of our capacity to evaluate student success, and the limitations posed by the availability of data, both internally and from external sources that provide for valid comparisons. The changes to theme four were more extensive and included a reshaping of the two objectives and an expansion from 11 to 19 indicators. Much of the difference here stems from having a more aspirational list of initial indicators, one that was broad and encompassing rather than manageable, specific, assessable and verifiable. That work group had further to go in developing a culture of evidence, i.e., implementing systematic practices of evaluating objective data sources to assess mission fulfillment.

We view the changes above as an indication that the accreditation cycle is effective and being taken seriously at Lane. As an institution, we appreciated the prompt that the NWCCU self-study process brought us in terms of strengthening our culture of evidence. Reworking the indicators and interpreting their meaning has been a learning experience in all core theme areas. We often found that outcomes, which were relatively easy to describe were more difficult to measure, resulting from substantial complexity and genuine limitations on data availability. In many cases we are driven to interpret

multiple relevant metrics that differ somewhat from an idealized concept of the indicator, and to grapple with significant limitations to the reliability, validity and comparability of available metrics.

Core Theme 1: Academic Transfer

Foster student learning and success through accessible, quality academic transfer programs.

Description

An essential element of the college's mission is to serve students whose academic goals include transferring to four-year colleges. Lane offers three transfer degrees: the Associate of Arts Oregon Transfer Degree (AAOT); the Associate of Science Oregon Transfer Business Degree (ASOT-Bus); the Associate of Science (AS); Lane also offers the Oregon Transfer Module (OTM) and the Associate of General Studies Degree (AGS). Although the college emphasizes transfer through a structured degree program, through articulation agreements Lane students can transfer without completing an associate degree.

Lane has three major objectives for the Academic Transfer Core Theme and the theme of student success permeates each of them.

For each objective, core theme teams have delineated indicators that demonstrate achievement. Objective 1, students achieve high rates of progress and degree completion, has six indicators of student progress and completion. This objective addresses issues of quantity and efficiency for students achieving their academic goals. Objective 2 has four indicators of student success at Lane and at their transfer school. This objective addresses the quality of academic transfer programs. The college wants students to have high quality learning experiences that translate into excellent preparation for success at their transfer schools. The third objective supports the remaining aspects of Lane's mission by addressing the character of transfer offerings. Objective 3 has seven diverse indicators supporting achievement in a cluster of qualities including accessibility, student effort, and engagement. Students will, while at Lane, be prepared for success at their transfer institution, and have accessible, quality, learning-centered opportunities. Lane's mission statement reminds the college community that it is "the community's college" and so access here is defined as providing a supportive environment for students including those from diverse cultural, ethnic and economic backgrounds as well as students with disabilities.

Objectives, Indicators of Achievement and Indicator Rationale

Objective 1: Students achieve high rates of progress and degree completion.

- 1.1** Course success rates in gateway writing and math
Rationale: Pass rates in gateway college-level courses are correlated to academic persistence
- 1.2** Percent of students successfully completing one or more gateway courses in their first year at Lane (writing or math)
Rationale: Students who complete one or more of their foundational courses in writing or math are more likely to persist and progress. Early completion of gateway mathematics is predictive of degree completion.

- 1.3** Percent of students reaching the milestone of earning their first 15 credits in one year
Rationale: This is a direct measure of progress and is correlated with degree completion.
- 1.4** Percent of students reaching the milestone of earning their first 30 credits in one year
Rationale: This is a direct measure of progress and is correlated with degree completion.
- 1.5** Persistence rates
Rationale: Term-to-term and year-to-year persistence are predictive of degree completion.
- 1.6** Percent of students earning a transfer associate degree
Rationale: This is a direct measure of degree attainment at Lane.

Objective 2: Students are prepared to succeed at their transfer institutions.

- 1.7** Students demonstrate proficiency in meeting Core Learning Outcomes (CLOs) for general education
Rationale: Lane has adopted five Core Learning Outcomes as markers of a thriving liberal arts education. These are: think critically, engage diverse values with civic and ethical awareness, create ideas and solutions, communicate effectively, and apply learning.
- 1.8** Transfer rates to four-year institutions
Rationale: Transfer rates indicate the level of success in preparing Lane students to access four-year institutions.
- 1.9** Persistence rates at transfer institutions
Rationale: The success of Lane students at transfer institutions reflects the quality of their preparation at Lane.
- 1.10** Lane students' GPAs at transfer institutions
Rationale: The success of Lane students at transfer institutions reflects the quality of their preparation at Lane.

Objective 3: Lane provides accessible, quality, learning-centered opportunities for academic transfer students.

- 1.11** Course and program success rates disaggregated by: race/ethnicity, Pell Grant support, and disability status
Rationale: Success by students in these populations indicates Lane's inclusiveness and equity.
- 1.12** Students rate transfer learning environments as inclusive
Rationale: This is a direct measure of students' perceptions regarding accessibility.
- 1.13** Benchmark scores from Lane's "Community College Survey of Student Engagement" (CCSSE) for active and collaborative learning
Rationale: Active and collaborative learning is an indicator of the quality and learning-centeredness of educational opportunities.

- 1.14** Benchmark scores from CCSSE for student effort
Rationale: Student effort is an indicator of engagement with academic material.
- 1.15** Benchmark scores from CCSSE for academic challenge
Rationale: Perceived academic challenge is an indicator of intellectual growth and a marker of quality in educational opportunities.
- 1.16** Benchmark scores from CCSSE for student-faculty interaction
Rationale: Student-faculty interaction is an indicator of the accessibility and quality of educational opportunities.
- 1.17** Benchmark scores from CCSSE for support for learners
Rationale: Perceived academic support is an indicator of accessibility and learning-centeredness.

Core Theme 2: Career Technical and Workforce Development

Foster student learning and success through accessible, quality career technical preparation and workforce development.

Description

Lane Community College's career technical education (CTE) and workforce development prepares students for careers and comprises the second largest educational service area of the college. In 2012-13, Lane enrolled 6,300 career technical students pursuing 43 different career technical AAS degrees and 47 different certificates. In 2012-13, Lane awarded 545 AAS degrees, and 527 certificates. While the AAS was originally conceived as a terminal degree, recent trends show increasing numbers of AAS completers transferring successfully to four-year institutions, and in fact Lane has some articulation agreements aligning AAS degrees with baccalaureate programs at Oregon University System (OUS) and private institutions. In addition, a large number of students earn a short-term career pathway certificate, or complete classes that upgrade their employee skill sets, and enter the workforce without completing a degree immediately.

As with Core Theme 1, this core theme intentionally includes both what will be achieved ("foster student learning and success") and how it will be achieved ("through accessible, quality career technical preparation and workforce development"). This core theme's three objectives focus on progression and completion, student success at Lane and beyond, and tracking student access to quality career technical educational opportunities.

Core Theme 2 has established indicators that provide measures of achievement for each objective. The indicators for Objectives 1 and 2 assess career technical students' progress, degree and certificate completion, and preparation for success in the workplace. Indicators for Objective 3 assess the success rates of students from diverse populations. It also assesses whether or not Lane's learning environments are inclusive. In total, these objectives are assessed by 15 indicators that measure Lane's achievement in this core theme.

Objectives, Indicators of Achievement and Indicator Rationale

Objective 1: Students with career technical and workforce development goals achieve high rates of progress and degree completion.

- 2.1 Completion and success rates for program-level math and writing courses
Rationale: Students who complete program-level courses are more likely to persist and complete.
- 2.2 Student success rates for cooperative work experience and internships
Rationale: Cooperative internship is a best practice and research shows that successful completion leads to successful employment.
- 2.3 Percent of students earning their first 15 credits in one year
Rationale: Completion of milestones are directly correlated with degree or certificate completion.
- 2.4 Percent of students earning their first 30 credits in one year
Rationale: Completion of milestones are directly correlated with degree or certificate completion.
- 2.5 Persistence rates
Rationale: Term-to-term persistence rates are predictive of degree completion.
- 2.6 Percent of students earning a certificate and/or degree
Rationale: Earning a certificate or degree is a direct measure of attainment.

Objective 2: Career technical students are prepared for employment.

- 2.7 Percent employment for degree- or certificate-completing students
Rationale: This is a direct measure of students reaching their goal of employment.
- 2.8 Percent employment for successful students who leave programs before completions
Rationale: This is a direct measure of students who reach their goal before completion of a degree or certificate.

Objective 3: Lane provides accessible, quality, learning-centered opportunities for career technical students.

- 2.9 Course and program success rates disaggregated by: race/ethnicity, Pell Grant support, and disability status
Rationale: Success by students in these populations indicates Lane's inclusiveness and equity.
- 2.10 Students rate learning environments as inclusive
Rationale: This is a direct measure of students' perceptions regarding accessibility.

- 2.11** Benchmark score from Lane’s Community College Survey of Student Engagement (CCSSE) for active and collaborative learning
Rationale: Active and collaborative learning is an indicator of the quality and learning-centeredness of educational opportunities.
- 2.12** Benchmark score from CCSSE for student effort
Rationale: Student effort is an indicator of engagement with academic material.
- 2.13** Benchmark score from CCSSE for academic challenge
Rationale: Perceived academic challenge is an indicator of intellectual growth and a marker of quality in educational opportunities.
- 2.14** Benchmark score from CCSSE for student-faculty interaction
Rationale: Student-faculty interaction is an indicator of connectedness and support students experience.
- 2.15** Benchmark score from CCSSE for support for learners
Rationale: Perceived academic support is an indicator of accessibility and learning-centeredness.

Core Theme 3: Foundational Skills Development

Foster student learning and success through accessible, quality foundational skills development.

Description

Core Theme 3 is foundational skills development, including instruction at the developmental level to prepare students for success in lower division transfer and career technical courses and in work, family and community settings. This core theme encompasses the Academic Learning Skills department (sequenced credit courses in reading, writing and math), developmental courses in the Mathematics Division, and non-credit courses in Adult Basic and Secondary Education (ABSE) and English as a Second Language (ESL). Enrollments in foundational skills development courses increased from 1,496 FTE in 2005-06 to 2,438 FTE, which is a growth of 63 percent from 2005-06 to 2011-12, demonstrating its pivotal role in mission fulfillment.

Lane has three objectives for the foundational skills development core theme. The objectives include 15 indicators that measure of outcome achievement in fostering the skills necessary for its students to achieve their goals. To reach their goals, they may need to first strengthen basic skills, learn new skills, improve English language for education or workplace, or prepare in other ways for college-level work. Indicators of persistence, progress and success gauge the effectiveness of class sequences.

Objectives, Indicators of Achievement and Indicator Rationale

Objective 1: Underprepared students achieve high rates of progress and success.

- 3.1** Student success rates in developmental math, writing and reading courses (below 100 level)
Rationale: Success in below-100 level mathematics courses and Academic Learning Skills math, writing and reading courses is an indicator that a student is prepared to enter and succeed in college-level courses.

- 3.2** Pre- and post-test level gains on CASAS test or BEST Plus listening test
Rationale: This is a direct measure of educational gains among adult secondary students, as required by Title II Workforce Investment Act federal grants.
- 3.3** Percent of students who attain a GED of those who attempted
Rationale: This is a direct measure of attainment for students seeking a GED.
- 3.4** Persistence rate in ABSE and ESL programs to attain readiness for program-level courses or employment
Rationale: This is a direct measure of how many students attain readiness for entry to program-level courses.

Objective 2: Developmental, ABSE, and ESL students are prepared to succeed in their educational or career goals.

- 3.5** Percent of developmental credit students passing required program-level courses in subject areas where remediation has been completed
Rationale: The percent of students who pass program-level courses is an indicator of how well they were prepared.
- 3.6** Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education
- 3.7** Percent of students enrolled in ABSE or ESL who become employed
- 3.8** Percent of students enrolled in ABSE or ESL who retained employment
Rationale for 3.6-3.8: As required data elements for Lane’s Title II Workforce Investment Act federal grant, these indicators assess how well ESL and ABSE departments assist students in transitioning to college and career.

Objective 3: Lane provides accessible, quality, learning-centered opportunities for academically underprepared students.

- 3.9** Course success rates by race/ethnicity, Pell Grant support, and disability status
Rationale: Success by students in these populations indicates Lane’s inclusiveness and equity.
- 3.10** Developmental, ABSE, and ESL students rate learning environments as inclusive
Rationale: Success by students in these populations indicates Lane’s inclusiveness.
- 3.11** Benchmark score from Lane’s “Community College Survey of Student Engagement” (CCSSE) for active and collaborative learning
Rationale: Active and collaborative learning is an indicator of the quality and learning-centeredness of educational opportunities.

- 3.12** Benchmark score from CCSSE for student effort
Rationale: Student effort is an indicator of engagement with academic material.
- 3.13** Benchmark score from CCSSE for academic challenge
Rationale: Perceived academic challenge is an indicator of intellectual growth and a marker of quality in educational opportunities.
- 3.14** Benchmark score from CCSSE for student-faculty interaction
Rationale: Student-faculty interaction is an indicator of connectedness and support students experience.
- 3.15** Benchmark score from CCSSE for support for learners
Rationale: Perceived academic support is an indicator of accessibility and learning-centeredness.

Core Theme Four: Lifelong Learning

Provide accessible, quality lifelong learning experiences for the communities we serve.

Description

The mission statement identifies Lane as “the community’s college,” and for 50 years, the college has provided lifelong learning opportunities through continuing education and cultural and community services. The college offers noncredit courses in the classroom and online each term in vocational training, human resources, marketing, business planning development, computers, consumer and money matters, art, music, foreign languages, home and garden, health and health occupations, human development, recreation, and general interest areas.

In addition to offering courses for lifelong learning, Lane also extends the use of its resources and facilities to the community for events of all kinds. The center for meeting and learning, performing arts center, art galleries, athletic facilities, fitness education center, Native American longhouse, health and wellness center, and specialized support services all serve as venues for educational, cultural, conference, culinary, and regional sporting events. They are also resources for greater cultural awareness and improved health and fitness, as well as for ongoing education, training, and job placement for developmentally disabled adults. Additionally, Continuing Education (CE) reaches out to the community through the public radio station KLCC, which airs award-winning and diverse original and syndicated programming to listeners throughout the southern Willamette Valley and from the Oregon coast to Central Oregon.

Objectives for Core Theme 4: Lifelong learning reflect Lane’s commitment to working in partnership with the community and extending the college’s vision to “transform lives through learning” to all of Lane County and beyond. Moreover, the mission is to serve everyone in the community, so participation and success among underserved populations is very important. CE brings specific focus to meeting the needs of both older adults and those who serve them through the Successful Aging Institute (SAI). SAI also serves people in rural communities through noncredit course offerings in surrounding rural towns and the federal Senior Companion Program, which serves all rural areas in the county as well as Eugene-Springfield. The Small Business Development Center (SBDC) Veterans Small Business Management program and the “Indianpreneurship” program also contribute to mission fulfillment. Additionally,

online course offerings continue to expand, ranging from marketing and computer classes to writing and basic math classes, and this growing online presence further broadens accessibility to the community at large.

One of the most valued features of CE is the ability to respond and react quickly to the educational and training needs of the community. Noncredit classes can be developed based on the feedback and recommendations of community partners, and can be focused on specific content to provide customized educational and training opportunities. And because the community knows that it can rely on Lane in this way, CE is able to pool resources with other community services, resulting in more efficient use of those resources and greater benefit to all.

For example, in light of recent changes to national and state healthcare regulations, CE has played a key role in developing partnerships with a number of community organizations to establish training and certification protocols for a newly-created community healthcare worker position, which provides in-community follow-up care to vulnerable populations. Lane also works actively with community organizations to support families and youth, especially from underserved groups, in a number of ways. Partnerships with organizations such as the National Association for the Advancement of Colored People (NAACP), which hosts varied youth programming at Lane's Downtown Center including its Back to School/Success in School Mentor Program, not only encourage K-12 youth in their early education but familiarize them with the opportunities available to them in higher education. CE believes that programming of this nature helps Lane serve as a resource for members of the community who may otherwise perceive barriers to their own educational and personal development. That success in continuing education and community programming can strongly empower people to seek further education and growth.

Objectives, Indicators of Achievement and Indicator Rationale

Objective 1: Community members achieve their goals through credential programs and job skills training, professional, personal, and small business development classes and services.

Indicators 4.1 through 4.4 pertain to CE

4.1 Cancellation rate for all CE/SAI classes

Rationale: Cancellation rate is a key benchmark for program success according to the Learning Resources Network (LERN), through developing and offering courses and programs needed in the community.

4.2 Pass rates for allied health pre-certification classes

4.3 State certification test pass rates for Nursing Assistant 1 (Certified Nursing Assistant)

4.4 State test pass rates for Licensed Massage Therapy (LMT)

Rationales for 4.2-4.4: High pass rates for allied health pre-certification classes and state certification testing indicate students are achieving course learning outcomes, gaining job skills, and making progress towards career goals.

- 4.5** Percent of LMT graduates now working in their field or pursuing further education
Rationale: This is a direct measure of students reaching their goal of employment or additional education.

Indicators 4.6 through 4.8 pertain to Small Business Development Center

- 4.6** Number of advising clients served and hours of advising services given
- 4.7** Number of training events and number of training attendees
- 4.8** Number of business organizations enrolled in the Small Business Management program
Rationales for 4.6-4.8: Numbers of clients served, training events provided and participants, and businesses enrolled in the Small Business Management program are indicators of trainings and services employers and small and emerging businesses need in Lane's service district.

Objective 2: Lane's community engages in lifelong learning through quality, accessible cultural and public service programming.

Indicators 4.9 through 4.14 pertain to CE

- 4.9** Percent of randomly selected SAI classes earning evaluations of 4.0+
Rationale: Student evaluations are used to assess quality of programming and the extent to which SAI courses are helping participants achieve their goals.
- 4.10** Ability to maintain state approval for Nursing Assistant 1 (Certified Nursing Assistant) and LMT
Rationale: Certification by professional accrediting associations contributes to maintaining high quality programs.
- 4.11** Number of partner agencies and businesses actively collaborating with CE and SAI and generating FTE and profit
- 4.12** Growth in community organizations with past/current involvement in SAI Advisory Council
Rationales 4.11 and 4.12: Involvement in and collaboration with community/state/national organizations and businesses contributes directly to maintaining high quality programs needed in Lane's service district.
- 4.13** Percent of CE students who also enroll in credit classes
Rationale: Evidence of students expanding and pursuing their lifelong educational and career goals.
- 4.14** Number of LMTs and Lane alumni actively participating in Lane County Massage and Bodywork Association (LCMBA) meetings
Rationale: Involvement in and collaboration with community, state and national organizations and businesses contributes directly to maintaining high quality programs needed in Lane's service district.

Indicators 4.15 through 4.19 pertain to SBDC

- 4.15** Number of private and public sector organizations served by Employer Training Services
Rationale: Indicates quality of programming provided to meet the needs of public sector organizations in Lane's service district.
- 4.16** Percent of all SBDC programs, classes and advising sessions earning evaluations of 4.0+
Rationale: Student evaluations are used to assess the quality SBDC programs, classes and advising sessions that are designed to help participants achieve their goals.
- 4.17** Percent of all Employer Training Services customized trainings earning evaluations of 4.0+
Rationale: Student evaluations are used to assess the quality of Employer Training Services that are designed to help participants achieve their goals.
- 4.18** Economic impacts (capital formation, jobs created, jobs retained, and new business starts) as a result of services from the SBDC
Rationale: These economic impacts are key elements of the quality of public service programming the SBDC is mandated to provide.
- 4.19** Ability of SBDC to retain state and federal funding to support personnel and materials and services expenses
Rationale: Retaining state and federal funding to support program costs ensures that the SBDC services are accessible to the community.

Section Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4, Operational Focus and Independence:

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Lane's core themes and educational resources reflect the college's primary focus on higher education, consistent with Oregon Revised Statute 341.009, which defines Oregon Community Colleges as:

...designed to provide associate or certificate degree programs for some, serve a transitional purpose for others who will continue baccalaureate or other college work, provide the ability to enter the workforce immediately and serve to determine future educational needs for other students. It can provide means for continuation of academic education, career and technical education or the attainment of entirely new skills as demands for old skills and old occupations are supplanted by new technologies. It may also provide the means to coordinate courses and programs with high school to accommodate successful transition to college degree programs (Exhibit 2.1).

Lane has four major academic emphases which correspond to the college's core themes:

- **Academic Transfer:** Lane offers three transfer degrees: the Associate of Arts Oregon Transfer Degree (AAOT); the Associate of Science Oregon Transfer Business Degree (ASOT-Business); and the Associate of Science (AS); Lane also offers the Oregon Transfer Module (OTM) and the Associate of General Studies Degree (AGS). The AAOT and ASOT-Business are statewide transfer degrees, the completion of which guarantees junior standing at Oregon universities. Beginning in fall 2014, two tracks of the AS degree are direct transfer, one to the University of Oregon and the other to Oregon State University.

NOTE: On December 4, 2013, Lane's Curriculum Committee approved two new options to the Associate of Science Degree: A direct transfer option to the University of Oregon and a direct transfer option to Oregon State University. These two new plans are based on meeting the lower division general education requirements at the UO (Option 1) and OSU (Option 2). Each plan utilized already existing articulation agreements with these two universities to provide a clear pathway for students who know where they plan to enroll after leaving Lane. Both options were approved by Lane's Board during their January 8, 2014 meeting.

- **Career Technical and Workforce Development:** Workforce programs for entry level positions and skill development for currently employed or unemployed adults, 43 different career technical AAS degrees and 47 different certificates.

- **Foundational Skills Development:** College preparatory programs, including developmental education, adult basic education, ABSE and preparation for the test of General Education Development, and English as a Second Language.
- **Lifelong Learning:** Continuing education and lifelong learning, including contracted supplemental training for various local employers and other non-credit subjects in health and wellness, literacy, as well as career training in business and health occupations.

The college has an elected board of education, five members of which represent individual zones, and two at-large positions within the district. The board of education, faculty, staff, and administrators are jointly accountable and responsible for meeting the standards and eligibility requirements of the Commission. As responsible stewards of the college's resources, the board of education allocates sufficient funds to adequately support educational offerings through an open budget process, annually.

Eligibility Requirement 5, Non-discrimination:

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Lane is governed and administered with respect for the individual in a nondiscriminatory manner as determined by its charter (Exhibit 2.2), its mission, and its core themes. Commitment to non-discrimination is reflected in multiple college documents, policies and procedures, as described below.

Board Policy, BP535 Equality of Opportunity (Exhibit 2.3) promotes a safe and nondiscriminatory learning environment for students, faculty and staff. The policy affirms Lane's commitment to equal opportunity in education and employment. Board Policy BP705, Admissions for Credit Students (Exhibit CE.8) protects students from discrimination. The policy states, in part:

Under no circumstances shall an applicant who is otherwise qualified be denied admission or given a preference for admission to the college based on an individual's race, color, national origin, sex, age, marital status, familial relationship, sexual orientation, pregnancy, disability, religion, expunged juvenile record, or veterans' status.

Students are also protected by the college's nondiscrimination statement in awarding financial aid published in the catalog (Exhibit 2.4) and on the college website (Exhibit 2.5).

Faculty, too, are protected from discrimination by college policy and by the faculty contract. In Article 7 of the LCCEA Bargaining Agreement, faculty agree to adhere to the principles of free choice and refrain from discrimination against any employee because of age, race, religion, sex, physical limitations, marital status, sexual orientation, or national origin (Exhibit CE.9). Classified staff are protected from discrimination by policy and by Article 5 of the Lane Community College Employees Federation (LCCEF) Contract and Memoranda of Agreement, which prohibits discrimination based on race, sex, age, creed, national origin, disability, sexual orientation, or political affiliation (Exhibit CE.10).

Harassment is prohibited by board policy and college policy; policies are in place to address racial/ethnic and sexual harassment. Informal and formal complaint processes are in place to respond to incidents as they arise. Board policy guides the ethical behavior of management employees as well. According to Article 3.1 of the Management Employees Working Conditions document, “It is the responsibility of management employees to perform their duties as outlined in a college-approved job description, to work in support of the goals and objectives of the college, to administer and follow the policies and procedures adopted by the administration and/or the board of education” (Exhibit 2.6).

Non-discrimination is also supported by the Strategic Direction “a safe learning and working environment” (Exhibit 2.7). Faculty are encouraged to support these commitments to diversity and safety on every syllabus.

At Lane Community College, students, faculty and staff are protected from and prohibited from engaging in harassment and discrimination. This includes but is not limited to harassment based on race, ethnicity, national origin, sex, marital status, familial relationship, sexual orientation, gender identity/ expression, pregnancy, age, disability, religion, or veteran status. Those who believe they have been harassed or discriminated against, or witness harassment or discrimination against another, can find support and assistance in the following places: the Counseling department provides information, consultation and support regarding informal and formal channels for addressing harassment, discrimination and related complaints; deans of academic divisions; and the student code of conduct.

Faculty are also encouraged to include the following language for online courses:

Please respect e-mail privacy. Of necessity, we have access to each other's e-mail addresses. These are for your classroom use only. No flaming, insulting or disrespectful language, please. Use your best manners. I reserve the right to block anyone's access to my classroom website whose virtual or verbal behavior is not appropriate to the college classroom (Exhibit 2.8).

Standard 2.A of this report further describes the respectful and non-discriminatory manner in which the college is governed and administered; the college’s adherence to ethical standards in all of its operations and relationships; and the governing board’s responsibility for the quality and integrity of the college as expressed in its mission fulfillment and achievement of core theme objectives.

Eligibility Requirement 6, Institutional Integrity:

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Lane has established ethical standards in its operations and relationships as delineated in the following Board Policies, and in compliance with applicable Oregon Revised Statutes and Oregon Administrative Rules:

- Board Policy BP720, Student Services – Global Directions, which states that with respect to interactions with learners, the president shall assure that procedures and decisions are safe, respectful and confidential (Exhibit CE.11).

- Board Policy BP555, Treatment of Staff, which gives the president responsibility to ensure that paid and volunteer staff are able to work in an evidence-based environment and free from discrimination (Exhibit CE.12).
- Board Policy BP635, Institutional Integrity – Global Directions, which states that the Board must ensure the integrity of the college (Exhibit CE.13).
- Board Policy BP505, Affirmative Action, which directs the college to engage in strict adherence to the principles of affirmative action (Exhibit CE.14).
- Board Policy BP705, Admissions for Credit Students, which states that all students over 18 or who have a high school diploma or GED cannot be denied admission (Exhibit CE.8).

The president is responsible to monitor college activities, decisions, and organizational circumstances for adherence to these ethical standards, and to assure they are lawful and congruent with ethical business standards according to Board Policy BP356, Global Executive Directions (Exhibit CE.15).

The commitment to integrity can be found in numerous official statements such as in the core value of integrity, which includes “fostering an environment of respect, fairness, honesty, and openness; and promoting responsible stewardship of resources and public trust.” Another example can be found in the strategic direction of “a diverse and inclusive learning and working environment,” which calls on the college to “create a diverse and inclusive learning college; [and to] develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities.”

Eligibility Requirement 7, Governing Board:

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The Lane Community College Board of Education has seven elected voting members who represent five different zones plus two at-large positions that roughly encompass Lane County. The board’s commitment is described in in Board Policy BP357, Global Governance Commitment:

the board of education, on behalf of the district, will work to ensure that Lane Community College achieves the appropriate results, at an appropriate cost, to advance the college vision, mission, core values, and strategic directions. The board shall avoid unacceptable actions and situations through the expression of its policies and be in compliance with Oregon Revised Statutes.

The board will govern by policy. It will establish appropriate ends policies and executive direction policies and ensure that accountability measures are clearly identified and reported on a frequency and method chosen by the board. (Exhibit CE.16)

Board members have no contractual or employment relationships or personal financial interests with Lane (Exhibit CE.17). This representative board's charge is to oversee the development of programs and services that board members believe will best serve the needs of the people of the Lane Community College district (Exhibit CE.18).

The board is jointly accountable with faculty, staff and administrators for the quality and integrity of Lane to ensure that Lane's mission and core themes are being achieved (Exhibit CE.19). The board of education has primary authority for establishing policies governing the operation of the college and for adopting the college's annual budget (Exhibit CE.20).

Eligibility Requirement 8, Chief Executive Officer:

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

Lane employs a chief executive officer, Dr. Mary F. T. Spilde, appointed by Lane's Board of Education, whose full-time responsibility is to Lane. Neither Dr. Spilde nor any other executive officer of Lane chairs the governing board; as described in Board Policy BP380, Officers of the Board of Education, the board elects from its membership a chair and vice chair annually (Exhibit 2.9).

Eligibility Requirement 9; Administration:

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

In addition to Dr. Spilde, Lane employs qualified administrators who provide effective leadership and management for the college's major support and operational functions and work. An Executive Team (see below) made up of executive leadership from major functional areas meets weekly with the president to collaboratively work across institutional functions and units to foster fulfillment of Lane's mission and achievement of its core themes. Similarly, deans and directors from across the college meet on a weekly basis to address institutional operations and issues (see Table 2-1).

Name	Title	Reporting to
Dr. Mary F.T. Spilde	President	Board of Education
Dawn DeWolf	Interim Vice President for Academic and Student Affairs	President
Brian Kelly	Vice President, College Services	President
Dr. Bill Schuetz	Chief Information Officer	Vice President for Academic and Student Affairs
Dr. Maurice Hamington	Executive Dean, Academic Affairs – Transfer	Vice President for Academic and Student Affairs
Vacant	Executive Dean, Academic Affairs – Career Technical	Vice President for Academic and Student Affairs
Dr. Kerry Levett	Executive Dean, Student Affairs	Vice President for Academic and Student Affairs
Greg Holmes	Chief Financial Officer	Vice President, College Services
Dennis Carr	Chief Human Resources Officer, Labor Relations & Operations	President
Dr. Craig Taylor	Director – Institutional Research, Assessment & Planning (IRAP)	Vice President for Academic and Student Affairs
Dr. Donna Koechig	Chief Diversity Officer, Professional & Organizational Development, Affirmative Action	President
Tracy Simms	Director – Marketing and Public Relations	President
Jennifer Steele	Strategic Planning and Budget Officer	Vice President, College Services

Table 2-1: Administration

Eligibility Requirement 10, Faculty:

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Consistent with its mission and core themes, Lane employs 252 contracted and 398 part-time appropriately-qualified faculty. The college regularly evaluates the performance of all 650 faculty, according to procedures described in the Faculty Evaluation Handbook. As described in Standard 2.B and 2.C of this report, the faculty effectively supports achievement of Lane’s educational objectives, establishes and oversees academic policies, and ensures the integrity and continuity of its academic programs wherever offered and however delivered.

Eligibility Requirement 11, Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Lane offers associate degrees which include appropriate content and rigor consistent with its mission and the first two core themes. The college offers two statewide transfer degrees: the Associate of Arts Oregon Transfer (AAOT) degree and the Associate of Science Transfer-Business (ASOT-Business) degree. In fall 2014, the college added two transfer tracks to its Associate of Science degree, one to the University of Oregon and one to Oregon State University. Lane also offers a transfer module approved by the Joint Boards Articulation Commission of Oregon, the Oregon Transfer Module (OTM), which consists of 45 credits of coursework equivalent to three academic quarters and ensures sophomore status for anyone transferring to an Oregon University System institution.

The college also offers the Associate of Science (AS) transfer degree, the Associate of General Studies (AGS) transfer degree, and 43 Associate of Applied Science (AAS) degrees, 33 one-year and two-year career and technical education certificates, and 25 Career Pathway certificates. These educational programs culminate in achievement of clearly identified student learning outcomes, which are published in the catalog and on career technical program sheets (Exhibit CE.1), and lead to collegiate-level awards. Each career technical program has been developed with expert advice and oversight from a program advisory committee within Lane's recognized fields of study, requires use of a variety of learning resources, and is approved by the college's Curriculum Committee, office of Academic and Student Affairs, the Oregon Department of Community Colleges and Workforce Development (CCWD), and State Board of Education.

Eligibility Requirement 12, General Education and Related Instruction:

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Transfer associate degrees require a substantial and coherent component of general education as essential elements of the degree programs offered, including outcomes in writing, mathematics, speech, arts and letters, social science, and science/math/computer science. To reduce bureaucratic obstacles for students transferring from an Oregon community college to another community college or an Oregon University System institution, in 2008, faculty from the seven OUS institutions and the 17 community colleges agreed upon learning outcomes and course criteria for all lower division general

education requirements, which are published in Lane's catalog under "General Information about Degrees and Certificates" (Exhibit 2.10).

Each certificate of 45 credits or more contains a recognizable body of related instruction in communication, computation, and human relations. Associate of Applied Science degrees also have requirements in arts/letters human relations/social science, and science/math/computer science that align with and support program goals or intended outcomes, as described fully in Standard 2.C of this report.

Eligibility Requirement 13, Library and Information Resources:

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Consistent with its mission and core themes, Lane Community College maintains and provides access to library and information resources for students and faculty, with an appropriate level of currency, depth, and breadth to support the college's programs and services wherever offered and however delivered, as further described in Chapter 2, Standard 2.E of this report.

Eligibility Requirement 14, Physical and Technological Infrastructure:

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Lane's Facilities Council develops, reviews, and evaluates plans and policies and sets directions for facilities in accordance with the vision, mission (core themes), core values, learning principles, and strategic plan of the college. The Technology Council develops, reviews, and evaluates the college technology strategic plan and technology policies in accordance with the vision, mission, core values, learning principles, and strategic directions of the college. Both councils oversee implementation of physical and technological infrastructure necessary for Lane to achieve its mission and core themes.

Eligibility Requirement 15, Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

As described in Standard 2.A, Lane maintains an atmosphere in which intellectual freedom and independence are valued and supported. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

These articles of the LCCEA Bargaining Agreement delineate contractual protections of academic freedom:

- **15.2 Academic Freedom.** Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter (Exhibit CE.21).
- **15.3 Additional Rights.** The professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the college (Exhibit CE.22).
- **16.3 Civic Life.** Each faculty member is also a citizen of his or her nation, state and community; and when he or she speaks, writes or acts as such shall be free from institutional censorship (Exhibit CE.23).

The Student Rights and Responsibilities policy is located on COPPS and in the catalog and describes students' academic freedom:

Protection of Freedom of Expression

Students are responsible for learning the substance of any course of study for which they are enrolled. However, students are free to state any reasoned exception to data or views offered in any course of study and to reserve judgment about matters of opinion (Exhibit CE.24). See also Freedom of Inquiry and Expression (Exhibit CE.25).

Eligibility Requirement 16, Admissions:

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

As described in Chapter 2, Standard 2.D of this report, the college publishes on its website student admission policies which specify the characteristics and qualifications appropriate for its programs, both in print materials and online, and it adheres to those policies in its admissions procedures and practices (Exhibit CE.26). Most Lane programs are open admissions, but some have selective admissions, and policies and criteria for those programs are published online. For example, see admissions policies and criteria for each of the nine health professions (Exhibit 2.11).

Eligibility Requirement 17, Public Information:

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and

other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Lane publishes in a printed and web-based catalog current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policies, including definitions, pass/no pass option, grade reports, and posting of grades; information on academic programs and courses; names and academic credentials of administrators and faculty and names, academic credentials, and titles of deans and executive deans; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. These policies and procedures are published in the catalog and further described in Standard 2.D of this report.

Eligibility Requirement 18, Financial Resources:

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Given the uncertain funding environment, financial planning and management has taken on an increasingly crucial role in ensuring current and future operations of the college's programs and services. Lane established Board policies that provide executive directions in Financial Planning and Budgeting (Board Policy BP260) (Exhibit CE.27), and Financial Condition and Activities (Board Policy BP255) (Exhibit CE.28), as well as a series of policies on Budget and Finance (Board Policies BP205-BP295) that specifically define financial parameters and requirements (Exhibit 2.12). Annually, the Vice President for College Services provides a detailed analysis of policy compliance to the Board with respect to these policies. The financial parameters and expected outcomes are incorporated in day-to-day fiscal operations through preparation of daily cash flow reports and the related investment of excess cash balances which optimize flexibility and proper management of funds. This work is prepared by the business office and supervised by the Chief Financial Officer. The board receives quarterly financial reports of operations as part of the compliance reporting. The board of education maintains a rolling five-year Long Range Financial Plan (Exhibit CE.29). The plan contains a full discussion of the issues, both external and internal, that impact Lane's ability to achieve its mission, affirm its values, and support the college strategic directions. The objective of this financial plan is to ultimately achieve the mission of the college through strategic, long term thinking so that the annual budget is developed in the context of multi-year financial planning that is a reflection of the board's priorities and other finance and budget policies. Refer to Standard 2.A.30 and to the Financial Resources section of the report Standards 2.F.1 through 2.F.8.

Eligibility Requirement 19, Financial Accountability:

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are

considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Oregon Revised Statutes require an annual financial audit by independent certified public accountants. The financial audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards (GAS), issued by the Comptroller General of the United States. The purpose of the financial audit and related Independent Auditor's Report is to express an opinion on the fairness of the annual financial statements prepared by the college. Additionally, the independent audit is designed to meet the requirements of the federal Single Audit Amendment of 1996 and related OMB Circular A-133. GAS requires further audit procedures be conducted and reported on the existence and maintenance of internal controls over financial reporting, as well as compliance with the laws, regulations, grants, and contracts applicable to each of the college's major federal programs.

The Independent Auditor's Report (Exhibit 2.13) and the college's financial statements are included in the Comprehensive Annual Financial Report (CAFR). The CAFR is presented to the Board at the next public meeting after report completion (generally December). The President, VPCS, and CFO present and discuss the financial statements with the board. The independent auditor is on hand to comment and receive questions from the board. Procedures for addressing any findings arising from the audit or management letter recommendations (of which there have been none) are provided in board policies and administrative policies and procedures. Refer to Standard 2.A.30 and to the Financial Resources section of the report Standard 2.F.7.

For each year of operation, Lane Community College undergoes an external financial audit performed by independent auditors Kenneth Kuhns & Co., of Salem Oregon, in accordance with generally accepted auditing standards. Auditors' reports on the college's financial statements, internal control over financial reporting and compliance, and compliance with requirements on each major program have resulted in unqualified opinions each year. Results from the audit are considered in a timely, appropriate, and comprehensive manner by the administration and the Lane Board of Education.

Eligibility Requirement 20, Disclosure:

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Lane accurately provides the Commission with all information the Commission may require to fulfill its evaluation and accreditation functions. This self-study, all annual reports, major substantive change proposals and any documentation requested by evaluators have been prepared with candid contributions and the engagement of many faculty, staff, students and Board members, in an honest effort to accurately represent the strengths, challenges, and plans to improve the college.

Eligibility Requirement 21, Relationship with the Accreditation Commission:

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Lane accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, Lane Community College agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding Lane Community College's status with the Commission to any agency or members of the public requesting such information; Lane itself may choose to release the documents.

Standard 2.A: Governance

2.A.1: The institution demonstrates an effective and widely understood system of governance with clearly-defined authority, roles and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The Lane Community College board uses a policy governance system. In Board Policy BP357, Global Governance Commitment (Exhibit CE.16), the board explicitly commits to “work to ensure that Lane Community College achieves the appropriate results, at an appropriate cost, to advance the college vision, mission, core values, and strategic directions. The board shall comply with Oregon Revised Statutes. The board will govern by policy. It will establish appropriate ends policies and executive direction policies and ensure that accountability measures are clearly identified and reported on a frequency and method chosen by the board.”

Board policies also clearly outline its intent in the internal college governance system (e.g. Board Policy BP325, College Governance System), explicitly recognizing that “The president shall be the steward of the governance system, be accountable and responsible for the decisions made in the governance system, and evaluated accordingly and that the best decisions are made through the inclusion of many and diverse voices” (Exhibit CE.2). The policy also mandates that “the authority, responsibility, accountability, and relationship among and between the board, managers, faculty, staff, and students are clearly described and communicated.” Board Policy BP030, Educational Programs—Global Directions (Exhibit CE.30) guide the board’s duties and responsibilities with respect to the educational program, while Board Policy BP311, Board Duties and Responsibilities: Appraisal and Evaluation of Operation (Exhibit CE.19) guides the board’s appraisal and evaluative role in college operations. Board Policy BP510, Board Duties and Responsibilities: Personnel (Exhibit 2.14) describes the board’s role in selection, appointment and evaluation of personnel. The board’s budget authority, duties, and responsibilities are described in Board Policy BP210, Board Duties and Responsibilities: Budget Making (Exhibit CE.20). The board’s governing style, and relationship and delegation to the college president are defined in Board Policy BP360, Governing Style (Exhibit CE.31), and Board Policy BP355, Global Board-President Linkage (Exhibit CE.32).

College Governance System Overview

Lane has a single-unit governance system that makes provision for consideration of specific stakeholder groups and administration members in matters in which they have a direct and reasonable interest. This provision is made by giving them specific representational roles and by basing their participation on appointment by a stakeholder group. These include The Lane Community College Employees Federation (LCCEF), Lane Community College Education Association (LCCEA), Associated Students of Lane Community College (ASLCC), Management Steering Committee (MSC), and Faculty Council all have rights to appoint representatives to councils. In addition, the president appoints Executive Team members to councils. The college governance system recognizes that the role and authority of the board as responsible to the public and for the general supervision and control of the college. The board is legally vested with final decision making authority in all matters of college policies, programs, facilities, budget and personnel. The board is responsible for monitoring the effectiveness of the college. The board's

responsibility is to prescribe policies regarding the effective operation of the college. These policies will guide the president of the college, who is responsible for establishing effective operations to carry out such policies. The board delegates to the president the responsibility and authority to operate the college in compliance with policies and executive directions.

The governance system recognizes the role and authority of the president of the college as being directly accountable and responsible to the board of education for the educational leadership and effective management of the college's human, physical and fiscal resources.

While the president is held responsible for decision made in the governance system certain authorities have been delegated to the governance system regarding planning, administrative policies and evaluation. Fourteen principles (Exhibit 2.15) guide the work of this system, including informing the work of the six councils. Each council works within a charter and scope of work statement, and each acts in accordance with a decision matrix. Five “area” councils have responsibility for broad college functions, and include the Diversity Council, Facilities Council, Learning Council, Student Affairs Council, and the Technology Council. The College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities. The entire governance system is responsible to the board of education through the president.

Roles in Governance

The decision-making structures and processes make provision for consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. The roles of these different stakeholders in institutional governance, planning, budgeting and policy development are made clear and public through the governance documents posted on the governance councils website (Exhibit CE.33), including meeting minutes posted by area councils (e.g. the Facilities Council (Exhibit 2.17). This governance system is intended to maximize participation, collect the best thinking of all, and place authority at the appropriate level. Within this framework, the goal of the system is to produce a process for timely decisions with clear rationale and transparency. College governance councils periodically review and evaluate policies in their area of responsibility. Written charters for each of the college governance councils define the purpose, scope of work, and membership of each council. Within the scope of their charters, governance councils are responsible for planning, policy, and evaluating effectiveness.

The college governance system could be strengthened through more systematic assessment of each council's effectiveness. Additionally, closer collaboration between councils to link different perspectives on an issue have proven effective, for example the strategic learning and student affairs directions developed in 2010-11 (Exhibit 2.18). Such collaborations could be expanded to improve integrated planning and policy development. At the direction of the board of education, the president initiated an evaluation process of the governance system in spring 2014. Initial findings indicate the governance system could be strengthened through more systematic assessment of each council's effectiveness, closer collaboration between councils, broader representation from constituent groups, improved and more timely decision-making and more college wide communication. The evaluation process will continue into the coming year and will inform 2014-15 council work and improvement plans.

Role of Faculty

College faculty have primary responsibility for several areas of the college, including strategies and methods of instruction and assessment; innovation in the learning environment; curriculum design; course and program requirements; faculty research; roles, expectations, and interactions among teachers and students; and academic elements of student life. The methods and processes for faculty and instructional department decision-making at the level of the individual course and program are well established, and not the subject of collegewide governance except insofar as regulated by college policy and external constraints such as state law and accreditation.

The faculty, individually and collectively, also participate as an active partner in decisions in other areas of the college. The college governance system provides a campuswide forum for discussion of matters that affect Lane's academic programs and for developing necessary policies. Faculty are officially represented on all governance councils (Exhibit 2.19). Faculty participation also occurs through collective bargaining processes and in discipline, department, and division governance structures. Faculty Council, after consultation with the LCCEA, has appointing authority to certain governance councils.

Role of Classified Staff

The primary responsibility of classified staff is to carry out the mission, vision, and strategic directions of the college in a manner informed by its core values. They do this by supporting students, faculty, administrators and managers in various capacities. Staff participate in the governance system as stakeholders, and because of their expertise in operational, academic and student affairs, and technical areas. Classified staff have extensive knowledge of student needs, college processes and procedures, as well as professional standards and practices. They provide the college community with a unique perspective, insight, and sound judgment that help guide the decisions made in the governance process. Classified staff are appointed to governance councils by virtue of their role and/or expertise and through the collective bargaining unit.

Role of Managers

The governance system manual provides a description of the role of managers (and other council members). Managers have accountability, authority and responsibility to work with faculty, classified staff and students to achieve the vision, mission, learning principles, strategic plan and goals of the college. Managers are active partners in college decisions and are charged with executing and implementing timely strategies that move the college to meet its mission and achieve its core theme objectives.

Role of the Executive Team

The Executive Team (ET) is comprised of the president; vice presidents; executive deans; chief information officer; chief human resources officer; chief diversity officer; director of institutional research, assessment and planning; chief financial officer; strategic planning and budget officer; and the director of marketing and public relations. The members of the team have individual accountability and

responsibility for and to their assigned areas, and are collectively accountable and responsible for viewing the college as a whole and making or recommending decisions that align the best interests of their units and the college.

The role of ET lies largely in the executive and administrative realms. Members of ET as individuals are accountable for particular branches of the college and as such are active participants in the governance system. The board and the president rely on ET to provide expert advice and to view the college as an entire system rather than individual, disconnected parts. In the administrative realm, ET members are accountable and responsible for:

- collaborating with governance councils to assure that information is shared to inform decisions/recommendations;
- forwarding issues to governance councils according to their charters;
- sharing perspective and implications with councils prior to decisions/recommendations;
- initiating major college-wide issues in conjunction with the governance system;
- executing major initiatives of the college;
- implementing plans and policies and reporting on implementation work;
- advising the president on matters relevant to their areas of responsibility;
- assisting the president in formulating final recommendations to the board of education;
- implementing operational systems and management;
- providing triage on day-to-day management;
- coordinating implementation of plans, projects and operations;
- and staying current on academic issues and trends.

Role of Students

The governance system includes student members on each council and provides for active participation of student representatives. Students are appointed to councils by the Students Associated Students of Lane Community College (ASLCC). Students provide valuable insight and perspective to community needs and contribute to the college's collective wisdom. Students are in a unique position to speak to diversity by virtue of their varied constituency. As recipients of college services, they provide insight about the college's institutional effectiveness and quality. Incorporating students into the college's decision-making processes promotes greater student involvement in the life of the college and prepares them for community stewardship.

2.A.2: In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Lane Community College is not part of a multi-unit governing system.

2.A.3: The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Lane Community College monitors compliance with NWCCU standards by policy and practice through the training and expertise of key personnel on campus. Managers versed in NWCCU criteria ensure that accreditation standards are adhered to in all circumstances including collective bargaining, legislative changes, and changes in operations. Furthermore, the spirit of NWCCU standards for academic institutions, specifically engaging in a cycle of planning, action, and assessment, is part of the culture of leadership at Lane.

Those trained as NWCCU evaluators or who have attended other NWCCU training include:

Mary F.T. Spilde, President
Dawn DeWolf, Interim Vice President, Academic and Student Affairs
Maurice Hamington, Executive Dean
Craig Taylor, Director of Institutional Research, Assessment, and Planning
Sarah Ulerick, Dean, Science
Mary Jeanne Kuhar, Dean, Florence Center
Ce Rosenow, Instructor, Language, Literature, and Communication
Anne McGrail, Instructor, Language, Literature, and Communication

The Lane Community College Board of Education is kept abreast of NWCCU standards through its participation in the ongoing cycle of self-study processes. Accordingly, the board establishes policies that coincide with NWCCU standards. For example, in February 2014, the board passed Board Policy BP020, Credit Hour (Exhibit CE.34) to match the language adopted by NWCCU in November 2012.

Governing Board

2.A.4: The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution.

Governing Board and Its Function

Lane Community College has a functioning governing board consisting of seven voting members, each of whom is elected to a four-year term by the qualified voters of the entire district and none of whom has a contractual, employment, or financial interest in the college, as described in Board Policy BP370, Membership on the Board of Education (Exhibit CE.17). College employees are prohibited from serving

on the board. The board's job description charges it with representing "the people of the college district in determining and assuring organizational performance" (Board Policy BP312, Board Job Description) (Exhibit CE.18). As described in Board Policy BP357, Global Governance Commitment, the board works "to ensure that Lane Community College achieves the appropriate results, at an appropriate cost, to advance the college vision, mission, core values, and strategic directions" (Exhibit CE.16).

The board is responsible for overseeing the development of programs and services which they believe will best serve the needs of the people of the Lane district. Board Policy BP313, Board Members' Code of Conduct describes the board's commitment to "ethical, professional, and lawful conduct, including proper use of authority" charging that members "must avoid any conflict of interest with respect to their fiduciary responsibility" (Exhibit CE.35).

The board is responsible to the public and is legally vested with final decision-making in all matters of college policies, programs, facilities, budget, and personnel unless otherwise delegated to the president; the board is also responsible for monitoring the effectiveness of the college, as described in Board Policy BP312, Board Job Description (Exhibit CE.18). The board prescribes policies regarding effective operation of the college. These policies guide the president, who is responsible for establishing effective operations to carry out such policies. The board delegates to the president the responsibility and authority to operate the college in compliance with policies and executive directions. Board Policy BP610, Conflict of Interest (Exhibit CE.36) guides the board's avoidance of conflict of interest.

2.A.5: The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

In accordance with Board Policy BP313, Board Member's Code of Conduct (Exhibit CE.35), the board acts only as a committee of the whole. No member or subcommittee of the board acts in place of the board except by formal delegation of authority.

2.A.6: The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

By law, board and college policies conform to all Oregon Revised Statutes, which provide the foundation for the institution's integrity.

According to Board Policy BP312, Board Job Descriptions (Exhibit CE.18), the board is responsible to the public and is legally vested with final decision-making in all matters of college policies, programs, facilities, budget and personnel. The board prescribes policies regarding effective operation of the college and is also responsible for monitoring the effectiveness of the college.

The board establishes policies that it regularly reviews and revises when appropriate. These include policies about the board's own duties, responsibilities, organizational structure, and operating procedures. Dates of reviews and revisions are published with the policy descriptions themselves. For

example, Board Policy BP210, Board Duties and Responsibilities: Budget Making was adopted in 1998, revised in 2003, and was reviewed in 2007 and 2010 (Exhibit CE.20).

The board also has a policy to review all of its policies on a three-year cycle (Board Policy BP305, Agenda Planning (Exhibit 2.20). In addition, the president supports regular review of Board Policies by submitting monitoring reports to the board (Exhibit CE.37), and advising the board if it is not in compliance with its own policies, as required in Board Policy BP330, Communication and Support to the Board (Exhibit CE.38).

2.A.7: The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

In accordance with Board Policy BP540, Monitoring President's Performance (Exhibit 2.21), the board selects, appoints, and regularly evaluates the president according to established policies. The board delegates to the president the responsibility and authority to operate the college in compliance with board policies on executive directions, state mandated policies, and annual goals approved by the board as described in Board Policy BP345, Delegation to the President (Exhibit CE.39).

The board prescribes policies and executive directions regarding effective operation of the college. These policies guide the president, who is responsible for establishing effective operations to carry out such policies. The board delegates to the president the responsibility and authority to operate the college in compliance with policies and executive directions.

The board ensures that the institution is organized and staffed to reflect its mission, size, and complexity. It approves the academic and administrative structure to which it delegates the authority for effective and efficient management.

2.A.8: The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Board Policy BP360, Governing Style (Exhibit CE.31) directs the Board to, "Monitor and regularly discuss the board's own process and performance." The board evaluates its performance annually. The board's discussions of findings from the evaluation have contributed to discussions about possible policy revisions and the board's work in carrying out its responsibilities in an effective and efficient manner. The board conducted its most recent performance evaluation in spring 2014. The board's self-assessment instrument is intended to elicit members' views concerning the board's collective performance in meeting its responsibilities.

Leadership and Management

2.A.9: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The duties, responsibilities and ethical conduct requirements of Lane's administrators are defined, carefully reviewed, and published in job postings, which ensures that qualified administrators are hired. In addition, by Board Policy BP356, Global Executive Directions (Exhibit CE.15), the president ensures that every activity, decision, or organizational circumstance shall be lawful, prudent, and in accord with commonly accepted business and professional ethics, thereby ensuring that there are "appropriate levels of responsibility and accountability. Board Policy BP555, Treatment of Staff (Exhibit CE.12) provides important direction for managing at Lane because it assures that the president shall operate with written personnel policies that clarify personnel rules for staff and that there is an environment to freely examine and discuss assumptions and data. A report that evaluates adherence with this policy is prepared for the Board annually (Exhibit 2.22).

In fall 2007, the president chartered the Management Structure Workgroup (MSW) to address the effectiveness of Lane's management structure and, if necessary, make changes to align the structure with the current and future needs of the college. The MSW completed its study in February 2008 and made recommendations to the president. The board of education approved the recommendations for management structure that came to them during its March 2008 meeting (Exhibit 2.23). These recommendations are aligned with the goal of creating a management structure that supports:

- Informed and inclusive decision-making
- Transparency and clarity of operations and decision-making
- Open lines of communication between and among all components and members of the Lane community
- Accountability
- Mutual respect and trust

Members of the president's Executive Team are assigned responsibility for developing and implementing plans intended to accomplish Lane's strategic directions. The annual report to the board (Exhibit CE.7) provides evidence that assessments of implementation plans for the college overall are conducted annually.

Lane's annual unit planning process (Exhibit 2.24) aligns the work of individual divisions with college strategic directions and provides an opportunity for each unit to evaluate their own work and how it supports those strategic directions.

2.A.10: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

According to Board Policies BP355, Global Board-President Relationship (Exhibit CE.32) and BP345, Delegation to the President (Exhibit CE.39), the president is directly accountable and responsible to the board of education for the educational leadership and effective management of the college's human, physical and fiscal resources.

The president's role includes but is not limited to:

- Articulation of the vision, mission, core values, and strategic directions for the college within which its educational objectives are developed and implemented.
- Formulation of strategic long- and short-range plans for the college.
- Provision of leadership, direction and guidance to the administration of the college, including holding administration accountable for completed work
- Responsibility for recommending a balanced budget and strategies that lead to fiscal stability to the board of education.
- Representation of and primary spokesperson for the college to various external organizations.
- Development and maintenance of a climate in the college conducive to productive learning and effective teaching.

President Mary Spilde has full-time responsibility to the college and was hired in 2001 after serving the college in the role of vice president of instruction and student services for four years. Dr. Spilde has received many honors, most recently the U.S. Green Building Council's 2013 Center for Green Schools President's Award for a two-year institution, the 2013 National Leadership Award from the National Council for Continuing Education and Training; the 2012 Eugene First Citizen Award; the 2012 Woman of the Year Award from the American Association for Women in Community Colleges; and the 2011 Association of Community College Trustees CEO of the Year Award. Under her presidency, Lane was reaffirmed as a board member of the League for Innovation in the Community College and was selected to join the Achieving the Dream national initiative.

2.A.11: The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Although the college maintains a very lean management structure for an institution of its size, Lane employs a sufficient number of qualified administrators to provide effective leadership and management for its operations (Exhibit 2.25). The Executive Team of the college includes managers from multiple departments (Exhibit 2.26), and meets weekly and regularly considers management personnel,

seeking efficiencies and realignment when in the best interest of the college to do so. A key objective of those meetings is to achieve coordination and collaboration across the branches of the college. Members of the team have individual accountability and responsibility for and to their assigned areas. They are also collectively accountable and responsible for viewing the college as a whole and making or recommending decisions that align the best interests of their units and the college, thereby actively participating in the college governance system. The board and the president rely on ET to provide expert advice and to view the college as an entire system rather than individual, disconnected parts.

Policies and Procedures

Academics

2.A.12: Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

All policies and procedures, including all academic policies related to teaching, service, scholarship, research, and artistic creation at Lane, are accessible in a variety of ways. They are available through the College Online Policy and Procedure System (COPPS) (Exhibit 2.27). Access to all college policies and procedures is also provided through myLane, the college's web portal.

Specific policy information is available through the college's search engine, and links to academic policies and procedures may also be found on the Lane staff resources web page (Exhibit 2.28).

Academic policies specifically relating to faculty workload, academic freedom, teaching responsibilities and intellectual property are also included in the LCCEA bargaining agreement.

Academic policies specifically related to students, such as academic progress standards, grades, and admissions are also included in the annual catalog, which is available in print and online. Policy information is also available on the enrollment and student financial services web site.

Academic policies are actively communicated in myriad ways. All new employees receive orientation to college policies through the Human Resources department. New faculty also receive this information through Faculty Connections, an institutionalized, faculty-led orientation and mentorship program. New managers are expected to be thoroughly familiar with information provided on the managers' private wiki. When significant changes occur, the college notifies all employees in a variety of ways: through all-staff email, governance councils, managers' forum, and the Lane Weekly staff newsletter depending on the information communicated and to whom. Students are also apprised of relevant academic policies through the new student information session (NSIS) and myLane.

2.A.13: Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Information on library services and policies is visible under top-level “mega-menus” that appear on every library page. Links to these policies also appear in a footer on every page. Policies regarding access to all library resources are also presented in the circulation policy online (Exhibit 2.29), which includes information on who can use the library, loan rules for each material type, and fines and charges. A simplified version of the circulation policy, borrowing, renew, return (Exhibit 2.30), provides a quick view of the most basic circulation rules. Library checkouts are accompanied by a print slip with the item’s due date, information on fines, and where to find further information. All circulation policies are enforced through loan rules administered through the integrated library system. As part of enforcing this policy, information on library users’ unpaid fines and replacement costs are sent to the bursar’s office on a weekly basis.

Policies governing borrowing through other libraries are available online (Exhibit 2.31), and are based on the National Interlibrary Loan Code of the American Library Association, and the consortial lending policies of the Orbis Cascade Alliance.

The library’s policy on computer use (Exhibit 2.32) is based on the college’s Technology Use: Rights and Responsibilities, which appears on-screen every time a student logs onto a public access computer in the library. When students check out portable computing devices, they are asked to read and sign a conditions of use policy.

Access to electronic library resources is typically governed by licensing agreements with vendors of online products to which the library subscribes. Policies governing secure access to electronic resources are enforced through the use of proxy servers at log-in.

2.A.14: The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Lane’s policies for transfer and acceptance of credits are clearly articulated and made available on the college’s website and in the catalog. In accepting transfer credits to fulfill degree requirements, degree evaluators ensure that the credits accepted are comparable to Lane courses, or require skills and learning outcomes comparable or higher than those required in Lane courses.

Lane develops transfer programs that follow statewide transfer agreements among the community, technical and baccalaureate institutions. For example, consider the AAOT. According to its administrative rules, the state of Oregon (OAR 589.006) defines the AAOT as a degree intended to prepare students to transfer into upper division programs for a baccalaureate degree. The AAOT has a balance of lower division general education requirements that is accepted in public institutions statewide. AAOT graduates admitted to Oregon University System institutions are guaranteed to have fulfilled all lower division general education requirements.

Lane also has established articulation agreements with individual receiving institutions pertaining to specific majors and clusters of programs (e.g. career-technical programs), as well as general education requirements. Signed articulation agreements are maintained with individual departments at the baccalaureate institutions where Lane students transfer most frequently, such as the University of Oregon, Oregon State University, and Portland State University (Exhibit CE.40) (Exhibit CE.41). Lane also negotiates and maintains general education and major articulation agreements with some private colleges, such as Northwest Christian University. An inventory of the college's articulation agreements is maintained by the office of Academic and Student Affairs.

Information for students planning to earn a transfer degree and move on to another institution can be found in the catalog, and online under transfer plans (Exhibit CE.42) and general information for transferring credit (Exhibit 2.33). These plans are reviewed annually and revised periodically by the Curriculum and Degree Requirements Committee to ensure fairness for all students. In addition, the course equivalency transfer tool (Exhibit 2.34) is now available to Lane students online. This tool allows students to check the equivalency of a Lane course with those of other institutions.

Students who wish to receive credit for prior learning (Exhibit CE.43) or credit by assessment (Exhibit CE.44) can find applicable information both online in COPPS and in the catalog.

The college's transfer degrees are well designed to meet the needs of its student constituencies. Articulation with the other 16 Oregon community colleges and seven four-year Oregon institutions has facilitated ease of transfer for most students.

Students

2.A.15: Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

The primary location for policies and procedures related to students' rights and responsibilities is the COPPS website, specifically in the student rights and conduct page (Exhibit 2.35). Lane's website and student portal, myLane, both prominently feature the AskLane question-and-answer look up tool that provides students easy access to answers about policies and procedures, such as "How do I Complain?"

Exhibit 2.36 details the locations of policies and procedures on various Lane websites directly related to the following paragraphs.

Academic honesty is defined for students in the student code of conduct in Article III, Proscribed Conduct. Program specific information is provided to students within specific academic divisions, as well as through individual course information such as syllabi.

Lane has adopted a complaint procedure that delineates student complaints by type including academic, grade appeals, racial harassment, sexual harassment, disability, and discrimination. Students may

register complaints through the student complaint process outlined above, including those regarding ADA accommodations not being met. To help students initiate their complaints in a one stop approach, a single online complaint form is being launched for fall 2014. This form will replace multiple paper forms and provide for secure electronic distribution of confidential information, as well as a system for tracking processes and storing documents electronically.

All complaint procedures have appeal processes. Lane also has two appeal processes that can be made without engaging in a complaint process. Students seeking to appeal graduation requirements may appeal to the Academic Requirements Review Committee to waive or alter graduation requirements. Students may submit a petition for exception to refund policy form to request a refund for charges for classes not dropped by the refund deadline.

The Disability Resources department (DR) has information on its website related to student rights and responsibilities, in addition to other helpful resources. DR developed a handout that outlines expectations of students, as well as faculty, staff, and the DR department. DR also has links to the college's complaint processes on its website. COPPS procedures have been revised to clarify for faculty and staff how to provide disability accommodations and avoid discrimination. All course syllabi are required to post a standard statement regarding the process by which students can receive assistance and accommodations through Disability Resources.

The student code of conduct procedures are available on the web. To help students understand our institutional behavioral expectations, conduct letters clearly indicate the alleged violation of the student code of conduct. The updated student code of conduct is available to students in multiple places including COPPS.

In fall 2013, Academic and Student Affairs implemented a software tool (Maxient) that allows faculty and staff to submit a complaint, code of conduct issue, or document a student concern. The reports feed to the executive dean of student affairs who determines the appropriate avenue for response, such as initiating the conduct procedure, referring to the Counseling and Advising department, or simply following up with the report to strategize in how to respond to student behavioral concerns. Furthermore, this tool also significantly enhances the college's ability to track and maintain data needed for Clery Act reporting. Lane's treatment of learners annual report to the board of education also provides an overview of conduct violations and student complaint statistics.

2.A.16: The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Admission and Placement: Credit Students: Admission and placement testing procedures and policies are published on the website and in the catalog and are governed by Board Policy BP705, Admissions for Credit Students (Exhibit CE.8). Policies and procedures are published through web pages, as well as in the college catalog. Lane accepts all students who are 18 or older or have a high school diploma or GED

(Exhibit CE.26). Students who are under 18 and have not graduated from high school may still attend if they follow the guidelines for under-18 students (Exhibit 2.37).

The Steps to Enroll website was created by Enrollment and Student Financial Services and Counseling and Advising to assist credit students through the enrollment process (Exhibit 2.38). Students are provided the opportunity to self-select enrollment steps based on their specific situation: students with prior college experience, international students, and first time college students. These steps then guide students through the following procedures depending on their enrollment profile:

- Admission application, including our Program of Study Wizard, which was created by Enrollment and Student Financial Services as part of our commitment to help students begin their successful academic journey by selecting their appropriate area of study which is linked to academic planning
- Financial aid
- Placement testing
- Establishing a myLane account and completing the New Student Information Session
- New Student Academic Advising Sessions (in person and online sessions)
- Class registration

In the 2013-14 academic year, the executive dean of student affairs established the Student Experience Committee as a means to continually review the enrollment and registration process for all students. This working committee brings together vital partners from across the campus to ensure these processes work for students. Committee members include Enrollment and Student Financial Services, Counseling faculty, academic advisors, IT, financial aid, students, student success staff, the Academic Progress Standards coordinator, and others focused on smoothing complicated processes. Some of the issues tackled included exploring late start possibilities, improving communications regarding continuing registration, updating the enrollment calendar, and establishing action priorities (Exhibit 2.39) for 2014-2015.

Admissions: Lane offers programs with limited enrollment that require specific prerequisites. These programs must have Academic and Student Affairs approval to conduct selection processes for these specialized programs (Exhibit 2.40).

Placement Testing: Students with varying preparation attend Lane so the college has a process for placing students in the appropriate level of classes, with the ultimate goal of certificate or degree completion. Some students require developmental support prior to proceeding to rigorous academic course work. As noted in the Steps to Enroll process, credit students who choose a program of study indicating their intent to earn a degree or certificate are required to take an Accuplacer reading test before registering. Students whose reading scores indicate they are underprepared for college-level reading are placed into guided studies (Exhibit 2.41) to take developmental classes in reading to prepare them for the transition to college level work. Students must also take an Accuplacer writing placement test and a math placement test. Students may waive the tests by presenting transcripts indicating the

writing and math prerequisite courses have been passed. The Testing Office offers FAQ type information for students to determine their appropriate testing avenues as well as offering guidance on placement test preparation and where students can solicit help (Exhibit 2.42).

Noncredit Admissions: In summer 2013, Lane launched a new pilot for noncredit students to streamline registration. Students select the courses they wish to take. There is no placement nor admissions policy. Free informational preregistration sessions are recommended but not required for several allied health classes. A new registration web portal called "Lumens" was made available for students seeking courses at the Downtown Center. After assessment and analysis of the service, other locations will come onboard to better serve the community. Information about all offerings through Lane's Continuing Education Department at all college and partner locations is widely publicized through both a printed "Schedule" and through the college website, and through partners' printed, web-based, and social media marketing as well.

Continuation and Termination: Lane Community College has a commitment to student success. While the college has enacted many initiatives with front-end procedures and processes to help students start right, it has also addressed numerous student persistence and retention practices. For example, Enrollment and Student Financial Services has added a channel in myLane called, "When Can I Register?" which provides a specific date and time for students alerting them to their first registration opportunity for a given term (Exhibit 2.43). Additionally there is a myDegree tab in myLane powered by Degree Works, "a comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors, and institutions to a common goal: helping students graduate on time."

Students struggle at times for various reasons which impacts their academic success. Lane adheres to two primary academic standards for students: a 67 percent credit completion rate, and a minimum 2.00 GPA. These standards are linked to federal financial aid standards. Since a majority of Lane students (67.6 percent) receive federal financial aid, linking internal academic standards to financial aid standards creates an early alert relationship for students.

Term	GPA	Credit Completion Rate	Academic Standing	Intervention
1 st	Less than 2.00	Less than 67%	Alert 1	Requires completion of Keys to Success Workshop (online) accessed on your Moodle page
2 nd	Less than 2.00	Less than 67%	Alert 2	Requires Keys to Success Workshop (in-person)
3 rd	Less than 2.00	Less than 67%	Alert 3	Requires enrollment in College Success: Back On Course (1 credit)
4 th	Less than 2.00	Less than 67%	Dismissal (2 terms)	Requires Grades: Academic and Degree Appeals

Table 2-2: APS Alert Tiers

During 2013-14, the Success and Goal Attainment (SAGA) committee worked to address our Academic Progress Standards by creating a model of tiered interventions. This progressive tiered approach was launched in the summer of 2013 involving a unique intervention at each alert level as outlined in Table

2-2. The targeted interventions are designed to help students return to good status (earning at least a 2.0 GPA and completing 67 percent or more of the credits they attempted) prior to moving to dismissal, which does include an appeal process and procedures for readmission (Exhibit 2.44).

The Academic Progress Standards were designed to alert students that their performance may impact their ability to receive financial aid as our Satisfactory Academic Progress standards (SAP) are assessed on a cumulative cycle (Exhibit 2.45). Since APS are assessed on a term-by-term basis, they indicate to students that if good status is not achieved, the procedures can result in financial ineligibility.

2.A.17: The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Co-curricular activities positively impact retention and support quality progression and completion. Table 2-3 demonstrates the policies and procedure that support the co-curricular program at Lane Community College.

Co-curricular Area	Topics	Exhibit
Organizations (policy)	<ul style="list-style-type: none"> • membership • support of student organization development 	Exhibit 2.46
Student Organization Guidelines (procedure)		Exhibit CE.45
Associated Student of Lane Community College (ASLCC)	<ul style="list-style-type: none"> • structure and function • constitution • by-laws 	Exhibit 2.47 Exhibit 2.48 Exhibit 2.49
Board Policy BP715, Student Activities Fees for Student-Initiated Programs	<ul style="list-style-type: none"> • mandatory fees to support student-initiated programs; including a variety of clubs and activities listed on the ASLCC website. 	Exhibit 2.50
Student Travel (policy)		Exhibit 2.51
Media Commission (policy)	<ul style="list-style-type: none"> • student newspaper (<i>The Torch</i>) • literary magazine (<i>Denali</i>) 	Exhibit 2.52
Governance (policy and procedures)	<ul style="list-style-type: none"> • students' role in governance 	Exhibit CE.2 Exhibit CE.33

Table 2-3: Co-curricular Activity Policy and Procedures

Policies related to student media such as The Torch (student newspaper) and the Denali Literary Magazine are identified under the student rights and responsibilities policies (Exhibit CE.24). The institution maintains and publishes policies that clearly state its relationship to co-curricular activities

and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Student media is overseen by the Media Commission established by the board of education to provide a governing body representative of the student body, staff, and administration.

The Media Commission also serves as an appeal and review board if questions of adherence to Media Commission policies or the Oregon Code of Journalistic Ethics or the college Student Code of Conduct arise.

Human Resources

2.A.18: The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students. Explain.

Lane Community College regularly maintains and publishes its human resources policies and procedures in COPPS. There is also a significant amount of personnel policy and procedure information, guidance and forms available on the Human Resource department website.

A system is in place for reviewing and revising COPPS policies and procedures to ensure that the information is current, consistent, fair, equitably applied and that all links and references are correct. This COPPS reviewing process is overseen by the President's Office, and the senior administrator in charge of the policy or procedure domain (e.g., the chief human resources officer oversees human resource policies and procedures) is responsible for regular reviews and updates to policies and procedures for which they are the responsible administrator. The COPPS guidelines for review and updates is published online (Exhibit 2.53).

COPPS policies related to human resources are also subject to review and recommendations for updates via the college's governance system. Governance councils also retain advisory" review responsibilities for procedures in collaboration with the administrator who is responsible for a given procedure as designated in COPPS.

For example, review processes were completed during 2012-13 both in governance meetings and via in-person consultations for updates to the college's discrimination and harassment complaint procedure. The review and update was also thoroughly processed with both union leadership teams as well as reviewed through the college's governance system through both the Diversity Council and College Council, and through the college's Executive Team. These procedural review and update processes are always focused on alignment with the college's vision, mission, core values and strategic directions.

2.A.19: Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Explain.

Lane Community College employees are apprised of their conditions of employment, work assignments, as well as rights and responsibilities during a new employee orientation for every new employee hired into a budgeted assignment (.50 FTE or greater) with the college. The new employee orientation is conducted by the Human Resource department at the very start of each new employee's assignment with the college. A standard and comprehensive new employee orientation checklist is used by the Human Resource department to assure that all aspects of the orientation are covered in detail. Orientation discussions with each new employee always include the college's mission, vision, core values, and strategic directions.

The conditions of employment, work assignments, rights and responsibilities, evaluation procedures and criteria, as well as specific policies and procedures related to employment at the college (for examples: complaint procedures, employee assistance resources) are also covered in detail in the orientation packet of materials that each new employee is provided during the orientation process. Job descriptions are provided to all new employees at the start of employment.

Full-time faculty all go through the new employee orientation process outlined above and are provided with a personnel action form (PAF) as well as a copy of the faculty union contract that outlines conditions of employment. The PAF form specifies the assignment(s), FTE level, start/end dates and compensation level for each full-time employee. Part-time faculty are provided with a part-time statement of appointment (PTSOA) each academic term that outlines their specific teaching responsibilities on a term-by-term basis, and part-time faculty are also provided a copy of the faculty union contract that outlines their conditions of employment. The PTSOA form specifies the assignment(s), FTE level, start and end dates, and compensation level for each part-time faculty employee.

All faculty members are also provided access to the Faculty Evaluation Handbook, which describes Lane's developmental and corrective evaluation processes. The steps, procedures and criteria concerning evaluation of full-time and part-time faculty, as well as the steps that precede discipline or termination, are also outlined in the faculty collective bargaining agreement.

Classified employees and college managers are provided copies of their respective position descriptions upon initiation of employment. In addition, new classified employees receive a copy of the classified union contract, which outlines conditions of employment, rights, and responsibilities. New managers are provided a copy of the management working conditions agreement, which outlines the conditions of employment, rights, and responsibilities for managers.

Evaluation criteria and evaluation forms for all classified and management employees are readily available on the Human Resource department web pages via the "forms" link. Personnel action forms (PAFs) for each new classified and management employee in a budgeted .50 – 1.0 FTE assignment document the start/end of employment and assignments, FTE level, accrual of seniority, compensation

level, probationary period as well as promotions and all disciplinary or termination actions. Copies of the PAFs are also available for management and classified employees to review and retain for their own employment records.

2.A.20: The institution ensures the security and appropriate confidentiality of human resources records.

The Lane Community College Human Resource Department has policies and procedures in place to assure that all human resource records are protected in a confidential manner. All human resource records and files are maintained in secured files in the Human Resource Department. Direct access to such records is restricted to human resource personnel. Electronic human resource records are protected by secured and restricted access that is controlled by the human resource data custodian. Should a manager who is not part of Human Resource desire access to a subordinate's file, or an employee desires access to his or her own official human resource file, Human Resource department procedures require a written request from the person seeking access to records. The requestor is expected to initially review the file in the Human Resource department office, subject to supervision of human resources staff. Employees also have the right under COPPS procedures and Oregon State law to request and receive a printed copy of their human resource records. Requests for printed copies of such records must be submitted to the Human Resource department in the form of a written and signed request for a copy of the employee's human resource records (Exhibit 2.54).

By contract and practice, there is only one human resource file for each employee. The Human Resource department maintains rigorous protocols concerning the appropriate and confidential separation of various human resource records. For example, all confidential medical and leave of absence documentation on employees is maintained in secured file cabinets, or in secured electronic files, that are separate from an employee's official personnel file.

The Human Resource department and staff are fully committed to the integrity, confidentiality and security of human resources records. Signs posted at the entrance to the Human Resource department restrict access to areas where records are held. The Human Resource department also has exclusive access and scheduling rights to a private conference room for meetings and confidential discussions with employees and among human resources team members. Meetings with employees, managers and union representatives concerning human resources records and personnel matters are always conducted in a private and confidential manner.

Institutional Integrity

2.A.21: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be

completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Lane Community College strives to adhere to high ethical standards in its representation to its constituencies and the public. There are several board policies in place that are relevant to this standard and each is consistently followed. Board Policy BP030, Educational Programs—Global Directions (Exhibit CE.30) directs the board to be responsible for approving all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas. This policy also directs the board to require and consider reports concerning the programs of the college. Board Policy BP330, Communication and Support to the Board (Exhibit CE.38) places responsibility on the president for submitting monitoring data to the board in a timely, accurate and understandable fashion and for keeping the board aware of relevant trends and developments internal and external to the college. Board Policy BP360, Governing Style (Exhibit CE.31) directs the board to “govern with an emphasis on meeting community needs, respecting diverse viewpoints, leading strategically, clearly distinguishing board and president roles, making collective decisions, being future-oriented, and being proactive.” Board Policy BP720, Treatment of Learners (Exhibit CE.11) directs the president to assure that interactions with learners are “safe, respectful and confidential,” including the accurate and consistent representation of the college through its catalog, publications and official statements.

The college represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalog, publications, website, official statements, advertisements and brochures. The college works to ensure that all communication from the college presents Lane positively and accurately. Advertising is reviewed and approved by the Marketing and Public Relations department. That review includes evaluation of accuracy and clarity of the message (Exhibit 2.55). Similarly, the college requires that “all brochures and similar promotional pieces need to present accurate information” (Exhibit 2.56). The Marketing and Public Relations department prepares guidelines and style guides to ensure uniform representation and Lane has a comprehensive graphic identity in order to create a high-quality and consistent image of the college. Publications are professionally designed, present clear and accurate information, present a consistent image of the college, and follow college and federal guidelines. All display advertising and marketing publications intended for off-campus use must be approved by the college’s marketing director.

Lane utilizes its website and electronic technology to communicate its academic intentions, programs, and services to students and to the public. Following its implementation in spring 2010, Lane’s myLane portal technology has become an important tool for communicating information directly to students in a timely fashion.

During 2012-13, Lane’s Marketing and Information Technology departments guided a comprehensive year-long college website study and redesign project. The study focused each department on its website content and design and migrated website content to a new web management system (Drupal). Web-editors in departments throughout the college were trained to use Drupal and to update their website content. By allowing departments to maintain their own websites, Lane has increased the students’ and public’s ability to access current and accurate information directly from the relevant departments or programs. Consistency in website formats is ensured by the Drupal training workshops; the guidelines

available on the web information, resources, and requirements website (Exhibit 2.57 and Exhibit 2.58); and through the oversight of the web developer.

Through an annual catalog review process, each academic and student affairs department scrutinizes its program requirements, courses and pre-requisites. The result of that annual review is presented in Lane's catalog, which includes information about college services for students, requirements for academic programs and degrees, and recommended term schedules that demonstrate degrees and programs can be completed in a timely fashion. The catalog is available in hardcopy, on the Lane website (Exhibit 2.59), and program-specific information is available in program brochures (Exhibit CE.1). This annual review ensures students have up-to-date and accurate information for academic programs and college services.

2.A.22: The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The college follows Oregon statutes, policies and procedures as it guides its governing board members, administrators, faculty, and staff to maintain high ethical standards in the management and operations and in all of its dealings with students, faculty, staff, administrators, the public, organizations, and external agencies. This issue is addressed in a number of policies and procedures on record and in practice. Oregon law and board policies set the framework for the college's operational policies and procedures for the learning environment, non-discrimination, faculty and staff treatment, student rights and responsibility, and privacy rights.

The Oregon Revised Statutes (ORS) provide the guidance and direction under which the college operates as a public agency in Oregon. All board policies and COPPS adhere to ORS, and are guided explicitly by the *Oregon Government Standards and Practices Laws: a Guide for Public Officials*. This is a manual on government ethics produced by the Oregon Government Standards and Practices Commission, a seven-member appointed body confirmed by the Oregon Senate.

The effectiveness of policy implementation is reported in board monitoring reports that are presented during regular monthly board meetings (e.g., treatment of learners and treatment of staff reports).

Student complaints are investigated in a timely fashion and include students' own perception of their treatment. The formal student complaint process offers the college an opportunity to fully investigate and record such complaints and develop improvement plans when necessary. The informal student complaint process is designed to resolve problems for students who are having difficulties with other students, staff or campus procedures short of written complaints, investigation and disciplinary action in a timely fashion.

Table 2-4 provides comprehensive examples of our policies that directly relate to the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies.

Policy	Key Language	Exhibit
Board Policy BP635, Institutional Integrity – Global Directions	“The board is responsible to ensure the integrity of the college.” “All college employees are expected to “hold themselves to the highest standards ethical conduct.”	Exhibit CE.13
Board Policy BP356, Global Executive Directions	“The president shall assure that every activity, decision, or organizational circumstance shall be lawful, prudent, and in accord with commonly accepted business and professional ethics.”	Exhibit CE.14
Board Policy BP505, Affirmative Action	“The board directs strict adherence to the principles embodied in Oregon and federal ‘affirmative action’ legislation.”	Exhibit CE.15
Board Policy BP720, Student Services – Global Directions	“With respect to services for students, the president shall assure that procedures and decisions are safe, respectful and confidential.”	Exhibit CE.11
Board Policy BP555, Treatment of Staff	“With respect to the treatment of paid and volunteer staff, the president shall operate with written personnel policies that clarify personnel rules for staff, provide for effective handling and redress of grievances, and protect against wrongful conditions.”	Exhibit CE.12
Board Policy BP705, Admissions for Credit Students	“Under no circumstances shall an applicant who is otherwise qualified be denied admission or given a preference for admission to the college based on an individual's race, color, national origin, sex, age, marital status, familial relationship, sexual orientation, gender identity, pregnancy, mental or physical disability, religion, expunged record, veterans' status or association with any member of these protected groups.”	Exhibit CE.8
Freedom of Inquiry and Expression (COPPS)	“Free inquiry and expression are indispensable to the pursuit of these objectives...Discussion and expression of all views within the college shall be limited only by civil and criminal law.”	Exhibit CE.25
Article 7 of the LCCEA Bargaining Agreement, Nondiscrimination	“The Association and the College affirm their adherence to the principles of free choice and agree that they shall not discriminate against any employee covered by this Agreement because of age, race, religion, sex, physical limitations, marital status, sexual orientation or national origin.”	Exhibit CE.9
Article 15.2 of the LCCEA Bargaining Agreement	“Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter.”	Exhibit CE.21
Article 5 of the LCCEF Contract and Memoranda of Agreement	“The college acknowledges the civic life of all union employees. Each union employee is a citizen of his or her nation, state and community. When a union employee speaks, writes, or acts as such, he or she shall be free from institutional censorship.”	Exhibit CE.10
Management Employees Working Conditions	“It is the responsibility of management employees to perform their duties as outlined in a college-approved job description, to work in support of the goals and objectives of the college, to administer and follow the policies and procedures adopted by the administration and/or the Board of Education.”	Exhibit 2.60

Table 2-4: Policies that Support Students, Faculty, Administrators, and Staff

2.A.23: The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Lane is not supported by or affiliated with social, political, corporate, or religious organizations, and it does not require its constituencies to conform to specific codes of conduct or seek to instill specific beliefs or world views.

Lane's policies define and prohibit conflict of interest on the part of the governing board members, administrators, faculty and staff. The definition and prohibition of conflict of interest at Lane conforms to the Oregon Government Standards and Practices Commission manual on government ethics and to the ORS definition: "whereby any action, decision or recommendation by a person acting in an official capacity which would have the effect of private pecuniary benefit or detriment of the person or person's relative or any business with which the person or a relative of the person is associated, is prohibited."

The list below provides comprehensive examples of our policies that address conflict of interest on the part of members of the governing board, administration, faculty, and staff.

Board Policies

Board Policy BP313, Board Members' Code of Conduct (Exhibit CE.35)

Board Policy BP610, Conflict of Interest (Exhibit CE.36)

College Policy: Employment of Family Members (Exhibit 2.61)

College Procedure – Release of Student Records (Exhibit CE.46)

College Procedure – Hiring Process (Exhibit CE.47)

College Procedure – Equipment: Personal Use (Exhibit 2.62)

2.A.24: The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Lane has a detailed college procedure, Copyrighted Materials: Reproduction (Exhibit 2.63) that provides explanations about copyrighted materials and procedures to ensure compliance with copyright law.

2.A.25: The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related

terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Lane represents its current college accreditation status on page four of the Lane catalog where it is explained that:

Lane is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052. The Commission is an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education. Related regional accreditation documents are on reserve in the college library. (Exhibit 2.64)

That disclosure goes on to explain that some Lane programs are evaluated for quality by specialized vocational and professional accrediting associations. Lane programs with special accreditation are listed, with each particular professional accrediting association identified.

Board Policy BP010, Accreditation (Exhibit 2.65) directs the President to “assure that Lane Community College satisfactorily meets accreditation standards of the Northwest Commission on Colleges and Universities.”

Lane’s current accreditation status is also represented on the accreditation website (Exhibit 2.66).

2.A.26: If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly-defined roles and responsibilities— is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s standards for accreditation.

Roles and responsibilities for contractual agreements are clearly stipulated in Board Policy BP340, Contractual Authority (Exhibit CE.48). That policy states that “only the president, or formally designated representatives, may commit the college to financial obligations or contractual agreements” and that “no obligation may be incurred unless it first has been authorized by the budget or by the budget change process.” The policy goes on to state:

All contracts of \$100,000 for goods and services contracts, or \$150,000 for public improvements contracts or greater shall be approved for award by the board of education. The president is authorized by the board to enter into contractual agreements on behalf of the college up to a total dollar value not exceeding \$100,000 for goods and services contracts, or \$150,000 for public improvements contracts. The president may delegate this authority to college staff.

Board Policy BP285, Purchasing Procedure (Exhibit CE.49) requires that all procurement on behalf of the college shall be executed in accordance with the requirements of Oregon Revised Statute, the Oregon

Community College Rules of Procurement, Oregon Administrative Rules, and Lane Community College Online Policies and Procedures.

The college follows all the related purchasing procedures set out in COPPS.

Academic Freedom

2.A.27: The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Lane Community College recognizes the central place of academic freedom in an institution of higher learning and reinforces that recognition in a number of official documents: the board-approved COPPS policy Freedom of Inquiry and Expression (Exhibit CE.25); articles in the LCCEAA Bargaining Agreement including articles 15.2 (Exhibit CE.21) and 15.3 (Exhibit CE.22) which address “Professional Rights” and article 16.3 (Exhibit CE.23), which addresses “Personal Rights.”

The board of education also maintains policies that support individual freedom including Board Policy BP555, Treatment of Staff (Exhibit CE.12).

Additionally, COPPS contains several board-approved policies and procedures that address creating an environment free from harassment. One such policy that provides the most general statement is the COPPS policy Harassment Based on Race or Ethnicity or National Origin: General (Exhibit 2.67).

2.A.28: Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

In addition to the policies mentioned in Standard 2.A.27, Lane promotes an environment where faculty, staff, and administrators can engage in the open examination of ideas. For example, one of Lane’s core values is diversity, which includes cultivating a respectful, inclusive and accessible working and learning environment, and developing capacity to understand issues of difference, power and privilege. Another core value is integrity, which is described as including the “Fostering an environment of respect, fairness, honesty, and openness.”

The college’s strategic directions also include “a liberal education approach for student learning” and “a diverse and inclusive learning and working environment,” both of which support an environment that fosters independent thought and the pursuit and dissemination of knowledge.

Lane also has policies and procedures in place that support creating this kind of environment. Students' right to engage in free academic inquiry is described in the COPPS policy of student rights and responsibilities (Exhibit CE.24).

In addition, Lane also has a policy that addresses curriculum equity, which encourages widespread classroom inclusiveness by indicating that "regardless of discipline, anti-biased curriculum promotes an environment where all learners are encouraged to develop their full potential (Exhibit 2.68). Curriculum equity is also taken into account when faculty propose courses, Lane's course proposal form (Exhibit 2.69) requires each applicant to explain how the proposed course will "promote an environment where all learners are encouraged to develop their full potential."

2.A.29: Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The 2013-14 Faculty Evaluation Handbook (Exhibit CE.50) describes the purpose of evaluating faculty and includes statements that suggest the importance of Lane faculty aligning their performance with the scholarship in their discipline.

Faculty commitment to scholarship and fairness is also addressed in the COPPS student evaluation of instruction policy (Exhibit 2.70). In particular, numbers 1, 5 and 10 are concerned with issues of bias, fairness and scholarship:

1. What was taught agreed with the objectives stated in the catalog or course outline.
5. The instructor respected people including those of different genders, religions, ethnic backgrounds, class status, abilities, and lifestyles.
10. The instructor treated students fairly and reasonably.

Finance

2.A.30: The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Lane's board policies clearly cover all aspects of fiscal oversight and management of financial resources. Further formal direction has been established in the College Online Policy and Procedure System (COPPS). Administrative policies are adopted through the governance councils and reviewed and updated periodically. Financial policies cover such topics as capital assets management, use of external consultants, and travel authorization. The vice president for college services has responsibility for content and compliance of financial administrative policies in COPPS. COPPS includes financial

procedures; guidance on navigating business processes; and descriptions of formal procedures for activities such as cash management, budget maintenance and control, and purchasing and contract transactions. Generally, the chief financial officer (CFO) is ultimately responsible for content and control of financial procedures.

The majority of all fundraising activities for the benefit of Lane Community College are conducted by the Lane Community College Foundation, an independent non-profit 501 (c)(3) corporation. The college maintains a formal Agreement with the Foundation that established the relationship and the terms and obligations of each party. The boards of each party review and amend the agreement as necessary. It was last amended in 2004.

In addition, COPPS outlines guidelines for both student organization fund raising authorization and procedures (Exhibit CE.44) and gift and donation acceptance are procedures (Exhibit 2.71).

Table 2-5 provides comprehensive examples of our policies that directly relate to oversight and management of financial resources.

Board Policy Title and Number	Description	Exhibit
Governance Process		
BP210, Board Duties and Responsibilities: Budget Making	Sets Board responsibility for adopting budget and levying taxes	Exhibit CE.20
BP215, Budget Officer	Appoints budget officer and assigns responsibility	Exhibit CE.53
BP220, Budget Preparation and Adoption	Provides board direction to the president for preparing budget recommendations, and developing, preparing and adopting a budget in compliance with Oregon Local Budget Law (ORS294).	Exhibit CE.54
Executive Directions		
BP260, Financial Planning and Budgeting	Provides the president with direction and accountability measures regarding current and multi-year financial planning and budgeting that are necessary to avoid fiscal jeopardy	Exhibit CE.27
BP255, Financial Condition and Activities	Provides the president with direction and accountability measures regarding the actual, on-going financial condition and activities that are necessary to avoid fiscal jeopardy, and to assure that actual expenditures reflect board priorities	Exhibit CE.28
BP205, Asset Protection	Provides the president with direction to assure that assets are protected, adequately maintained and not placed at risk	Exhibit 2.72
BP330, Communication and Support to the Board	Provides the president with direction to assure that the board receives relevant reports directly addressing provisions of board policies, and is also kept informed and supported in its work	Exhibit CE.38

Board Policy Title and Number	Description	Exhibit
Board-President Linkage		
BP340, Contractual Authority	Assigns authorization to commit the college to financial obligations or other agreements; establishes contract creation and advancement parameters; and appoints the board as the college's Contract Review Board as defined in (ORS279A.060)	Exhibit CE.48
BP315, Borrowing	Sets board authority for authorizing borrowing	Exhibit 2.73
BP285, Purchasing Procedure	Establishes regulatory guidance at the local, state, and federal levels for all college procurement	Exhibit CE.49
Budget and Financial		
BP240, Definition of a Balanced Budget	<p>Directs the annual budget to be prepared in accordance with the college's strategic plan</p> <p>Provides guidance for inclusion of specific funding elements and levels to ensure a well-planned budget</p> <p>Provides direction to permanently stabilize college finances</p>	Exhibit 2.74
BP295, Unappropriated Ending Fund Balance (UEFB)	In budgeting, defines the UEFB amount	Exhibit 2.75
BP245, Ending Fund Balance (EFB)	<p>Defines the desired unrestricted general fund EFB amount</p> <p>Defines actions to be taken when the college either exceeds or fails to meet the targeted EFB</p>	Exhibit CE.53
BP290, Stabilization Reserve Fund	Defines conditions for establishing a stabilization reserve fund, fund levels, review, use, and disposition of the fund	Exhibit 2.76
BP230, Capital Reserve Funds	Defines purpose, appropriate funding levels, review, use, and disposition of the fund	Exhibit 2.77
BP225, Budgeting of Non-recurring Resources	Defines non-recurring resources, identifies appropriate use in budgeting	Exhibit 2.78
BP270, General Fund Contingency	In budgeting, defines the calculation of the general fund contingency, and also identifies authority to allocate contingency funds for expenditure	Exhibit 2.79
BP280, Interfund Transfers	In budgeting, defines conditions and requirements for including interfund transfers	Exhibit CE.54
BP275, Interfund Loans	Defines conditions and requirements necessary for the board to approve a loan from one fund to another	Exhibit CE.55
BP235, Debt Issuance and Management	Provides guidance on the appropriate use of debt, legal requirements, debt management, and accountability	Exhibit 2.80
BP265, Financial Reporting	Defines the level of standards for Lane's financial report	Exhibit 2.81

Table 2-5: Board Policies on Oversight and Management of Financial Resources

The board requires and is provided annual accountability reports to confirm compliance with each financial policy and receives a quarterly financial summary. The college employs internal controls and checks and balances that review and assess college processes and compliance with policy and controls. Fundraising is the responsibility of the Lane Community College Foundation.

Standard 2.B: Human Resources

2.B.1: The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities and authority of the position.

Lane Community College has been challenged by staffing and enrollment fluctuations beginning with the recession that started in 2008 and continuing through 2013-14. Student enrollment first increased by 39 percent during the four academic years between 2008-09 and 2011-12. Student enrollment then sharply declined by over 11.5 percent in fall term 2012. Enrollment declines have continued resulting in revenue declines for the fiscal year 2014 and fiscal year 2015 budgets. Funding for community colleges from the state of Oregon also has declined by 9 percent during the same period (2008-14). These circumstances have created challenges regarding adequate staffing at many levels of the institution.

Lane responded to the significant student enrollment increases during the first four years noted above by increasing instructional capacity with more part-time faculty and more part-time staff support. With the declines in student enrollment during the past two academic years, the college is now responding by reducing part-time faculty and part-time staff. As Table 2-6 reflects, the number of full-time faculty and full-time staff during the six years first increased and has remained relatively stable during the past four academic years.

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Contracted Faculty	231	241	250	249	250	255
Part-time Faculty	324	387	394	426	430	403
Classified Staff (>.50)	388	414	416	401	402	397
Classified Staff (<.50)	278	310	348	392	417	495
Managers	58	62	67	72	72	68
Total Student FTE	12,817.2	14,957.7	15,417.1	15,375.1	14,014.9	12,311.75

Table 2-6: Employment and Student Enrollment Levels 2008 – 2014

The employment level data in Table 2-6 reflect and confirm the efforts of college leaders over the past six years to increase staffing and add course sections to meet the instructional needs of higher student enrollment levels. During these same six academic years, college leaders also worked with the faculty union to increase instructional capacity by achieving temporary agreements to allow current full-time faculty and part-time faculty to teach and be compensated for additional courses above their respective standard workload assignments. Based upon the agreements with the faculty union, many full-time faculty and part-time faculty have accepted additional workload assignments. They are also free to decline additional workload assignments.

Concerning criteria, qualifications and procedures for selection of personnel, the Lane Community College Human Resources department contributes to full compliance with this standard by providing

full-cycle recruiting support for all college employment vacancies. A human resources recruitment analyst is assigned to support search committees in recruiting qualified candidates for each budgeted vacancy (.50-1.0 FTE). In collaboration with the office of Academic and Student Affairs, as well as the responsible instructional dean, the human resources analyst maintains rigorous compliance with all established minimum course certification criteria for all full-time and part-time faculty assignments, and with all minimum education and experience qualifications for all faculty, management and classified staff assignments.

The college recruits candidates to apply for available vacancies from broad recruitment areas. All recruiting searches for faculty and management or administrative vacancies are conducted nationwide, and all recruiting searches for classified staff vacancies are conducted and promoted on a broad regional basis. The criteria and qualifications for vacancies are published in the written notice of vacancy for each assignment. All recruitment processes and search committees are facilitated by a trained recruitment analyst from the Human Resources department. The human resources recruitment analyst assures that the procedures and assessments for selection of personnel are finalized by members of recruitment committees in advance of the disclosure of applicants for each respective vacancy. All recruitment processes are monitored from the start to the finish of the recruitment process by the responsible recruitment analyst and follow our recruitment procedure (Exhibit 2.82).

The Lane Community College president retains the final signing authority for all budgeted assignments (.50-1.0 FTE). Employment recommendations are forwarded to the President's Office including a comprehensive record of each search process and thorough reference checking documentation on the top recommended candidate(s). Official offers of employment are authorized only after the college president has signed each employment recommendation.

The notice of vacancy position description for each assignment at Lane Community College factually describes the essential duties, job responsibilities, supervisory relationships, decision-making authority and required knowledge, skills and abilities for each vacant budgeted assignment. The notice of vacancy position descriptions are always checked by the responsible human resources recruitment analyst for consistency and alignment with minimum course certification criteria (faculty assignments) (Exhibit CE.56), as well as the job classification minimum qualifications for education and experience (classified staff and management assignments).

2.B.2: Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

All managers must meet satisfactory performance standards during a one-year probationary trial service period, which covers the first 12 months of employment. A comprehensive evaluation is also required during the first year of employment for all Lane managers. For managers and administrators who have completed their probationary service period, the college requires that a comprehensive evaluation be completed at least once every two fiscal years.

All classified staff must meet satisfactory performance standards during a six-month probationary trial service period. It is recommended that classified staff receive a formal evaluation on an annual basis.

The evaluation criteria and instruments for all administrators and managers were updated by the college in 2008 and follow Article 5 of the Management Employee Working Conditions Agreement (Exhibit 2.83). The assessment criteria, performance standards, and evaluation forms for all management

performance evaluations are available on the Human Resource department web pages (Exhibit 2.84). Direct report and peer evaluations are also available annually for all faculty and classified staff to complete via a confidential online survey for the college managers and administrators to whom they report. These direct report and peer evaluations are provided to the evaluating administrators for use and inclusion in both informal and formal management performance evaluation assessments.

The evaluation criteria and instruments for all classified staff were also updated by the college in 2008. The assessment criteria, performance standards and evaluation forms for all classified staff performance evaluations are available on the Human Resources department web pages (Exhibit 2.85), and follow Article 11.10 of the Lane Community College Employees Federation (LCCEF) Contract and Memoranda of Agreement (Exhibit 2.86).

2.B.3: The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties and responsibilities.

All Lane Community College faculty (both full-time and part-time) have an opportunity to participate in the Faculty Professional Development (FPD) program. The college contributes 2.35 percent of budgeted contracted (full-time) faculty salaries to fund the FPD program annually, which provides \$300,000-\$400,000 in financial support for faculty professional development programs. In addition, the collective bargaining agreement requires that unused professional development resources are carried over from one academic year to the next. This strategy allows the college to better support the strategic use of FPD resources for faculty professional development programs and purposes as there is no “use it or lose it” risk. The FPD program supports funding opportunities for faculty short-term leaves (example: to attend workshops and conferences) (Exhibit 2.87), as well as for faculty long-term leaves (example: one, two or three-term sabbatical opportunities) (Exhibit 2.88). The FPD program also partners with the college’s Professional and Organizational Development (POD) office to jointly support and promote a variety of professional development activities each academic year. For example, during 2012-13 FPD and POD collaborated to provide training concerning effective communications techniques as well as emotional intelligence training for faculty, managers and classified staff.

The FPD and POD programs provide support for part-time faculty as well. In addition, the college provides support for part-time faculty to more fully engage in professional development and the life of the college by funding 24 hours of paid in-service time annually. The part-time faculty paid in-service support is divided into 16 hours for fall in-service activities and eight hours for spring in-service activities each year. With the agreement or assignment of the responsible administrator, part-time faculty paid in-service time may also be used for a variety of professional development purposes including, but not limited to, collaboration with full-time colleagues from their respective instructional disciplines, curriculum development work within their disciplines, attendance at college or FPD-hosted professional development workshops, attendance at department and division staff meetings, and related in-service workshops and activities.

The college dedicates a minimum of \$25,000 annually for classified employee professional development activities. The Classified Professional Development (CPDT) is comprised of experienced classified staff who provide guidance and direction to the administration concerning the distribution of the classified professional development funds. Classified employees may also apply directly to the CPDT for professional development support.

Lane managers and administrators are supported by an annual contribution of \$40,000 from the college for management professional development. A Management Professional Development Council (MPDC) oversees and administers the distribution of funds to Lane managers for workshops and conferences as well as for continuing professional education.

The responsible manager or administrator for each college division, department or program may also use available resources in their department and division budget to fund staff and professional development activities. The Human Resources department and POD also provide training resources as well as personal and professional development activities through the Employee Assistance Plan (EAP) and other sources. Recent examples of EAP or POD trainings on campus included a four-week supervisory skills seminar that was offered through the EAP in 2011-12, and a series of diversity and cultural competency seminars supported through POD in 2012-13. POD also supported an emotional intelligence workshop series that was available to all managers and all employees who were involved in the Aspiring Leaders seminars during 2013-14. The seminars have been very successful and available by application and acceptance for cohorts of college employees (approximately 24 participants per year) during the past six academic years.

In addition to the above resources, Lane Community College annually provides general fund support for professional and organizational development through in-service and spring conference speakers and workshops. The in-service emphasis for fall term 2013, was “Journey to Success” which focused on strategies to support higher levels of student retention and completion. The theme and keynote for in-service in spring term 2014 emphasized strategies for enhancing and supporting diversity and inclusion. These professional and organizational development resources and workshops support a wide variety of institutional initiatives including diversity and cultural competency trainings, student success trainings, and division and department specific assessments and training opportunities. For example, consistent with the college’s safety strategic direction, Lane’s Public Safety department has provided multiple training sessions in staff meetings during 2011-12 and 2012-13 to enhance emergency preparedness, educate employees about active shooter safety protocols and train employees concerning violent actor response strategies.

2.B.4: Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The college’s capacity to employ faculty in sufficient numbers has been severely constrained by diminishing public resources because of the recession and fluctuating student enrollment between 2008 and 2014. That noted, agreements with the faculty union to allow all faculty to teach additional courses beyond the standard full-time and part-time workload assignments were helpful in maintaining and increasing instructional capacity. As a result, the college was able to offer more sections in numerous programs to meet increased student demand during the substantial enrollment increases between 2008 and 2012. Student enrollment began to decline in fall term 2012, with an 11.2 percent reduction compared to fall term 2011. There was an additional 8.6 percent decline in student enrollment between fall term 2012 and fall term 2013.

As noted above, the college responded to the decline in student enrollment during the past two academic years by reducing part-time faculty and part-time staff employment levels and support. In particular, the reductions in part-time faculty employment levels have resulted in fewer numbers of

sections being offered during the past two academic years. Reduced head counts of part-time faculty and part-time staff are not yet revealed by employment data in the table in section 2.B.1, but part-time faculty are teaching significantly fewer sections per term and hours have been significantly reduced for part-time staff. Allowing existing qualified and experienced faculty to teach additional sections also helped to assure the integrity and continuity of Lane's academic programs during the 39 percent enrollment increases between 2008-12. Since there have not been dramatic reductions in faculty and staff since the enrollment decline began in fall term 2012, it is a reasonable conclusion for 2012-13 and 2013-14 that the college presently employs sufficient faculty and staff to serve current student enrollment levels (see Table 2-7).

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Full-time Faculty	231	241	250	249	250	255
Part-time Faculty	324	387	394	426	430	403
Total Faculty FTE	395.72	425.02	456.35	477.61	469.80	449.79

Table 2-7: Faculty Employment Levels, 2008 – 2014

Careful planning and monitoring of instructional capacity, and in the resulting efficiencies in terms of optimizing student enrollment per section, has allowed the college to maintain a commitment to its mission in all four core theme areas while maintaining all existing instructional programs. The college has also created new programs and enhanced instructional capacity in selective programs during the past five academic years where new programs or program growth made the most strategic sense. For example, an initiative by the Lane's president and board of education, executed through the Lane Community College Foundation, resulted in successful fundraising for a new Health and Wellness Building to house the college's growing Health Professions programs. A new Physical Therapy Assistant program has been implemented and instructional capacity for the Registered Nurse program has been expanded.

Lane Community College administrators and instructional deans partner with faculty union leadership to ensure that each faculty assignment, whether full- or part-time, is filled by a fully qualified and properly credentialed professional educator. They are guided by the college's procedure on instructor certification standards (Exhibit CE.56) published in the College Online Policy and Procedures System (COPPS). The office of Academic and Student Affairs and the instructional deans work closely with the faculty bargaining unit leadership and the Human Resources department during each academic cycle to define and implement an orderly process for the recruitment and appointment of appropriately qualified faculty through nationwide searches for each posted full-time faculty vacancy. This process follows the college's hiring process procedure published in COPPS (Exhibit CE.47).

The recruitment process for faculty vacancies assures that each faculty recruitment committee includes substantial participation from full-time faculty in the respective instructional disciplines and divisions. Administrators and faculty collaborate to support assurances that only qualified faculty professionals emerge as the top recommended candidates in each full-time faculty vacancy search. The responsible instructional dean and the human resources recruitment analyst assigned to facilitate each faculty search carefully check to be certain the notices of vacancy accurately capture faculty educational requirements for all course and program certifications, as well as documenting appropriate minimum

requirements for educational preparation and prior teaching experience. Official transcripts are required and professional references are carefully checked before the employment recommendations for full-time faculty vacancies are forwarded to the office of Academic and Student Affairs and the President's Office for final approval.

Consistent with Lane Community College's core themes and strategic directions, the executive dean(s) and responsible instructional dean(s) oversee each faculty recruitment process, in collaboration with faculty from the respective discipline(s) or program(s) for which the vacancy is posted. Consistent efforts are made to align faculty recruiting efforts with the strategic directions related to enhanced student learning outcomes and student success indicators including program completion.

In terms of numbers of qualified faculty, employment levels have fluctuated during the past six academic years from a total faculty FTE of 395.72 in 2008-09, to a total faculty FTE of 449.79 in 2013-14. Aside from reducing the numbers of instructional sections because of the decline in student enrollment during the past two academic years, Lane Community College has not eliminated instructional programs or involuntarily reduced full-time faculty employment levels during the past six academic years.

2.B.5: Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Lane Community College full-and part-time faculty workloads are assigned consistent with workload standards outlined in Article 35 of the Lane Community College Education Association (LCCEA) Bargaining Agreement, relevant memorandums of agreement, and COPPS guidelines for faculty workload (Exhibit 2.89). Full-time faculty assigned on an annualized basis to work .51 – 1.0 FTE have both teaching and non-teaching duties as outlined in Article 35.3 of the LCCEA Bargaining Agreement. All college faculty (including all part-time faculty) are respected and compensated as "learned professionals" under wage and hour standards, and all faculty are compensated as exempt and salaried employees. Overall, college procedures call for full-time faculty to maintain a full time work week of "40 hours of which at least 30 hours must be on campus or at the assigned work station(s)." Teaching responsibilities are proportioned according to Teaching Load Credits (TLC):

The normal full-time faculty teaching load per term is 15 Teaching Load Credits (TLC) or 45 TLCs on an annual basis. However, an individual's workload may vary from term to term; the normal annual workload can range between 36 and 48 TLCs.

The college and the faculty union have committed to conduct and complete a comprehensive faculty workload study during fall and winter terms of 2014-15, with a comprehensive workload study report due by or before March 31, 2015.

Standard faculty workload assignments include expectations and provide time for student contact and engagement. Both full- and part-time faculty must maintain routine and published office hours related to their instructional assignments. The workload assignments and responsibilities for many faculty members also include support for students in planned activities and cooperative education learning opportunities outside of the traditional classroom settings.

Standard workload assignments also provide faculty with discretionary time for important non-teaching work and related service to the college and community, individual scholarship and research, as well as innovation and artistic creation. Lane Community College faculty members are actively involved on

college governance committees as well as being engaged in important institutional initiatives linked to quality of instruction and student retention, success, and program completion. For example, Article 35.3 of the LCCEA Bargaining Agreement indicates, “Non-teaching workload consists of activities beyond directed student contact time and immediate class work, which includes preparation, grading, office hours, and examining student work” (Exhibit 2.90). Article 35.3.2 further clarifies, “non-teaching work includes such things as long-term curriculum planning, development and coordination; governance activities; working as an Association representative in joint activities; serving on hiring committees; participation in peer evaluation and peer mentoring processes; building collegiality; and work in the community” (Exhibit 2.91).

2.B.6: All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty members’ roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The office of Academic and Student Affairs executive deans provide oversight and guidance to all instructional deans to assure that full compliance is maintained concerning the faculty evaluation guidelines outlined in Article 13 of the Lane Community College Education Association (LCCEA) Bargaining Agreement (Exhibit 2.92) and the Faculty Evaluation Handbook (Exhibit CE.50).

The developmental evaluation guidelines in the faculty union contract and Faculty Evaluation Handbook outline a collegial process by which the periodic evaluations are to be conducted and completed. All full-time faculty are required to complete the developmental evaluation process at least once every five academic years. In addition, the first three years of employment for full-time faculty are considered probationary and a developmental evaluation must be completed during each of the first three years of employment. Instructional deans are expected to follow the timelines outlined in Article 13 of the LCCEA Bargaining Agreement and in the Faculty Evaluation Handbook. They are also expected to use the standard forms in completing all developmental evaluations. The developmental evaluation process requires that instructional deans who complete evaluations rely upon multiple indices of effectiveness. These multiple indices include, but are not limited to, administrative observations of teaching, student evaluations, self-evaluations, peer evaluation input, scholarly performance and/or research, and service to the college and community (Exhibit 2.93). Additional indices of performance may be added by mutual agreement between the evaluating instructional dean and the faculty member.

Evaluations must also be completed for all part-time faculty during the first term of employment with the college and during the last term prior to achieving part-time faculty seniority. Once part-time faculty establish part-time seniority as outlined in Article 34 of the LCCEA Bargaining Agreement (Exhibit 2.94), a developmental evaluation must be completed a minimum of once every five years for part-time faculty who maintain ongoing employment with the college. The developmental evaluation process for part-time faculty also requires that evaluating instructional deans rely upon multiple indices of effectiveness in completing the evaluations for part-time faculty. The multiple indices include, but are not limited to, administrative observations of teaching, student evaluations, self-evaluations, peer evaluation input, scholarly performance and/or research, and service to the college and community. Additional indices of performance may be added by mutual agreement between the evaluating instructional dean and the

faculty member. Both the office of Academic and Student Affairs, as well as the Human Resources department, provide documentation and support for the instructional deans to assure that all full-time faculty and part-time faculty are evaluated in a timely manner consistent with the requirements outlined in the LCCEA Bargaining Agreement and the Faculty Evaluation Handbook.

Where significant needs for improvement are identified requiring intervention, there are corrective evaluation processes outlined for both full- and part-time faculty. These corrective evaluation processes for faculty are maintained and followed entirely separately from the developmental evaluation processes outlined above. The corrective evaluation process for full-time faculty is outlined in Article 37 of the LCCEA Bargaining Agreement (Exhibit 2.95). A corrective opportunity process for part-time faculty is outlined in Article 34.5.6.2 of bargaining agreement (Exhibit 2.96). Both the developmental and the corrective evaluation opportunities also provide for substantial input from faculty colleagues in addition to administrative observations and the use of multiple indices to assess faculty performance.

Standard 2C: Education Resources

2.C.1: The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly-identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Lane's four core themes reflect the breadth of its educational mission and Lane offers appropriate programs for each theme. Lane provides courses, associate-level degrees, and applied certificates designed to fulfill its first two core themes: academic transfer, and career technical and workforce development. The core themes of foundational skills and lifelong learning are guided by learning outcomes consistent with developmental education or continuing education goals (see Table 2-8).

Lane's Educational Program Supports Its Mission and Core Themes		
Core Theme One: Academic Transfer	Three transfer degrees and an Associate of General Studies, widely accepted by Oregon University System institutions and many private colleges and universities	Associate of Arts Oregon Transfer (AAOT)
		Associate of Science Oregon Transfer-Business (ASOT-Bus)
		Associate of Science (AS)
		Associate of General Studies (AGS)
	Lower division collegiate courses for students intending to transfer to other institutions without completing a certificate or degree at Lane	
Core Theme Two: Career Technical and Workforce Development	43 applied associate degrees 29 one-year and two-year career technical certificates 25 short-term career pathway certificates	
Core Theme Three: Foundational Skills	Developmental education courses in reading, writing, mathematics and study skills, ABSE-GED preparation, and English as a Second Language	
Core Theme Four: Lifelong Learning	Offerings that serve lifelong learning needs of adults, such as noncredit courses that meet needs for literacy, languages, life skills, technology, health and safety; contract training for local business needs; as well as general workforce training and cultural offerings at Lane's theatres, art gallery and KLCC.	

Table 2-8: Lane's Educational Program and Core Themes

Lane provides career technical program plans and recommended transfer plans for the most common majors of students planning to transfer (Exhibit CE.42). Lane also has well established articulation agreements with many Oregon baccalaureate institutions (Exhibit CE.41) reflecting generally accepted learning outcomes and equivalencies for multiple programs, which are listed in Lane Counseling department articulation agreements (Exhibit CE.40).

2.C.2: The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Expected student learning outcomes for courses are provided in written form to enrolled students, either on a printed syllabus for face-to-face classes or in electronic form for online and hybrid class sections. Course outcomes are available in the online catalog search engine (Exhibit CE.57) by selecting the current term and discipline for each course and then following the “syllabus available” link.

Oregon’s public institutions of higher education have agreed upon general education student learning outcomes for two of Lane’s transfer degrees: the Associate of Arts-Oregon Transfer (AAOT) and the Associate of Science Oregon Transfer-Business (ASOT-Bus) degree. Oregon’s Joint Boards of Education brokered these transfer degrees based on collaborative faculty work among the 17 Oregon community colleges and seven Oregon University System institutions. Students who complete either the AAOT or the ASOT-Business are guaranteed to have met all lower division general education requirements at the receiving transfer institution. General education outcomes for the AAOT and ASOT-Bus are available in both the online and print versions of the college catalog (Exhibit CE.58).

Lane’s 2010-11 curriculum audit of courses meeting general education requirements for these two transfer degrees verifies the rigor and appropriate content of transfer courses in writing (including information literacy), arts and letters, social science, science and mathematics/computer science, and cultural literacy, that are widely accepted for transfer to four-year colleges and universities. The Curriculum Committee and the office of Academic and Student Affairs reviewed and vetted each course, in compliance with a state mandate that each institution certify the courses listed for each requirement meet the intended outcomes and course criteria.

Lane’s career technical degrees and certificates also require student achievement of program learning outcomes. These are available in the print version of the college catalog, and are also listed on the career technical web page under the heading “Credit Programs” (Exhibit CE.1).

2.C.3: Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally-accepted learning outcomes, norms, or equivalencies in higher education.

All of Lane’s credit courses, wherever offered and however delivered, require students meet clearly designed learning outcomes that are published on each course syllabus and are also available electronically. These courses are also in compliance with the definition of the credit hour as set forth in the Code of Federal Regulations, CFR 34 600.2 (Exhibit 2.97). Credit courses meet the generally accepted equivalency of 30-36 hours of student involvement per credit, meaning a lecture credit fulfills the state requirement of 10-12 contact hours per quarter credit, and 20-24 additional hours of student engagement in reading, study, test preparation, research, homework, project creation, skill practice, or other related activities. Lecture-lab credits meet the state requirement of 20-24 contact hours per quarter credit, with the expectation of an additional 10-12 hours of student engagement; and lab credits

meet the state requirement of 30-36 contact hours. Online and hybrid courses require students to meet the same learning outcomes required for the face-to face version of each course.

The college reviews credit hour assignments annually to verify compliance with the credit hour policy (Exhibit CE.34). The college ensures the consistency and accuracy of credit hour assignments in all courses and programs.

Career technical degrees and certificates verify student achievement of program outcomes through technical skills assessments and qualitative assessments administered during the program or in licensing exams administered at the end of the program.

2.C.4: Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

The statewide transfer degrees (AAOT, ASOT-Bus) have been designed to fulfill lower division general education requirements at Oregon University System institutions, using a process that involved faculty from all 17 community colleges and seven OUS institutions to arrive at consensus on general education learning outcomes with appropriate breadth, depth, sequencing of courses, and synthesis of learning. The AS and AGS are designed to fulfill general education requirements for transfer to programs at four-year institutions with lower division major requirements not easily accommodated by the AAOT or ASOT-Bus degrees. Lane maintains articulation agreements for the most popular majors at Oregon baccalaureate institutions to assist students with academic planning.

Admission (Exhibit CE.26) and graduation requirements (Exhibit 2.98) are clearly defined and published in the catalog, online, and in program information sheets. Lane has open admissions for students aged 18 or over, and selective admissions programs clearly define the admissions requirements and processes on program websites.

2.C.5: Faculty, through well defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly-identified learning outcomes.

Lane's faculty design course and program curriculum proposals initiated in the unit planning process. These proposals undergo review by the discipline, division, and the Curriculum Committee prior to the vice president's review and submission to the Oregon Department of Community Colleges and Workforce Development. By charter, faculty members comprise nine of the 14 members of the Curriculum Committee, with oversight responsibilities for design of all degree programs (Exhibit 2.99). The faculty have responsibilities to implement and revise the curriculum.

Faculty members also play an active role in the selection of new faculty, participating in search committees, screening applications, interviewing, and making recommendations to the office of Academic and Student Affairs to hire qualified candidates.

Faculty define learning outcomes, develop instruments and rubrics to assess learning outcomes, and evaluate student achievement of outcomes. The Assessment Team provides support and professional development opportunities for faculty undertaking assessment of courses and programs. The Assessment Team was chartered with the understanding that program and course assessment are fundamentally faculty-driven. As a result, the Assessment Team maintains that Lane's faculty takes collective responsibility for fostering and assessing student achievement of learning outcomes. The team draws from career technical and general education faculty across diverse departments and disciplines. Members meet monthly to engage in a larger educational conversation that focuses on what constitutes effective education and how to support faculty opportunities to create rich learning environments.

2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Library liaisons are assigned to all academic disciplines and programs, and faculty who complete new course proposals must consult with the liaison to review the library's collection and propose any additional needed resources. Each course proposal documents this consultation with the library liaison's signature. In addition, career technical programs include information literacy outcomes specific to each program of study.

Information literacy is also directly taught in required writing sequence courses for all degrees, with specific outcomes on the use of library and information resources (Exhibit 2.100). These outcomes were developed for statewide use by a consortium of librarians and writing instructors from the Oregon Writing and English Advisory Committee, and the information literacy requirement was mandated in the writing sequence courses by agreement of the State Board of Education, the Joint Boards Articulation Commission, and the Council of Instructional Administrators of Oregon.

2.C.7: Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25 percent of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately-qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Lane's practices regarding credit for prior experiential learning is guided by the credit for prior learning policy on COPPS (Exhibit CE.43). In addition, Lane has procedures for both credit by assessment (Exhibit CE.44) and credit by exam (Exhibit 2.101). Credit is awarded only to enrolled students and is limited to a

maximum of 25 percent of the credits needed for a degree. Further, it is awarded only for documented student achievement equivalent to expected learning achievement for courses within Lane's regular curricular offerings, and is granted only upon the recommendation of appropriately-qualified teaching faculty.

Credit granted for prior experiential learning is identified on a student's transcripts using special character notes (the "at" sign @ for credit by assessment, and the tilde ~ for credit by exam). Credit for either type of prior learning may not duplicate other credit awarded to the student in fulfillment of degree requirements. Lane makes no assurances regarding the number of credits to be awarded prior to the completion of Lane's review process.

2.C.8: The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Lane accepts transfer courses for credit from regionally accredited institutions. Lane degree auditors review transcripts and consult with deans and faculty members to make final judgments in accepting transfer credit. These procedures ensure adequate safeguards to protect high academic quality and relevance to the students' programs, and integrity of Lane's degrees. In accepting transfer credit, Lane ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, Lane develops articulation agreements with other institutions (Exhibit CE.41).

Lane also may accept transfer credit from transcripts of international institutions that are accompanied by an evaluation from an approved evaluation service. Students may select an agency of their choice from the National Association of Credit Evaluation Services (NACES) site. A course-by-course evaluation from the evaluation service is required.

Additionally, Lane accepts military credit according to the requirements of students' programs.

Undergraduate Programs

2.C.9: The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five

(45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of arts and letters, mathematical and natural sciences, and social sciences (see Table 2-9).

Requirements	Associate of Arts Oregon Transfer	Associate of Science Oregon Transfer - Business	Associate of Science	Associate of General Studies	Associate of Applied Science
Written Communication	8-9 credits	8-9 credits	6 or 8 credits	2 courses, minimum 6 or 8 credits	3 credits minimum
Oral Communication	1 course	1 course	--	--	--
Mathematics	1 course for which Intermediate Algebra is prerequisite	3 courses, MTH 105 and above, including MTH 243	4 credits (MTH 105 or higher)	4 credits (MTH 052 and either CIS101, CIS 131, or CS 120; OR MTH 105 or higher)	3 credits minimum as specified in program, or MTH 025 or higher
Health/Wellness/Fitness	1 or more courses totaling at least 3 credits	--	3 credits PE/Dance or 3 credits Health	3 credits PE/Dance or 3 credits Health	3 credits PE/Dance or 3 credits Health
Arts/Letters	3 courses from 2 or more disciplines	3 courses from 2 or more disciplines	3 courses from approved course prefixes	12 credits from approved course prefixes	3 credits minimum from approved course prefixes
Social Science	4 courses from 2 or more disciplines	4 courses from 2 or more disciplines, including 2 ECON courses	3 courses from approved course prefixes	12 credits from approved course prefixes	3 credits minimum from approved Human Relations course prefixes
Science / Mathematics /	4 courses from at least 2	4 courses from at least 2	9 courses from	14 credits from	3 credits minimum from

Requirements	Associate of Arts Oregon Transfer	Associate of Science Oregon Transfer - Business	Associate of Science	Associate of General Studies	Associate of Applied Science
Computer Science	disciplines including at least 3 lab courses in biological/physical science.	disciplines including at least 3 lab courses in biological/physical science.	approved course prefixes	approved course prefixes	approved course prefixes
Other	One approved cultural literacy course from any discipline studies course designated as meeting statewide criteria	Proficiency in word-processing, spreadsheet, database, and presentation software: completion of applicable courses. One approved cultural literacy course from any discipline studies course designated as meeting statewide criteria. CIS 101, CS120	--	--	A minimum of 12 credits in Distribution Studies (Arts/Letters, Human Relations/ Social Science, and Science/Math/ Computer Science)

Table 2-9: General Education Components of Associate Degrees

Additionally, Lane's AS degree includes a direct pathway to transfer to the University of Oregon and another direct pathway to transfer to Oregon State University. The Associate of Science Degree-Direct Transfer UO requires the following: six credits Written Communication; one course of MTH 105 or higher; 15 credits each from the approved course lists for Arts/Letters, Social Science, and Science/Mathematics/Computer Science; and for discipline studies, at least two courses from one subject area, at least two different subject areas, and no more than three courses from any one subject area.

The Associate of Science Degree-Direct Transfer OSU has the following requirements: nine credits Written Communication or six credits Written Communication and three credits Oral Communication; three credits Oral Communication if only six Written Communication credits were taken; three credits

from the approved Mathematics list; three Health/Wellness/Fitness credits; three credits from the approved Arts/Letters list; three credits each from the approved Western Culture, Cultural Diversity, Social Processes and Institutions, and Difference, Power, and Discrimination lists; and eight credits Physical Science and four credits Biological Science with labs or four credits Physical Science and eight credits Biological Science with labs.

Applied certificate programs are 45 quarter credits in length; and contain a recognizable core of at least nine credits of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Associate of Applied Science degrees require a minimum of 21 credits of related instruction and general education that represents an integration of basic knowledge and methodology of arts and letters, mathematical and natural sciences (Exhibit CE.1).

2.C.10: The institution demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

The general education components of Lane's transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to Lane's mission. Outcomes for the three transfer degrees and AGS degree Lane offers are published online and in the college catalog. These include the AAOT and the ASOT-Bus (Exhibit CE.58). Lane also has five Core Learning Outcomes: think critically; engage diverse values with civic and ethical awareness; create ideas and solutions; communicate effectively; and apply learning. These are published on the Assessment Team website (Exhibit CE.3).

2.C.11: The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly-identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The college's career technical programs include both degree and certificate options. Those career technical degrees and certificates that are 45 or more total credits require related instruction. In most cases, related instruction coursework is already included within the program and may be part of several courses or may be included in one particular course.

The related instruction components of applied degree and certificate programs have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Program learning outcomes are published annually in the print and online catalogs, and are also available on program sheets used by advisors. Courses in the three related instruction components of applied degrees and certificates (communication, computation and human relations) are taught by teaching faculty who are appropriately qualified with a minimum of a master's degree in those

respective areas. Course outcomes for individual communication, computation and human relations courses may be found in the online search engine (Exhibit CE.57).

Program faculty members work with their dean in assessing program outcomes. Advisory committees from local business and industry help the faculty determine curriculum for each career technical program and provide feedback on program outcomes as part of the review.

Graduate Programs

2.C.12-2.C.15 address graduate programs, which Lane Community College does not offer.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Lane's credit and noncredit continuing education programs consist of two departments: Continuing Education (CE) and Small Business Development Center (SBDC). Both are compatible with Lane's mission to be the community's college. Lane's lifelong learning offerings include credentialing and training programs and job skills courses, employer training services, professional development, small business development and micro-enterprise services, as well as personal enrichment and community education courses. In addition, since CE classes are open to anyone, it is the most accessible department in the college, serving a number of underserved populations.

CE and SBDC also serve the community by anticipating new skill trends, then creating and offering new classes to meet these needs. SBDC, through their Employer Training Services department, also offers quality customized trainings with a short turnaround to meet the specific needs of employers in Lane County.

Other components of CE support Lane's mission and goals as well. The Successful Aging Institute's (SAI) mission is to enhance the lives of mature adults, and those who nurture their success, through vibrant collaboration, education, and innovation. SAI currently partners with more than 30 local nonprofit, governmental, and business organizations to offer and promote accessible, learning-centered classes in locations throughout the area. Lane's Massage Therapy program is another example of comprehensive, accessible, and quality course offerings. The program exceeds state-mandated requirements but costs far less than competing programs across Oregon, and Lane massage alumni consistently pass the state practical and written exams at a near-perfect rate.

2.C.17: The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles

and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Although noncredit programs in Oregon are not allowed to offer academic credit, CE and SBDC do ensure that students' participation qualifies for transcription through the state's Adult Continuing Education (ACE) catalog (Exhibit 2.102) and occupational supplemental stand-alone requirements. Accrued contact hours reflect the actual number of hours students spend in the classroom, in contrast to credit hours, which amount to approximately 10 percent of contact hours. Many classes are also regulated by overseeing bodies, such as the Oregon State Board of Nursing (for the Certified Nursing Assistant course series) and the Oregon Board of Massage Therapists (for the Licensed Massage Therapy program). CE and SBDC offerings are therefore assessed by various means, including through student achievement in attaining credentials and through measurements of student satisfaction. Academic quality is similarly ensured through a number of indicators; and in some cases, based in model curricula provided by regulatory agencies and, in others, dependent on instruction from professionals in the community who are experts in their field. Feedback from community partner agencies further assures that CE offerings meet needs and provide quality educational opportunities. For instance, SAI students complete and submit evaluations from their locations throughout the community, and a summary is sent to instructors and partner agencies to encourage continuous improvement. For some classes, including those in which the main learning objective is personal enrichment, achievement and satisfaction may be one and the same. In all cases, regardless of partnerships with others, the college controls the academic quality of the activities, courses, and programs.

Instructors play a key role in both the planning and evaluation of classes and programs in CE and SBDC. In order to teach a new class, instructors must submit a proposed curriculum and intended learning outcomes for review and evaluation; and in classes for which curriculum is guided by state-level regulations, instructors are still responsible for course design that will prepare students to achieve mandated competencies. The qualifications and requirements of non-credit instructors are outlined in COPPS (Exhibit 2.103). Once approved for instruction, all instructors must read and acknowledge understanding of the instructor handbook on a signature page before being cleared to teach. The Continuing Education department also supports quality instruction by producing and inviting instructors to participate in a bi-annual in-service to review policies and procedures, and to address concerns.

2.C.18: The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is:

- a) guided by generally accepted norms**
- b) based on institutional mission and policy**
- c) consistent across the institution, wherever offered and however delivered**
- d) appropriate to the objectives of the course**
- e) determined by student achievement of identified learning outcomes**

College credit is awarded for CE courses in select cases in accordance with college policies and procedures. CE also awards CEU's for professional growth and clock hours for teachers. The CE

Department is the college's designated granter of CEUs and does so within the parameters of the national standards for awarding CEUs. CEU and clock hour records are maintained in the CE office in accordance with Department of Education policies and guidelines.

2.C.19: The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Lane Community College maintains records, which describe the number of courses and the nature of learning provided through non-credit instruction. Lane's department of Continuing Education transcribes classes and grants CEUs. All continuing education courses are transcribed for each student showing the contact hours of noncredit coursework; student records for noncredit are maintained in the Banner student information system. The student registration system used for CE courses is web-based and uploads directly to the college's administrative information systems classes offered through CE and SBDC are archived in Banner and Lumens information systems. Both systems maintain course information, student registration records, and course management data. Paper files are also kept on each course including course outlines, class sign-in sheets, and any other pertinent information. These paper records, along with the CEU and clock hour records, are kept in accordance with the college's record retention policy. The record system allows retrieval of student or class information quickly and provides a transaction history adhering to FERPA guidelines. It is also used in class hour verification.

Standard 2.D: Student Support Services

2.D.1: Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

While creating effective learning environments is the responsibility of everyone at Lane Community College, the Academic and Student Affairs Leadership Team is responsible for leading effective collaboration among the divisions that both educate and support students and create learning-centered environments. One example of this collaboration includes the development of “Lane’s Strategies for Student Success: Initiatives to Practices 2012-14” by the Academic and Student Affairs Leadership Team and the Student Success Leadership Team (SSLT). This framework provides managers, faculty, staff and students with a systematic overview of the different support resources available while also serving as a guide for aligning services and resources around student needs.

The framework is organized into four sections based on a student’s progression toward his or her educational goals. Students move from the point of first expressing interest in Lane through admissions, registration, accepting financial aid, attending classes, participating in extra-curricular activities, and through to graduation all while being supported by this deliberate collaboration. As of fall 2014, Lane has structured the student success framework to align with student experiences by creating four categories that practices fall under:

- **Start Right**—These are practices that primarily improve students’ successful entry into a program that leads to achieving their goal.
- **First Year Focus**—This category is aimed at giving students outstanding curricular and co-curricular experiences in their first year.
- **Maintain Momentum**—Practices in this category are those directed at successfully contributing to student progression.
- **Goal Completion**—This category describes practices that assist continuing students complete their academic goals.

In Table 2-10, shaded areas indicate the student support service that emphasizes a category of student experience.

Student Support Resource	Start Right	First Year Focus	Maintain Momentum	Goal Completion
Online Admissions and Steps to Enroll				
Mandatory Online Orientation				
Mandatory “New to Lane” Advising Moments				
Placement Testing				
Initial Registration				
New Student Outreach				
One Stop Enrollment Services: student accounts, basic financial aid questions, student records				
TRiO & TRiO STEM				
Veterans Student Services and Center				
Learning Communities				
Scholarship Workshops				
Degree Works				
Transcript Evaluation				
International Programs				
Women in Transitions				
Intercollegiate Athletics: athletic compliance, academic tutors, mandatory study halls, mandatory student athlete orientation, educational plans				
Multicultural Center				
Disability Resources				
Academic Advising				
Human Development Curriculum: college success course				
Substance Abuse Programming				
Career and Employment Services				
Staged Registration				
Academic Progress Standards Alert System				
Tutoring				
Degree and Transcript Evaluation				
Online Readmissions				
High Achiever Supports: Phi Theta Kappa, Honors Program				
Financial Aid: counseling, satisfactory academic progress				
Cooperative Internships				
Student Life: ASLCC, clubs, activities				

Table 2-10: Comprehensive Student Support Services supporting Student Success

Lane is committed to creating effective learning environments that support student success. Below are a few examples of the high impact practices (those practices broadly defined as being the most effective in aiding student completion and progression) the college currently employs to help students achieve their goals.

Examples of Current High Impact Practices:

- **Tutoring Services:** Lane's tutoring services are certified by the College Reading and Learning Association at the highest level. Tutoring is available at a variety of locations and departments, including "Tutor Central" where tutors work individually with students on a drop-in basis. Peer tutors and instructional specialists hired through a competitive process are available at a variety of times and locations. Tutor services are also offered to special populations including student athletes and English language learners. In student feedback as reported in the 2011 CCSSE (Community College Survey of Student Engagement) administration related to tutoring services, Lane students were generally more frequent users, are more satisfied, and see the services as important to their learning as compared to students in the Oregon consortium and the national sample (Exhibit 2.104).
- **TRiO, TRiO STEM:** TRiO programs are designed to create a successful learning pathway to students who are traditionally considered at risk with such markers as low income, first generation, and academically needy. At Lane, the TRiO and TRiO STEM programs are consistently successful as demonstrated in meeting annual objectives. For example, in the 2012-13 academic year, the programs surpassed their objectives (Exhibit 2.105) (Exhibit 2.106).
- **Financial Aid Counseling:** Student debt is reaching crisis levels in America. Lane, like most community colleges, faces challenges in rising student debt and loan default rates. Based on Lane's student debt and default data, the financial aid department determined that one effective strategy for students would be to implement a process requiring additional counseling before students can accept unsubsidized loans for the 2013-14 year. This practice has resulted in unsubsidized loan borrowing decreasing by 49 percent. This has also significantly lowered the rates of unsubsidized borrowing before the jump between the 2007-08 and 2008-09 award years (because 2008-09 was the first year in which the base amount that dependent students can borrow included unsubsidized loans). Although this process adds additional workload for the financial aid team, this change is improving the financial health of thousands of Lane students (Exhibit 2.107).
- **First Year Learning Communities:** Lane's Title III grant, Engaging Students, aimed to customize First Year Learning Communities (FYLC) to meet the different needs of students and that goal was achieved. Ten years ago, Fast Lane to Success was piloted as Lane's first FYLC, serving 30 students. In 2012-13, the fifth and final year of the grant, Lane offered 25 sections of 10 different FYLC options for students. Each combined Effective Learning or College Success-On Course classes with courses ranging from developmental Reading 87 or Math 10 to an Honors Program Writing 122 class (Exhibit 2.108). Each course was anchored in best practices for student learning and success. Students who participate in FYLC persist at higher rates, and report feeling connected to the college community, and inspired and motivated to learn.

- **Mandatory Advising for all New-to-Lane Students:** In order for students to “Start Right,” Lane invested in a mandatory advising program that was implemented in phases during the 2013-14 year. New students may participate in either a group or online process. Both offer one-on-one advising opportunities. Students select their preferred process during the Steps to Enroll New Student Academic Advising Session (Exhibit 2.109). Part of the implementation plan is to compare students receiving different advising methods to determine which path is the most effective for the majority of Lane students. This data will inform program revisions after the 2014-15 academic year.
- **Academic Planning Module:** The academic planning module complements mandatory academic advising. New students to Lane receive weekly success tools via email. These resources are delivered in a timely manner when they are most useful for students. Resources are sent in the following order: advising syllabus and degree options; career pathways; career information systems and exploration; online Moodle academic advising resource, term-by-term planning; registration preparation, credit load decision-making; student service resources, value of instructor-student relationships; financial aid and scholarships; grading options and academic warning system; and creating a success identity.
- **Peer mentors:** Lane has created a learning environment where students serving as first year peer mentors discover their potential to help other students succeed. Motivated and successful students are recruited to serve as peer mentors in First Year Learning Communities (FYLC) and to facilitate Keys to Success workshops. The peer mentors have all been successful graduates of FYLC.

2.D.2: The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

As part of Lane’s current 2010-15 Strategic Plan, one strategic direction is “a safe learning and working environment” which seeks to improve practices and resources that secure property and promote activities, practices and processes that encourage civil discourse and protect college communities from discrimination, harassment, threats, and harm.

Additionally, Board Policy BP720, Student Services—Global Directions (Exhibit CE.11) dictates that, with respect to interactions with learners, the president shall assure that procedures and decisions are safe, respectful and confidential and that there is adequate provision for the safety and security of learners. In 2013, Lane focused on the strategic direction to provide a safe learning and working environment. This focus included collaboration by the Emergency Planning Team, Threat Assessment Team, the Safety Committee, Public Safety, and Academic and Student Affairs. The programming included numerous trainings on active shooters, an increase in employee alarm systems, an increase of sexual assault and prevention training, further development of the Threat Assessment Team, and campuswide training and discussions on safety initiatives, including a new website, Safe Lane.

The Public Safety department's goal is to provide a safe educational environment. The department accomplishes this by offering informative public safety services; promoting holistic safety and security awareness through engaging staff, students, and faculty in training on prevention, preparedness, and response; detecting, alerting and responding to emergency situations; and integrating public safety services in the learning environment. Officer orientation and the customer service briefing reinforce officers' roles as educators. For example, during fall 2013, Public Safety conducted several trainings for Lane's new Early College and Career Options (ECCO) high schools students on main campus as well as multiple subject matter specific educational forums.

Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations. Lane adheres to the Clery Act and is in compliance with reporting to the U.S. Department of Education through crime statistics disclosure in the annual security report, the annual fire report (HEOA compliance), and the annual treatment of learners report to the board of education. Lane also provides information on criminal activity, crime prevention, personal safety, and department operations through monthly public safety newsletters (available through the Public Safety website and department brochures, informational posters, and through the weekly newsletter distributed electronically to all campus staff).

Public Safety provides direct services (officer presence) at the Lane main campus and the Downtown Center. Officers provide alarm and emergency response, consultations, security surveys, investigative assistance, training, and technical services at all Lane locations. Electronic surveillance is also managed by public safety. All locations have video surveillance.

Lane uses the Lane Alert system to notify students, faculty and staff of emergency situations. Participants sign up to receive a variety of communications including text messages, emails, and phone calls. Lane also uses a public address system within the buildings at several locations.

Information on what to do in the event of an emergency is regularly presented to faculty and staff, but may not be as apparent to students. The operational plan is that staff members, with assistance from public safety and other emergency responders, will instruct students on the appropriate emergency response depending on the nature of the threat. Public Safety and the office of Academic and Student Affairs (ASA) respond to student behaviors that do not support a safe learning and working environment by citing and adjudicating cases under the student code of conduct (Exhibit 2.110) or through the Threat Assessment Team (Exhibit 2.111). In addition to the student code of conduct, Public Safety also refers employees to the human resource department for policy violations.

2.D.3: Consistent with its mission, core themes and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

In supporting the mission, and based on the admission policy (Exhibit 2.112), Lane is the community's college and is an open admission institution that recruits and admits students who can benefit from

affordable, quality, lifelong educational opportunities. As such Lane has two primary avenues for recruiting and orienting new students: processes for noncredit and credit students. Continuing Education largely manages recruitment efforts for noncredit students. For example, information is included on the Continuing Education home page (Exhibit 2.113) as well as in the class schedule that is mailed throughout the county. Noncredit students self-select their course choices and then receive a confirmation email after registration with course location, time and instructor information.

Lane utilizes several recruiting methods for new credit students. The student outreach and recruitment coordinator and related recruitment programs introduce Lane to high school students, communities of color, and the general Lane County population. For example, coaches actively recruit in excess of 600 prospective athletes annually, emphasizing a recruiting philosophy that accentuates Lane's holistic offerings and not just athletics. Another example is international recruitment, which takes place with partners and at college fairs around the world. Information about programs in multiple languages is available to non-English speaking students and families through the international programs website (Exhibit 2.114).

Credit students utilize the Steps to Enroll for New Credit Students (Exhibit 2.115) which include a range of activities from admissions, to placement testing, to orientation and advising. Previously, about 60 percent of new credit students chose to attend the student orientation advising registration (SOAR) sessions. Committed to student success through high impact practices, Lane introduced two mandatory practices in 2013-14: online orientation and academic advising.

The new student information session was launched as an online orientation to Lane, accentuating the tools available to students to support their success. One of the benefits of this online process is that it quickly immerses students in the college's educational technology tools. The new student academic advising sessions target first time enrolling students and equip them for success by introducing course selection for the first term, available planning tools, and support services. A separate process has been designed for students with prior college attendance and credits (transfer students) and international students to focus on their unique needs. For example, students with prior college experience schedule a one-on-one advising appointment to review transcripts and placement scores to assure that students are maximizing their prior learning toward credential completion. Likewise, international students receive a comprehensive orientation both at the ABSE and ESL (skill development) and credit levels. The orientation includes the information described above delivered in a nonnative English speaker adapted format, information about SEVIS (Student and Exchange Visitor Information System) regulations, academic advising and cultural adjustment.

Lane employs sustained academic advising in a variety of ways. Counselors and academic advisors are available to meet with students one-on-one and in groups. These faculty and staff members have assignments serving specific academic programs to promote a relational approach to advising, as well as to help in managing the multiple nuances of academic program advisors. A team of counselors and advisors created an online advising mechanism which expanded Lane's ability to provide broader service to more students. The tool provides advising, online chat, academic planner tools, and quizzes to assess students' understanding of advising and graduation requirements. Launching in 2014-15, a new sustained academic planning initiative will deliver information and tools to students when needed in

their academic journey. This improvement was based on feedback from a pilot course on academic planning taught by counseling faculty.

Lane has an array of tools to assist students in making academic decisions. For example, the program of Study Wizard (Exhibit 2.116) helps students determine which academic major is the best fit. Degree Works, an academic planning tool, is online for the 2014-15 academic year. In addition, the MyGrad Plan tab in myLane, a secure student information online portal, includes tools and information to guide students in decision-making designed to encourage goal completion.

In fall 2011, Oregon's community colleges were awarded a consortium-based, three-year, Department of Labor grant. The Credential, Acceleration and Support in Employment (CASE) grant included a strategy to increase the number of students and number of credits awarded using prior learning assessment strategies. In spring 2012, the college began reviewing practices and policies regarding credit for prior learning in alignment with serving student participants within the grant. The college primarily awards prior learning credit based on advanced placement examination scores, American Council on Education (ACE) recommendations on Joint Services Transcripts (e.g. military training) and through two college-developed processes: credit-by-examination and credit-by-assessment.

As part of the CASE consortium, and in alignment with Oregon House Bill 4059, Lane is developing systems to report credit awarded for prior learning in the Oregon Community College Unified Reporting System (OCCURS) and in accordance with anticipated statewide CPL (Credit Prior Learning) Standards from the Higher Education Coordinating Committee.

International students work closely with international academic and retention advisors as well as major specific advisors and counselors when appropriate. Academic advising begins in the ESL (skill development) levels and continues on through the credit program. Utilizing the tools listed above, special focus is given to helping students understand and plan for the 2+2 (community college plus university) bachelor's degree plan. Additional advising is provided to help students successfully navigate the SEVIS immigration requirements and opportunities related to the F-1 visa.

2.D.4: In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Lane treats the college catalog as an academic contract with students. Accordingly, in the event of program elimination or significant change in requirements, Lane makes appropriate arrangements to ensure that students enrolled in the affected program have an opportunity to complete their program of study in a timely manner with a minimum of disruption. Students in these circumstances are given every consideration to be able to complete their programs without disruption, but entry-level courses are not offered for new students. There have been no program eliminations since 2003 requiring this be implemented but planning for budget required reductions would include anticipated teach-outs to accommodate student needs.

2.D.5: The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a. Institutional mission and core themes;**
- b. Entrance requirements and procedures;**
- c. Grading policy;**
- d. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;**
- e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;**
- f. Rules, regulations for conduct, rights and responsibilities;**
- g. Tuition, fees and other program costs;**
- h. Refund policies and procedures for students who withdraw from enrollment;**
- i. Opportunities and requirements for financial aid; and**
- j. Academic calendar.**

Lane's website, including the electronic version of the catalog and schedule of classes, serves as the comprehensive repository of information for students, faculty and staff. This information includes: mission and core themes; entrance requirements and procedures; quarterly class schedule; grading; degree program information; course descriptions; tuition and fees; refund policies and procedures; payment information; academic calendar; program outcomes; core learning outcomes; student resources; prerequisite information; and student rules, regulations, rights and responsibilities. The names, titles, degrees held, and conferring institutions for administrators and faculty appear in the annual printed and online catalogs.

2.D.6: Publications describing educational programs include accurate information on:

- a. National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- b. Descriptions of unique requirements for employment and advancement in the occupation or profession.**

Special requirements associated with educational programs, both credit and noncredit, are listed in the printed and online catalogs and on the website. For example, the Early Childhood Education program requires that students pass a background check, have a food handler's card, and meet specific immunization requirements as a condition of acceptance into the program (Exhibit 2.117). Lane's Health Professions programs (Exhibit 2.118) also have a specific set of requirements students must meet to be able to participate in clinical education and obtain licensure and employment. Employment requirements, such as successful performance on a licensure exam and completion of internship hours, are specified for each program.

Students can find information on a variety of careers and occupations related to admission, program and graduation requirements and salary and job opening rates on Lane's Career Pathways website (Exhibit 2.119). In compliance with the 2011 gainful employment reporting guidelines, all one-and two-year certificate program descriptions list information related to potential earnings and the job market for those who have earned these certificates.

2.D.7: The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Lane adheres to the Family Educational Rights and Privacy Act (FERPA) by disclosing notice of student release of records policies annually in the printed and online catalog and through distribution of the quarterly Continuing Education class schedule, which is mailed to all Lane County households. The college provides training for FERPA and confidentiality policies, which includes Lane's policies on student records (Exhibit 2.120), release of student records (Exhibit CE.46), and subpoenas (Exhibit 2.121). Confidentiality policies are also described under the students' rights and responsibilities on COPPS (Exhibit CE.24).

Lane publishes and follows established policies for confidentiality and release of student records. Lane follows the state of Oregon record retention guidelines (Exhibit 2.122) and established policies for confidentiality and release of records procedures, which include the records management policy (Exhibit CE.59), and the release of student records policy, both of which are published on COPPS and in the college catalog.

The college archivist maintains student records in paper format for departments. They are securely stored and retrievable with limited access; back-up copies or duplicate copies are generally not available. Archives stores electronic records on a college server and the information technology (IT) department has established tools and procedures to enable the college to preserve digital records. Information regarding digital records falls within the responsibility of IT or the creating department. Archives is not able to manage the long-term retention of electronic records. If possible, records with long retention periods should be printed out and stored in paper format. Departments that have records which exist only in electronic format are referred to computer services for assistance in storing and preserving their electronic records. Departments such as the human resources department and enrollment and student financial services use document imaging which is backed up and stored both locally and externally from the physical college campus.

The Lane records retention and disposition schedule (Exhibit 2.123) follows the same schedule as the state archives. The schedule contains lists of records that must be kept with information on how long to keep them and how to dispose of them when the retention schedule is satisfied. This is detailed in the records management policy on COPPS (Exhibit CE.59). The student records retention schedule is followed carefully by college staff.

2.D.8: The institution provides an effective and accountable program of financial aid consistent with its mission, student needs and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants and loans) is published and made available to prospective and enrolled students.

For the 2013-14 academic year, the Enrollment and Student Financial Services division served 9,323 students, which was 67.6 percent of all credit students attending Lane who were eligible for the comprehensive range of federal and state financial aid programs offered to those who need financial assistance. In response to data collected, the college found that 80 percent of inquiries to one-stop enrollment services advisors were related to financial aid. As a result, starting in September 2014, six enrollment services advisors will specialize in financial aid inquiries. Ten financial aid advisors process and award the financial aid, and, given the volume, the fact that aid is delivered in a timely manner is a significant accomplishment.

After several consecutive years of steady increases in enrollment and financial aid applications, 2012-13 was the first year in which the surge began to recede. Financial aid applications for 2012-13 were down 2 percent from the same time in 2011-12, up 3 percent from 2010-11, up 17 percent from 2009-10, up 62 percent from 2008-09, up 100 percent from 2007-08, and up 120 percent from 06-07. In the 2012-13 award year, the financial aid office reviewed and awarded aid for 13,867 students. Despite the challenges of handling exponential growth in financial aid applications between 2006-07 and 2011-12, the experienced and efficient financial aid team continued to provide timely, accurate services to students. The slight downturn in applications in 2012-13 enabled the financial aid team to devote more time to improving processes, services and communication for students and families.

All student aid programs are operated in accordance with applicable laws and regulations and are reviewed for proper administration during the annual audit processes. In fall 2013, the U.S. Department of Education conducted a full program review. Lane was found to be in compliance with federal regulations, which resulted in no financial penalties. Financial aid staff members attend regular training events to ensure timely and accurate implementation of all regulatory changes. The financial aid team continually reviews its practices to identify opportunities for improvement, and changes are implemented on an ongoing basis to ensure that Lane students receive excellent financial aid services.

The regulatory environment has changed substantially from the 2006-07 academic year through the present time, in part due to the sweeping changes made to the Higher Education Act (HEA) of 1965 through the reauthorization process by the Higher Education Opportunity Act (HEOA) of 2008. Many of the statutory requirements of the HEOA went into effect on July 1, 2011, resulting in significant policy and procedural changes for the financial aid office at Lane. Additional regulatory changes have been made through the federal budget processes as well. In the 2012-13 award year, both the 600 percent lifetime Pell grant limit and the termination of financial aid eligibility options for students without a high school diploma or GED went into effect; both of these cuts to federal student aid programs were made to pay for a one-year extension of the 3.4 percent subsidized loan interest rate, and starting in 2013-14, a new 150 percent subsidized loan timeframe limit went into effect for the same reason. Due to sequestration, loan fees for students and parents have increased twice during the 2013-14 award year, and the federal work-study and Federal Supplemental Educational Opportunity Grant programs received

reduced funding at Lane. The financial aid office continues to respond to the rapidly changing regulatory environment and evolving student needs, and has implemented additional changes accordingly for the 2013-14 award year, including a revised approach to offering student loans intended to encourage more prudent borrowing.

Information regarding the types and amounts of aid available to students, including scholarships, grants, and loans, is published on the website, in the catalog, and in a number of printed publications provided to current and prospective students. The college manages more than 100 scholarships with assistance from career and employment services and the lane foundation.

Students access a complete suite of information related to aid and financial records at Lane through the myLane portal under the myFinances tab. They receive training on how to understand this in the new student information sessions that all new degree- and certificate-seeking Lane students must complete prior to registering for classes for the first time.

The college takes a proactive approach to alert students to all aspects of what it takes to cover the cost of their attendance. Financial aid and scholarship activities include the following (see Table 2-11):

Financial Aid Assistance	Scholarship Awareness	Learning Communities
myFinance tab in myLane providing up-to-date award information	Lane Foundation Scholarships	“Show Me The Money” scholarship preparation class
Mandatory acceptance of terms and conditions that must be read and accepted before aid is awarded	Oregon Student Access Commission	“Back on Course” class for students who are struggling academically and/or at risk of losing financial aid eligibility
January daily FAFSA workshops	Annual “How to Pay for College, Goal Oregon” Scholarship Day	
SALT “My Money 101” workshop	Information on myFinances tab in myLane	

Table 2-11: Financial Aid and Scholarship Activities

2.D.9: Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

Students receiving financial assistance are informed of any repayment obligations. Lane regularly monitors its student loan programs and Lane’s loan default rate. Students are informed of their obligation to repay student loans in several ways. Before receiving loans, all borrowers must first complete entrance counseling, which provides comprehensive information on rights and responsibilities of student loan borrowers. Students’ award letters clearly indicate which funds are loans and the requirement to repay these loans. The website addresses loan repayment obligations and the financial aid office provides printed material to current and prospective students describing student loans and the repayment obligations. When student loan borrowers graduate or leave Lane, they receive exit

counseling materials by mail to remind them of the loan repayment obligation, and provide information on managing loan repayment; those who are no longer enrolled must complete an exit counseling session prior to accessing academic transcripts.

Lane receives annual notification of its cohort default rate and reviews this information for accuracy and consistency. Lane continues to monitor its cohort default rate and has implemented several strategies to help students avoid default.

Significant interventions have been implemented to help students make sound student loan borrowing choices. Beginning in the 2011-12 award year, students who have attempted 150 percent of the credits required for their programs of study are now required to review their current student loan borrowing, project future borrowing needs, estimate their monthly repayment obligation based on a standard 10-year payment plan, estimate their future annual earnings based on the average annual salary for the their employment goal, and determine the affordability of their student loan repayment amount based on their anticipated earnings. This process continues to undergo improvements and refinements each year. New for the 2013-14 award year, initial financial aid packages no longer include direct unsubsidized loans. Instead, direct unsubsidized loans are offered by request. The request process is designed to encourage students to borrow judiciously, with full awareness of the implications of their decisions.

The college has also made other changes to address the default rate of former students. Lane started a default prevention task force, and ensured that Institutional Research, Assessment and Planning (IRAP) and Information Technology (IT) staff are available to assist with default prevention efforts. Lane also participated in a student loan default study, and has hired five work-study employees to make phone and email contact with students who are in late stage delinquency and/or could rehabilitate their default prior to the end of the fiscal year 2012, 2013, and/or 2014 cohort periods.

The financial aid office is committed to improving students' financial awareness. In of 2013, Lane introduced SALT, an innovative suite of online tools and services designed to help students gain greater financial literacy, develop better money management skills, make informed student loan borrowing decisions, and manage loan repayment successfully. In addition to the multitude of online tools and lesson modules available, Lane students also have access to student loan advice from industry experts by phone, email, and web portal seven days per week, and Lane borrowers receive targeted communications from SALT by email phone, and postal mail at critical points in the repayment process. Lane is implementing SALT through a collaborative effort with faculty, staff and administrators to leverage SALT's tools and services as effectively as possible and maximize engagement among those students who are at greatest risk of over-borrowing and default.

Lane has participated in an annual scholarship workshop event for students and parents for 13 years and has recently collaborated with the state-sponsored College Goal Oregon event to create a comprehensive workshop entitled "How to Pay for College in One Day." A Spanish version of the workshop is presented as well.

2.D.10: The institution designs, maintains and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined published, and made available to students.

A campuswide initiative to institute mandatory orientation by fall 2012 and mandatory academic advising by fall 2013 was implemented and continues to be improved. This initiative was a result of the Title III Engaging Students grant that focused on best practices towards student success through progression and completion (successfully completed September 30, 2013). Through the Steps to Enroll in Credit Classes, students complete an online module through the myLane portal, which includes assessment quizzes that must be successfully completed before students can register. New student academic advising sessions are held throughout registration cycles, and introduce students to a myriad of academic tools, like new student resources (Exhibit 2.124), as well as advisors and counselors who serve as continual mentors for students. An online advising module in the Moodle CMS system is available for students who are unable to attend an in-person session and for distance learning students. Student athletes and international students currently attend supplemental mandatory orientations to understand guidelines related to enrollment levels, academic success and planning, cultural adjustment, and compliance to immigration and athletic regulations.

Students are encouraged to maximize the advising resources that Lane has to offer, both in terms of human resources and information. Students are encouraged to meet with academic advisors and counselors prior to term registration. Additionally, academic advising information is available in the catalog, both in paper and online, and available through an academic advising Moodle page (Exhibit 2.125). Another exciting tool available to both advisors and students is Degree Works advising which is housed in myLane. This tool will enable students and advisors to better track courses completed and needed for any degree. "What if" scenarios can also be created to provide information on switching to alternative programs of study.

Changes have occurred with the articulation of external college credits since the last accreditation and students who now submit transcripts are having their credits articulated as their transcripts are received, as opposed to waiting until they apply for graduation. The CAPP audit tool, formerly utilized only by internal degree and transcript evaluation staff, was made available through the myLane portal in summer 2012 to allow students to self-serve to determine their progress toward the various Lane degrees.

Lane's Counseling and Advising department subscribes to the O'Banion model of academic advising which follows the student academic path from choosing classes first term to graduation and finding a career. This model provides placement testing, academic and career advising, information on graduation requirements, crisis intervention, and career and personal counseling for all students. The department hires, trains and supports ongoing professional development for counselors and advisors and is the steward of academic advising. Training for new academic advising personnel is accomplished via a rigorous, three-week training session that covers all aspects of academic advising likely to be encountered by a new advisor. A team of current, experienced academic advisors presents this training

using both in-person and web-based methods. The Academic Advising Training Manual guides a significant portion of the training, while other methods are employed for training in aspects such as transcript evaluation, determining transfer course equivalency, and use of electronic information systems. The training concludes with experienced advisors observing the new advisors in real advising sessions with students before they are allowed to meet with students on their own.

At weekly Academic Advising Work Group (AAWG) meetings, academic advisors and counselors discuss advising issues and receive updates on various policies and procedures relevant to academic advising, such as financial aid updates, update to graduation requirements, changes to registration, new program information, and changes to placement testing.

Information from the 2011 Community College Student Survey of Engagement (CCSSE) indicates that Lane students take advantage of advising and find it helpful (Exhibit 2.126). These data were collected prior to the implementation of mandatory advising. Although the CCSSE was administered in spring 2014, there will not be a way to delineate whether responses were from students who participated in mandatory advising, so assessment specifically targeting the mandatory advising experience is being developed for fall 2014. Data from both the CCSSE and local assessment will be used to improve the mandatory advising experience for students.

2.D.11: Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Lane's organizational structure supports the significant role that co-curricular programs and services play in the educational experience of students in that most of these areas are part of Academic and Student Affairs. The functional statement of the office of Academic and Student Affairs clearly demonstrates this integrated approach of in and out of classroom experiences, as well as attention to the core themes:

The office of Academic and Student Affairs (OASA) provides the leadership and collaboration that supports a student centered learning environment at Lane Community College. The focused work of OASA crosses credit and non-credit instruction for professional-technical programs, transfer degree programs, and community education and workforce development. OASA provides leadership for curricular and co-curricular learning, support for the integration of Academic and Student Affairs (ASA), and leadership for continuous assessment and innovation efforts for the college.

Much of the co-curricular experience is designed to meet the needs of students no matter which core theme their educational experience falls under.

Student governance, or the Associated Students of Lane Community College (ASLCC), is supported by a mandatory student fee paid by credit students taking credit classes on the main campus. Student leaders serve on all levels of college governance councils and committees as well as participate in state and national student government trainings and advocacy activities. Programs and activities to support students of color exist with faculty leadership from the Multicultural Center. In addition, Lane is one of

two public community colleges in the nation with a fully functioning Native American Longhouse. A new Veteran's Center was created in fall 2011 to better serve student veterans. Students can participate in a wide variety of athletic, performing arts, student publication and club activities.

Students learn about campus activities by accessing the campus life tab in myLane, on Lane's Facebook page, by seeing fliers on campus and with announcements in the student newspaper, The Torch.

In addition to information on myLane, students now have access to a new club management system through the implementation of OrgSync (Exhibit 2.127). This system provides an updated, online system for students to register and renew clubs, set up web pages, communicate with members, and promote events. Students can also create co-curricular transcripts, on line profiles and track activity and involvement.

Additional assessment of student government leaders indicates that opportunities provided through participation in student government, internships, governance and clubs can provide meaningful experiences and relationships that enhance the academic experience.

In addition to government and clubs, the students at Lane are committed to supporting each other. One example is the Learning Garden, where healthy, sustainable food is grown for the campus community while providing learning, service and leadership opportunities for students (Exhibit 2.128). The second is the Rainy Day Food Pantry, which was created to tackle the issue of hunger and food instability that many of Lane students face (Exhibit 2.129). Both of these ventures are student led.

The Student Life and Leadership Development department (Exhibit 2.130) now offers a variety of credit classes that provide students with a variety of academic and experiential learning opportunities to augment the time and commitment required of student leaders on campus. Some of these student leadership development (SLD) classes include SLD Native Circles: It's Your Life; SLD 111 Chicano/Latino Leadership 1; SLD 112 Chicano/Latino Leadership 2; SLD 113 Chicano/Latino Leadership 3; SLD 199 Puertas Abiertas Exito; SLD 121 African American Leadership: History, Theory, and Practice; and SLD 280 ASLCC Co-op.

Perhaps one of the best examples of high impact practices traversing all four core themes as well as most of Lane's strategic directions is the Rites of Passage programs. This was founded in 1996 with the African American Rites of Passage summer academy. In 2001, the Pan Asian American summer academy was added and changed its name to Asian Pacific American Rites of Passage a decade later to more accurately reflect the community. In 2002, the Umista Native American Rites of Passage and the Puertas Abiertas Latino/Latina Rites of Passage were initiated. Umista Native American Rites of Passage changed its name to Bridge of the Gods in 2011. Over the last decade, more than 250 students of color in Lane County have participated in the Rites of Passage programs at Lane.

The college also has a vibrant women's program. The women's program (Exhibit 2.131) provides integrated, comprehensive services and programs for women and a variety of gender equity activities and projects. The program ensures that women students have access to programs and services tailored to their needs and that the campus climate is sensitive to gender issues. Major program components

include the Women's Center and Women in Transition and Transiciones. The Women in Transition program empowers women to become economically self-sufficient and improve their lives through access to education.

2.D.12: If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff and administrators have opportunities for input regarding these services.

Auxiliary services are woven into the college, are not separate entities, and may include enterprise zones and services departments. An enterprise zone is a profit-making department, and is unique in that it returns 50 percent of every dollar back to the general fund. Some examples of enterprise zones at Lane include the Titan Bookstore and the Center for Meeting and Learning. Lane's housing facility, Titan Court, is owned by the college and operated and managed by a private firm, making it a contracted managed department.

These services employ students and support Lane's mission. In addition, they support the college's strategic directions. One strategic direction these services support is a sustainable living and working environment. Examples include the Titan Court's certification as a LEED Gold Building, the partnership between the Learning Garden and Food Services, and the Take Back the Tap movement, which included eliminating bottled water from their offerings in the cafeteria.

Another strategic direction that these services support is diversity. One example is Specialized Support Services, (Exhibit 2.132) the only program of its kind that exists solely and exclusively on a community college campus. It provides a unique opportunity for 85 Lane County adults with developmental disabilities to receive curriculum based vocational training in a completely integrated environment. A second example is international floor at Titan Court, where both international and noninternational students can live. Titan Court works in close collaboration with the college's international programs.

2.D.13: Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Lane students participating in co-curricular programs are held to the same admissions standards and policies as those not participating in co-curricular programs. Tuition waivers are awarded to selected athletes, student leaders and artists by department deans, based on criteria related to each department's standards. Any funding students receive for participation in such programs is incorporated into their financial aid packages in the same manner as other types of outside funding (e.g. scholarships from outside agencies). When adjustments to other financial aid are necessary, every effort is made to preserve students' grant funding and reduce loan borrowing.

A student athlete compliance officer position was created in summer 2011 to monitor student athletes' enrollment, provide study hall opportunities, provide educational plans, and to support quality progression and completion of student athletes. Athletic finances are overseen by the division dean of Health, Physical Education and Athletics, the athletic director, financial aid office and the student athlete advisory council. An annual Equity in Athletics Disclosure Act report is produced and published. Student athletes are held to a higher level of accountability and academic standards through the Northwest Athletic Conference's (NWAC) athletic eligibility requirements (Exhibit 2.133) than the average student at Lane (Exhibit 2.134).

2.D.14: The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Identity management is maintained by providing each student with a unique login and password for all institutional web systems, including registration, research databases, and online and hybrid courses in the Moodle learning management system. To use these systems, students are required to enter their unique L# (student ID) as their username, as well as a unique password known only to them. Face-to-face student identity (ID) verification is used for online courses for a test-proctoring framework, i.e., student IDs are checked before students are given access to tests under supervision of a pre-approved test proctor. All written examinations are proctored.

Test proctoring is coordinated in various testing centers on the Lane campus and at remote sites. Protocols for proctored testing are outlined on the LaneOnline website that includes a test proctor approval request form which requires FERPA compliant processes as well as strict criteria for qualifying as a remote testing site. Qualifiers include appropriate testing environments as well as appropriate processes for protecting student data. Testing is proctored for remote students in pre-approved testing centers around the country, and local students generally use the testing center in the center building. The college follows the National College Testing Association (NCTA) Standards for Test Centers (Exhibit 2.135) and uses this network when finding remote proctors for students. There are no charges for identity verification, and no additional charges for enrolling in online classes.

2.E: Library and Information Resources

2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

As an essential pillar of education at Lane Community College, the library serves as an instructional unit, a learning space, an information repository, and a virtual library. The library supports students, faculty, staff, and community members at main campus and Florence and Cottage Grove centers. Library services and resources support student progression and completion, as well as all of the college's core themes.

The library's collection includes approximately 117,650 titles as of fall 2014. This number includes approximately 2,648 DVDs and 62,955 print titles. These materials are available to Cottage Grove and Florence centers through a delivery service. The library's virtual collection serves all Lane faculty, staff and students anytime, anywhere with Internet access. This collection directly supports the college's strategic direction for online learning. The library's subscriptions to e-book packages vary from year to year, depending on offers from vendors and curricular needs. At this time, the virtual library contains approximately 56,000 e-books and 30 databases that provide more than 37,000 journal titles. The library's array of online dictionaries, reference collections, and encyclopedias has grown to include 37 stand-alone titles, and the reference databases contain approximately 1,000 titles. These titles are all easily discoverable in the library catalog.

A large proportion of the library's print collection supports Core Theme 1, Academic Transfer. Table 2-12 shows percentages of the library's circulating print collection by subject area.

Subject Area	Call number range	Bib records	Percentage of collection
Arts & Letters	M-P	16761	29%
Social Science	B-GN, H	18688	33%
Science	Q-S	9689	17%

Table 2-12: Library Print Collection by Subject

Note that in order to provide the most current science materials the library provides an array of science-specific databases.

In support of Core Theme 2, Career Technical and Workforce Development, the library provides rich electronic and print resources pertinent to more than 50 career and technical programs and certificates. These library resources focus on skills, jobs and careers. The library collection is particularly ample for Lane's health programs, which are best served by current journals than by print books. Students in those programs have access to an array of databases, which include CINAHL, Ovid LWW Nursing, Nursing Resource Center, Health Source Nursing/Academic edition, Alt Health Watch, ScienceDirect, and Medline.

In support of Core Theme 3, Foundational Skills Development, the library provides an ESL collection, online foundational skill-building software, GED preparation materials, and information literacy instruction for developmental courses.

Lifelong Learning, Core Theme 4, is supported by the library's general collection, which includes materials that directly support Lane's vast array of continuing education opportunities, and ongoing professional development needs. The general collection includes works pertaining to popular interests such as sustainability, self-help, travel, design, biography, and education.

In response to student needs—particularly those of students at locations other than the Lane campus—the college has prioritized acquiring online reference materials over those in a print format. Like most libraries, Lane's library has adapted to low usage trends by downsizing the print reference collection over the past few years. The library now holds about 2,200 reference titles compared with about 4,000 in 2006. This reduction allowed the library to create much needed student study space. New reference resources are either purchased as electronic editions or inter-shelved with the circulating collection to increase discoverability. In addition, content from e-reference materials can be included in database search results or pushed into Moodle course modules.

Since Lane's last accreditation visit, the age of the library's collection has improved due to librarians' weeding of dated materials and the incorporation of a wider array of e-books. As of fall 2014, the average age of Lane's print collection is 1994, the e-book collection is approximately 2007, and the combined average is 2001.

Lane's local collection is considerably augmented through the college's continued membership in the Orbis Cascade Alliance which provides access to a consortial collection maintained by 37 academic libraries. Effectively, Lane's library local catalog provides access to more than 28 million items, more than is available at Harvard's library system. This access to the Alliance's shared collection is provided through Summit, the interface for the consortial borrowing program. Summit loans are speedily delivered through the Alliance courier system, there is no cost for the loans, and the requested items are guaranteed to circulate.

Alliance membership also provides discounted consortial pricing on databases and e-books. Membership allows Lane's library to participate in progressive collection development initiatives such as the demand-driven acquisition program, which provides access to approximately 14,000 additional e-book titles through the catalog. Sharing e-books throughout the Alliance would not otherwise be possible. This program has the potential to influence how publishers approach sales to libraries in the future, and ensures that the collection has exactly what the library user needs.

Though the library's print materials budget has declined over the past several years, the online collection has been augmented through tech fees and Perkins grant funding. The collection is vibrant due to careful stewardship of resources and creative responses to need. The library has adapted to current demands by focusing its efforts on streamlining workflows, purchasing through consortial arrangements, selecting learning objects shared by other libraries, purchasing online tools that improve

the user's experience, assisting faculty with information literacy instruction, and making economical decisions on collecting print and digital resources.

Collection development is governed by principles outlined in the library's collection development policy, which was revised in 2011 (Exhibit 2.136). The collection is developed and maintained by faculty librarians and the library director, who each have liaison responsibilities in specific academic disciplines. Librarians stay informed about resources through book reviews, acquisitions software, and trade journals. Funding is allocated for each subject area in proportion to usage patterns and curricular emphasis. Faculty input on acquisitions is encouraged, and feedback is sought for database trials. Purchasing is triggered by new programs or course approvals. Librarians gain further insights into curricula to support by providing reference services and library instruction for a wide variety of classes.

The library supports online instruction by providing electronic content, library widgets such as search boxes (Exhibit 2.137), links to information resources, research guides (LibGuides) (Exhibit CE.60), and video tutorials (Exhibit 2.138) that can be embedded in Moodle as part of course design. To further support online learning the library makes streaming video available to faculty. Faculty can consult the user guide (Exhibit 2.139) to select streaming video to link or embed in Moodle. The video segments vary in length, and many are available for business, health, biology and general education topics.

2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

The librarians' council consists of faculty librarians and the library director and meets every week to plan initiatives, establish goals, review policies, and make decisions. These decisions impact the collection, reference and instruction programs. When databases come up for annual renewal the council reviews usage statistics and assesses the value of the product to the current curriculum. To balance the collection, librarians also consider reports on circulation by subject area.

Changes to the website result from staff input and are often accompanied by user testing or surveys to help guide changes. Librarians also conduct informal surveys of faculty to help guide instruction planning. In addition, the library conducted an extensive survey in 2011 (Exhibit CE.61) to gather information on service satisfaction and student needs.

Library users may suggest purchases for the collection by using the online form (Exhibit 2.140). In addition, many faculty members simply request materials by directly contacting their assigned library liaison (Exhibit 2.141). The circulation coordinator informs librarians of the need to purchase items that are frequently requested through Summit or inter-library loan.

The current library remodel entails modernization in a "learning commons" format that responds to the needs of contemporary students.

2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating and using library and information resources that support its programs and services, wherever offered and however delivered.

The library's information literacy program consists of its face-to-face instruction sessions, reference services, and an information literacy toolkit (Exhibit 2.142). Outside the library classroom one of the librarians provides instruction for faculty in the Academic Technology Center (Exhibit 2.143) and contributes to Lane's Open Educational Resources (OER) Faculty Fellowship, a project designed to increase faculty use of OER. This project won an award from the WICHE Cooperative for Educational Technologies (WCET) in 2013 (Exhibit 2.144).

To further support college instructional goals, library staff participate on committees including the Assessment Team, Learning Communities, SAGA (Success and Goal Attainment), Curriculum Development, Student Success Leadership Team, Faculty Council, First Year Experience, and Learning Council. All new courses must receive library input before approval. These activities help inform library staff awareness of the college's instructional issues and information needs, and staff is able to provide library marketing in these venues as opportunities arise.

Information about library resources is distributed to faculty through email; the library newsletter, *Inklings* (Exhibit 2.145); and the *Lane Weekly*, an email newsletter distributed to all Lane employees. Librarians regularly present workshops for faculty at Lane's fall in-service, spring conference, and other venues; and instructor support is readily available on the library website. For example, in May 2012, Lane's librarians facilitated a conversation on "Copyright and Fair Use in the Digital Age: Evolving Understanding and Responses" to more than 20 faculty at the Tea and Topics teaching conversation series. When feasible, librarians also make department visits.

Rather than offer credit courses, library faculty direct their efforts toward helping other faculty infuse information literacy instruction into their courses. One such infusion method is through providing information literacy instruction to any class upon request of the instructor. These stand-alone sessions involve collaboration between library faculty and the faculty requesting the sessions. Librarians typically teach about 240 sessions per year (see Figure 2-1). Approximately 5,000 to 5,500 students per year receive information literacy instruction in this modality. The instruction request process is becoming increasingly modular so that librarians can create more effective sessions addressing more standardized instructional units.

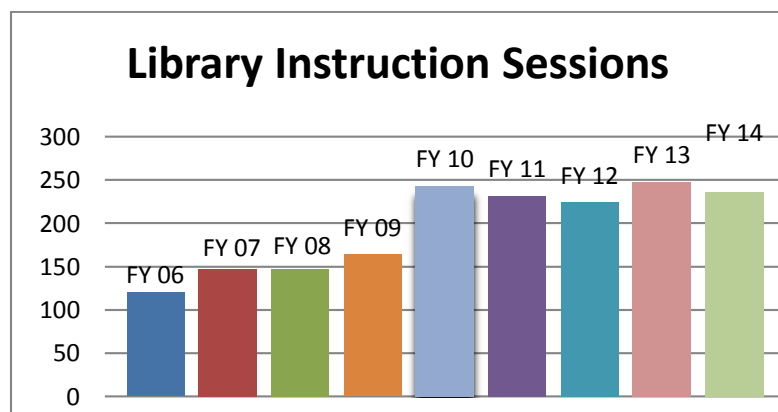


Figure 2-1: Library Instruction Sessions

One of the challenges of library instruction programs centers on the convention of the stand-alone instruction format. Because Lane lacks a systematized method of getting students into the library classroom, librarians rarely are able to build upon basic knowledge already imparted. To help ameliorate this gap, the library is offering more follow-up sessions to help students solidify the knowledge gained in their first sessions.

When librarians are able to regularly interact with cohorts of students, they are better able to provide continuity and reinforce information literacy knowledge. Librarians are able to work more intensively with second-year nursing students, for example. Honors program students have greater exposure to a librarian during the honors seminars. The honors librarian takes a more embedded approach that involves multiple contact points throughout a course. Library faculty pay particular attention to instructional opportunities afforded by learning communities when possible.

Library instruction is inextricably linked to library use. The library's 2011 student survey revealed that students who have received two or more library instruction sessions are more likely to ask librarians for research help than students who have not had library instruction (Exhibit 2.146).

Another way librarians help Lane faculty embed information literacy instruction into their courses is through the provision of an information literacy toolkit. This toolkit was created in 2009-10, and in 2010-11 staff incorporated additional curricular materials, including short video tutorials, quizzes, widgets, and handouts (Exhibit 2.147). This curriculum maps to specific information literacy skills that are required to be embedded into Writing 121 and 122 courses (Exhibit 2.148), and which were identified by the Joint Boards Articulation Commission as the starting point for information literacy instruction in Oregon. The toolkit is available to all from the library's website. Using the instructions the library provides, Lane faculty can incorporate toolkit content into Lane's course management system, Moodle. The materials are well used: in 2013-14, tutorials were accessed 2,538 times, and the basic library tutorial was completed 570 times.

The library responded quickly to Oregon's mandate to incorporate information literacy objectives into all Writing 121 and 122 courses. In fall 2011 all composition faculty members (full-time and part-time) attended one of two workshops facilitated by the composition coordinator Siskanna Naynaha and Lane's librarians. Among other topics, the workshop covered information literacy and how faculty can use Lane's online library resources to support their students' research and integration of sources into their writing.

Reference service is a crucial component of the library's instruction program. Students on campus have ready access to librarians at the reference desk, a traditional point of one-on-one instruction. Virtual reference services are available 24/7 through an online chat system, Answerland (formerly L-Net Oregon Libraries Network). When Lane librarians are away from the reference desk and after hours, librarians from other institutions answer Lane's users' questions. A chat widget is available for embedding in Moodle so that students have access to live research help at the point of need. The library tallies reference interactions for two weeks during fall, winter and spring quarters. To further support

information literacy instruction efforts at Lane, librarians create online research guides for subjects and courses (Exhibit CE.60). These guides are designed to enhance access to targeted resources and techniques both inside and outside the library classroom. The use of these guides has increased dramatically since their inception, as shown in Figure 2-2.

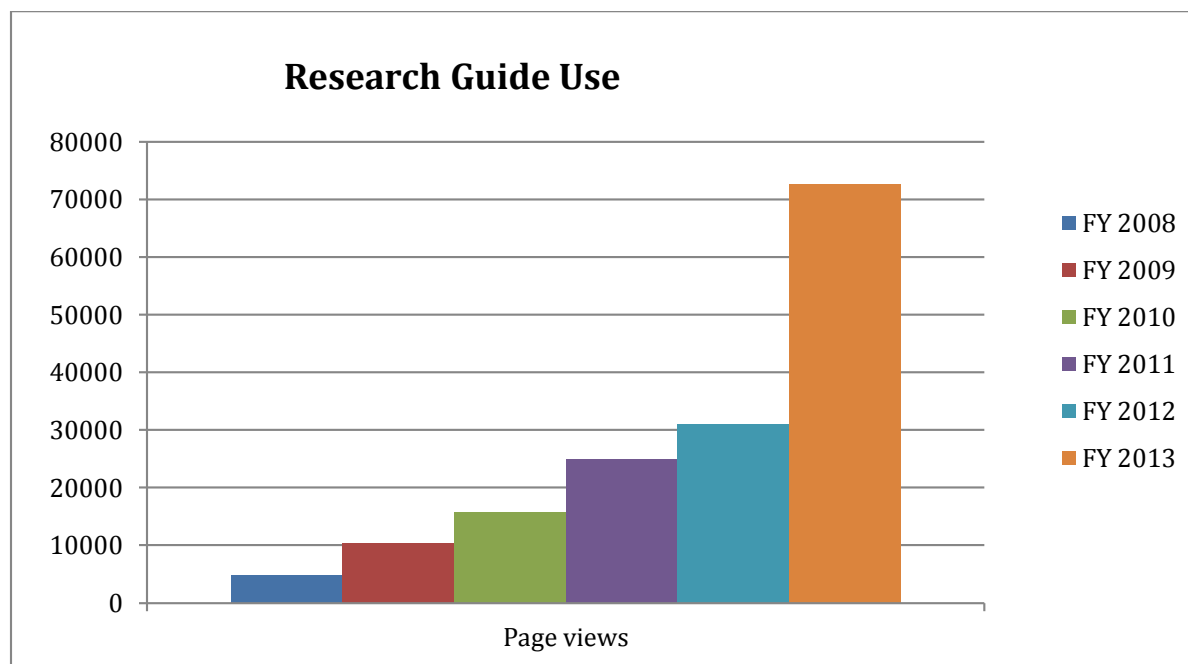


Figure 2-2: Research Guide Use

Page views have increased due to the number of new guides created over time. Some guides provide orientations to subject areas, some are used as resources for specific courses, and some are incorporated into classroom instruction.

2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Library Council curates library and information resources based on usage statistics, currency, and quality. Each year librarians evaluate materials in each of their subject areas. In the past year, librarians have prioritized weeding to appropriately lighten and improve the collection, particularly to prepare for the remodel of the Center Building.

Databases are chosen to meet the needs of Lane's programs. Librarians consider usage statistics and cost to guide decisions about renewals. Librarians continually test new products to ensure the best selection of databases, and college faculty members are invited to provide feedback during product trials. Subscription and acquisition decisions are discipline-specific. For example, health professions materials are primarily electronic, based on feedback from faculty who teach those programs.

Consortial support for assessment methods and data are provided by the Orbis Cascade Alliance. Data about consortial e-book use is provided in periodic reports that indicate usage by institution and for the Alliance as a whole.

In 2011 the library conducted a survey to assess satisfaction with services. A summary of the survey is available online (Exhibit CE.61). The survey was designed to provide data to help guide planning for the CLASS project, which will include a learning commons, and to look at the impact of library services and instructional activities.

The college's unit planning process guides decision-making and regular assessment of library offerings (Exhibit 2.149). Unit planning ensures that the library can provide a technology-rich learning environment where students have access to assistance. The library's materials budget is offset by its use of technology fees to augment the electronic collection and support its virtual interface.

To safeguard the security of patron information and library resources, the library implements the following practices.

Library system:

1. Patron passwords are encrypted.
2. The system software is limited by IP number.
3. Staff members can use only system functions that have been assigned to them. For instance, student workers cannot view patron address, email or phone number.
4. Each system module requires a login name and password separate from an individual's user name (initials) and password providing another level of system security.
5. Library data is backed up nightly.

Patron information:

1. Use secure FTP to transfer patron fines, charges, credits.
2. Use secure FTP to transfer patron information to Orbis Cascade Alliance for consortia borrowing.
3. Are working with the IT department on using LDAP for patron authentication instead of using files to upload patron passwords to the library system.

Patron authentication:

1. Use a proxy server or referring URL for off-campus authentication to library e-resources (databases/e-books) providing security to the vendor's products as required by vendor agreements.
2. Online access to patron records are secured by last name, L number and password.
3. Patron checkout history: Patrons must opt in for tracking to begin. The checkout history is only viewable by the patron once an item is checked back in.

Other:

1. After fines, charges, and credits are exported from the system, they are archived for 10 years.

Standard 2.F: Financial Resources

2.F.1: The institution demonstrates financial stability, with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Recognizing that an unstable economic climate has become the “new normal,” Lane Community College has chosen to meet the challenges this presents through deliberate fiscal management. Board Policy BP260, Financial Planning Budgeting (Exhibit CE.27) was established to provide executive direction in developing credible projections of resources and expenditures, disclosing planning assumptions, limiting expenditures in any fiscal year to conservatively projected resources, maintaining current assets at any time to at least twice current liabilities, and complying with all financial board policies. Board Policy BP245, Ending Fund Balance (Exhibit CE.53) states that the college will maintain a 5 percent or greater unappropriated ending fund balance. Shortfalls must be remedied within the next year’s budget. Board guidance in the use of nonrecurring resources, establishment and use of stabilization reserves, capital reserves, and contingency reserves is followed in budgeting. This careful financial management through the extraordinary enrollment growth that plateaued in 2012 enabled Lane to accumulate an ending fund balance sufficient to fund stabilization reserves that mitigated the effects of the downturn in enrollment in the subsequent years.

The Oregon Legislature has taken to funding community college support for the last quarter of the biennium after the fact, so Lane considers it prudent to use reserves to meet that requirement rather than being forced into short-term borrowing. Sophisticated financial projections are prepared and updated to estimate current and future resources and requirements (Exhibit 2.150). Current revenue and expenditure data used in projections are regularly updated to reflect a combination of actual activity and projected activity through the remainder of the fiscal year. Future revenue and expenditure data are based on assumptions approved by the board of education, and relevant financial data.

Although a debt reserve is not utilized, the college follows Oregon Budget Law and generally accepted accounting principles which require specific procedures regarding long-term obligations and payment of future liabilities. Lane identifies sources of debt relief when the debt is incurred, and then the annual payment is budgeted and activity monitored through the annual audit process. Further executive direction in Board Policy BP255, Financial Condition and Activities (Exhibit CE.28) sets limitations on expenditures, acquisition of property, and levels of control to avoid fiscal jeopardy. Annually, the vice president for College Services provides a detailed analysis of compliance to the board with respect to these policies (Exhibit CE.37).

The college also incorporates financial parameters and expected outcomes into day-to-day fiscal operations through preparation of daily cash flow reports and the related investment of excess cash balances. This optimizes flexibility and proper management of funds. A financial report (Exhibit 2.151) is prepared quarterly for the board of education by the chief financial officer. The financial report lists fiscal year-to-date revenues, expenditures and changes in fund balance, both budgetary and actual, as well as provides the percentage of current year budget consumed to that of prior year budget consumed. This report provides the board and management with the college’s financial position relative

to the current budget and relative to the prior year at a particular point in time, thus providing opportunities for further analysis and mid-year financial adjustments, if necessary.

2.F.2: Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations and other non-tuition revenue sources.

The board of education maintains a rolling five-year long range financial plan (Exhibit CE.29). The plan contains a full discussion of the issues, both external and internal, that impact Lane's ability to achieve fiscal sustainability while affirming its core values, and supporting the college strategic directions. The objective of this financial plan is to ultimately achieve the mission of the college through strategic, long term thinking so that the annual budget (Exhibit 2.152) is developed in the context of multiyear financial planning that is a reflection of the board's priorities and other finance and budget policies. Lane bases budget planning on five-year financial projections and models that consider historical averages, tuition and fee rates, wage and salary adjustments, and state allocations, as well as a realistic expectation of revenue.

For budget planning, Lane bases the enrollment calculation on the percentage increase or decrease over the prior year applied to program categories as reported to the Oregon Community College and Workforce Development (CCWD) office. Enrollment levels affect tuition revenue, personnel expenses and future state funding. The college manages class enrollment to align student demand with capacity as closely as possible. Instructional division deans work with the Academic and Student Affairs office to maximize class size and offerings while meeting student needs. An enrollment capacity report provides real time course data that allows for continuous monitoring of class size (Exhibit 2.153). Division deans use the information to adjust course offerings and monitor course fill rates. By closely monitoring enrollment at the course level, the college is able to quickly respond to demand by redirecting resources most effectively and efficiently.

State funding is based upon a three-year rolling FTE average, with a fixed appropriation from the state divided proportionally among community colleges. Therefore, increased enrollment may not result in additional state support and must be covered by increased tuition and fee revenue.

Grants are budgeted in a special revenue fund based upon grant contracts in place. The areas budgeted with grant and other non-tuition revenues must limit their expenditures to the resources actually received. The college employs two grant accountants who are assigned fiscal oversight responsibility for individual grants and contracts. They assist in establishing the overall budget, reviewing revenue and expenditures to ensure that all activities are properly accounted for within the project's regulations, and preparing the required fiscal reports to granting agencies. Proper execution of the project is the responsibility of the grant administrators; however, grant accountants work closely with them to fulfill the project activities within the fiscal scope of the grant.

2.F.3: The institution clearly defines and follows its policies, guidelines and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The path for budget development has been clearly established at Lane through board policy and the college governance process. Board Policies BP215, Budget Officer (Exhibit CE.51) and BP220, Budget Preparation and Adoption (Exhibit CE.52) designate the budget officer and provide board direction to the president for preparing budget recommendations, and developing and preparing a balanced budget that considers recommendations of various constituencies. Board Policy BP260, Financial Planning and Budget (Exhibit CE.27) provides the president with guidelines and accountability measures regarding current and multi-year financial planning and budgeting. Policies BP225-BP295 provide specific guidance on creating a balanced budget that leads to permanently stable college finances. Board policy directs that the budget be prepared in accordance with the college's strategic plan.

As a part of the financial planning that leads to budget development, the board of education updates the five-year long range financial plan (Exhibit CE.29) in support of the strategic directions, core values, core themes and mission of the college. The Finance and Budget Subcommittee is comprised of management, faculty, classified employees and student representatives of the collegewide governance council. The subcommittee provides budget development options based on the long range financial plan and the financial projections provided through the planning process. College departments and divisions use the unit planning process to help communicate budget needs.

Faculty and classified staff are members of collective bargaining groups that negotiate salaries, wages and benefits with the college. Management employees have an agreement on working conditions with the college. In order to accurately project labor costs, which account for approximately 78 percent of the general fund budget, the college budgets and tracks at the position level. Changes are processed through human resources processes, and reconciled monthly to the general ledger (Exhibit 2.154). During the budget process, board-approved salary adjustments are applied to the most current position list. Decisions regarding individual vacant, ending, new or changing positions require discussion and disposition of the Executive Team in consultation with the appropriate department dean or director.

Throughout the budget development process, the president, vice president of College Services and/or College Council convene open meetings for information exchange. The budget development web site (Exhibit CE.62) is updated regularly throughout the budget process in order to keep all stakeholders informed of issues, progress, and opportunities to participate. The website is also a way for the college to provide helpful information and links to related information. Finance and Budget Subcommittee meetings and College Council meetings are open. Interested parties are encouraged to attend.

Lane's commitment to the global governance system ensures widespread participation in the financial planning and budgeting process. The college has been awarded the Distinguished Budget Presentation Award from the Government Finance Officers Association (GFOA) for the past nine consecutive years (Exhibit CE.62). In order to receive this award, the budget document must meet GFOA criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.

2.F.4: The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Lane uses the Ellucian Higher Education Banner (Banner) suite of integrated software applications to manage its administrative technology systems. The finance module was the first to be implemented and is one of the core modules. Banner meets all Generally Accepted Accounting Requirements (GAAP) and addresses the latest updates in accounting positions and financial reporting standards as established by the Financial Accounting Standards Board (FASB) and Governmental Accounting Standards Board (GASB). The college regularly installs updates and upgrades to Banner system modules in order to maintain compliance with new or changing laws or regulations and to remain accurately integrated with the companion modules.

After the initial implementation of Banner, Lane chartered a permanent technology group called Banner and related systems coordinating group (BARScg) (Exhibit 2.155) to coordinate operation of these highly integrated information systems and to make recommendations to the chief information officer (CIO) on systems management issues. The director of college finance and the chief finance officer (CFO) are finance module representatives on the BARScg. Another group comprised of key core module users was formed during initial implementation to ensure communication, coordination and understanding. Known as the Financial Implementation Team (FIT), it continues to meet weekly to stay abreast of the ever changing financial events in the areas of payroll, student financial aid, tuition assessment and collection, budget development and maintenance, internal controls, and financial reporting.

The college also employs a cadre of high-level computer programmer analysts who are extremely knowledgeable about the Banner system. They work with the core group users in:

- selecting and integrating third-party software and interfaces, such as banking and investment, accounts receivable payment, and student financial aid disbursement
- designing and developing routine tasks and reports to enhance Banner capabilities
- maintaining a data warehouse
- developing third party reporting tools Discoverer and ARGOS that enable end users to design specific financial and data analysis reports or to assign parameters to a programmer-designed report

The Banner core module's accuracy is never compromised as information technology policy requires the software programs to remain unaltered.

Lane's programmer analysts are each content experts in a specific Banner module and backup experts in a second module. The finance programmer and the human resources programmer meet regularly with the FIT and also work collaboratively with the other module programmers. The director of college finance controls access to the financial system through role-based security profiles that ensure users have access to only the information they need to perform their assignments. Access can range from "look only" to "update" to "add or delete" status. A series of unique approval queues, based on the task

being performed, are built into the financial system to track authorization and approval of transactions. As each transaction passes approval through the electronic queue, it moves closer to being processed. Each approver is responsible for validating that a condition meets the processing requirements. A transaction (budget transfer, purchase order, check request, journal entry) is not processed until it has passed through the entire approval queue. The queue, along with Banner internal tables directing treatment of specific financial data elements and data reports, provide assurance that established internal controls are followed.

All Banner financial processes are scheduled to align with the academic calendar, the fiscal year calendar, and the 12-month calendar. Financial processes are coordinated so that the college will meet all required obligations, as directed in board policy.

2.F.5: Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for education purposes.

Lane Community College embarked on a long-term master planning process in partnership with the University of Oregon and a master planning task force comprised of stakeholders from across the college. The Facilities Council has been tasked with moving this work forward. Planning is centered on the college’s strategic directions, with mission fulfillment at its core. The college passed an \$83 million dollar general obligation bond in 2008 and is midway through in executing the projects to be financed by the bond. The college has leveraged these resources with state and local matching grants. For example, the college completed construction on a new \$53 million downtown campus and student housing building. It used \$9 million in bond funds and the balance from other sources. The general obligation debt will be repaid by additional property taxes and the only other facility debt is \$19.3 million in federally subsidized recovery zone bonds to help pay for the student housing project and will be repaid from rent proceeds. As the college completes the final phase of the 2008 bond implementation the master plan will be updates to reflect future needs.

2.F.6: The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Lane follows Oregon Budget Law requirements and guidance to establish budgetary and accounting funds (Exhibit 2.156). The budget is comprised of eight funds: General Fund I, Special Revenue – Administratively Restricted Fund IX, Internal Service Fund II, Debt Service Fund III, Capital Projects Fund IV, Financial Aid Fund V, Enterprise Fund VI, and Special Revenue Fund VIII. Each fund’s purpose is described in the annual budget document. Enterprise units at Lane each have a separate set of accounts within the enterprise fund. These include bookstore, laundry, food services, international student program, and housing operations.

Board Policy BP280, Interfund Transfers (Exhibit CE.54) gives specific direction to the college regarding transfers from one fund to another. Transfers must be in conformance with Oregon Budget Law ORS294.463 (Exhibit 2.157), be included in the budget document, specifying amounts, origination and destination of each transfer fund by fund (Exhibit 2.158). Accompanying documentation listing the specific purposes for each transfer must also be provided to the board for approval (Exhibit 2.159). Board Policy BP275, Interfund Loans (Exhibit CE.55) directs the college to comply with Oregon Budget Law ORS294.468 (Exhibit 2.160) in transacting loans from one fund to another. It further specifies which funds may not participate and the required terms of repayment.

2.F.7: For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate and comprehensive manner by the administration and the governing board.

Oregon Revised Statutes (ORS) require an annual financial audit by independent certified public accountants. The Lane Board of Education has selected the accounting firm of Kenneth Kuhns & Co. as its auditors. The financial audit is conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards (GAS), issued by the comptroller general of the United States. The purpose of the financial audit and related Independent auditor's report is to express an opinion on the fairness of the annual financial statements prepared by Lane's management. In addition to meeting the financial audit requirements as set forth in Oregon statutes, the audit is designed to meet the requirements of the federal Single Audit Amendment of 1996 and related OMB Circular A-133. GAS requires further audit procedures be conducted and reported on the existence and maintenance of internal controls over financial reporting, as well as compliance with the laws, regulations, grants, and contracts applicable to each of the college's major federal programs. The purpose of the reports is to describe the scope of auditor testing of internal control over financial reporting and compliance, and the results of compliance with respect to federal funds included in the audited financial statements. At the conclusion of the annual audit, the Comprehensive Annual Financial Report (CAFR)(Exhibit 2.161) is completed under the auspices of the vice president for College Services (VPCS). The independent auditor's report is included in the CAFR.

Board Policy BP255, Financial Condition and Activities (Exhibit CE.28) sets forth annual monitoring criteria to be reviewed regarding financial activities, and Board Policy BP360, Governing Style (Exhibit CE.31) designates the board to serve as the audit committee of the college and establishes board and president roles and responsibilities in the audit process. The CAFR, including the independent auditor's report, is presented to the board at the next public meeting after report completion (generally targeted for December). The president, VPCS, and CFO present and discuss the financial statements with the board. The independent auditor is on hand to comment and receive questions from the board. Board policy monitoring reports based on data from the CAFR are compiled and presented to the board at the next meeting (Exhibit 2.162). Procedures for addressing any findings arising from the audit or management letter recommendations (of which there have been none) are included in the monitoring reports along with a plan of appropriate resolution.

The Government Finance Officers Association of the United States and Canada (GFOA) awarded the Certificate of Achievement for Excellence in Financial Reporting to Lane Community College for its CAFR for the past nine consecutive years (Exhibit CE.62). In order to be awarded this certificate, Lane must publish an easily readable and efficiently organized comprehensive annual financial report that must satisfy both generally accepted accounting principles (GAAP) and applicable legal requirements.

2.F.8: All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The Lane Community College Foundation is a 501c(3) nonprofit, public corporation organized under the laws of the state of Oregon and the United States. The mission of the foundation is to support the college by inspiring donors to invest, building relationships with college stakeholders, managing and growing the foundation's endowment, and ensuring the appropriate use of funds. In furtherance of this mission, the foundation raises private funds for student scholarships, faculty support, capital projects, and other needs of the college. The foundation operates independently, yet enjoys a close relationship with the college, defined by a written agreement between the two (Exhibit 2.163). The college provides office space and a portion of staff salaries while the Foundation raises funds to cover the majority of its operating expenses. Activities are governed by a separate board of trustees. This 24-member board governs according to the foundation's established bylaws in order to ensure smooth communication between the college and the foundation (Exhibit 2.164). The foundation executive director reports to the college president. The college president and a member of the board of education serve as ex-officio members of the Foundation Board of Trustees.

The foundation reports its income annually on IRS Form 990, and an independent accounting firm conducts an audit of the foundation's financial statements. Foundation accounts and real estate holdings are held and managed separately and independently from the college (Exhibit 2.165), although the college may contract through written agreement with the foundation to lease all or a portion of a Foundation property.

The foundation has developed policies and procedures to manage endowments, planned and deferred gifts, real estate and other current gifts to the foundation. The foundation keeps a complete record of gifts and employs a full-time accountant on staff, while also contracting with two investment management firms to implement the investment of Foundation funds. The foundation's finance committee (a subcommittee of the board of trustees) provides oversight for investment accounts and reports to the full board of trustees.

The foundation director oversees the operations of the foundation on a day-to-day basis, and communicates closely with the college president to ensure that the foundation continues to respond to the fundraising needs of the college, and that activities are conducted with the highest level of professionalism, ethics, and in accordance with all government regulation.

Fundraising projects within the college are generally limited to those conducted by student organizations and activities, such as student government authorized clubs and athletic teams. Written guidance for conducting appropriate student-related fundraising is found in the student organizations guidelines (Exhibit CE.45) on COPPS.

Standard 2.G: Physical and Technological Infrastructure

2.G.1: Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

Lane Community College has one main campus with 25 buildings, a Downtown Center that opened in early 2013 with an associated residential building in Eugene’s core downtown, and three other smaller centers with buildings at Cottage Grove, Florence, Eugene Airport, and additional buildings in the city of Eugene.

New Construction and Instructional Space Additions

In the last four years, Lane Community College has increased its facilities and instructional space:

Area	Square Footage	Year Added
Physical Education Building Addition	10,540	2010
Health and Wellness Building	43,554	2010
Native American Longhouse	6,720	2010
Building 10 Addition	32,286	2011
Titan Court	89,850	2012
Downtown Center Building	95,321	2013

Table 2-13: New Construction and Additions

At the Lane campus, the existing track was also resurfaced in 2010 to meet all NCAA track event competition requirements, a new artificial infield was also installed which can also serve as an additional soccer field, and a new high quality artificial soccer field was added all with overhead night lighting. These physical education outdoor learning spaces were used as official practice space during the 2012 Olympic Trials in support of the University of Oregon Hayward Field track complex.

The additional academic spaces noted above provide the needed physical infrastructure, buildings and outdoor learning spaces sufficient in quantity and maintained to provide accessible, safe, secure and healthy learning and working environments that support the mission, core themes, core values, strategic directions, programs, and services, and with emphasis on the quality of the educational curriculum experience for students, faculty, staff and community. Even as state of Oregon funding allocations for community colleges has decreased in recent years as the economic recession impacted revenues, the college board’s policies and its annual allocation of funds for construction, maintenance, custodial services, and capital projects continue to demonstrate its commitment and resolve to provide high

quality learning environments at the college. These board of education and college executive leadership commitments are demonstrated through the following projects, which ensure that Lane is accessible, safe and secure:

- In November of 2008, Lane Community College District voters passed an \$83 million renewal bond which funded major renovations in 11 buildings, major infrastructure upgrades in the central utilities plant, fire alarm systems, building access systems, and several significant renewable energy projects such as a solar station which serves as an outdoor learning lab for students and a multi-building solar thermal system.
- In February of 2009, the state of Oregon awarded the college \$8 million in deferred maintenance economic stimulus funding. This funding was spread out over 15 different projects including accessibility improvements with ramps, hand rails, roof replacements, access control systems, fire alarm system improvements, upgrading 40 old class rooms to bring in smart class technologies, floor covering improvements, restroom upgrades with ADA accommodations, a new ADA compliant elevator in Building 6, and upgrading all of the Lane campus exterior lighting including the parking lots and around all the buildings with LED light fixtures. The exterior lighting system upgrades raised the exterior lighting levels, reduced energy usage, and provided maintenance savings with 15 year LED light lamps. Higher night lighting levels throughout the Lane campus have improved safety and security while also making the campus more welcoming to students that take classes after dark.
- In 2010, the 6,720 square foot Native American Longhouse was completed, providing a rustic log facility in which to teach Native American culture and diversity classes. The Longhouse has a full kitchen, a general purpose meeting room, high tech conference room, and a hall of honor in which the nine recognized Native American tribes in Oregon can share treasures of art and significance from each respective tribe.
- Lane's new Health and Wellness Center is in the newly created Health and Wellness Complex that includes Buildings 4, 5 and 30. It is located on the northwest corner of the campus adjacent to the Native American Longhouse. The majority of funding for the \$15.8 million dollar building was created through the generosity of private donors, in addition to \$6.75 million in state general obligation bonds and \$833,000 in federal earmarks. This fundraising effort was Lane Foundation's first major gifts campaign.

Thanks to this private investment, Lane has been able to provide essential classrooms and laboratories designed to accommodate increasing numbers of health career students. This building houses the latest technology used in teaching nurses, respiratory therapists, physical therapist assistants and emergency medical technicians-paramedics. Just as important, the building is designed to grow and change as the workforce and healthcare industry grow and change.

- In addition to this new construction, the board of education approved a "tobacco free" campus policy instituted in 2011 which only allows tobacco use at one of four parking lot locations. This is an effort to promote wellness and healthy lifestyles while reducing the risk of second hand smoke exposure.

Many of the completed projects of the last four years have focused on making Lane Community College more environmentally sustainable, which supports Lane's core value of sustainability:

- The Downtown Center was certified as a Leadership in Energy and Environmental Design (LEED) Platinum building, and Titan Court was certified as a LEED Gold building. This process verifies specified sustainability criteria are satisfied with the design and construction of the specific building. The total project cost \$53 million and was completed at the end of 2012, and was partially funded with the 2008 bond. These new academic and residential buildings reinforce the commitment and strong relationship between the city of Eugene and Lane Community College. The academic building houses the energy management curriculum and is designed to be a "building that teaches" with many sustainability-related systems demonstrated in action. These systems include a large vertical solar thermal array, a photovoltaic solar panel array on the roof, a rain water harvesting system, a green roof over three Center for Meeting and Learning conference rooms, 50 geo-wells drilled over 350 feet below grade, an energy efficient heat pump system to provide heating and cooling in tandem with the geo-wells, and a high tech building automation system control strategy utilizing natural ventilation for cooling during the summer season.
- With the help of student volunteers, an area on the main campus has been developed into the Learning Garden, which serves as an outdoor classroom. Students harvested 2,440 pounds of organic produce during the 2011 academic year, which was used by Lane's campus restaurant and conference center.
- Students in the Renewable Energy Technician program have installed solar panels each year at Lane. This helps the campus save on electricity costs while providing valued hands on experience with solar photo-voltaic panel systems.
- The college sustainability core values were realized with the successful planning, designing and constructing of a 20-vehicle solar charging station at the main campus. The local utility provider Eugene Water and Electric Board (EWEB) partially sponsored the project with a \$100,000 grant. The ribbon cutting ceremony was held as the college celebrated Earth Week on April 19, 2012. Students are also able to use this solar charging station as an outdoor lab to monitor solar energy created, and trend use.
- A new Recycling Education Center, funded by the bond was part of the addition to Building 10. This project has improved the efficiency and revenue of solid waste management at Lane. The Recycling Center also provides opportunities for students in Lane's Resource Conservation Manager program to gain real world skills in waste management through internships. Up to 20 students interned at the Recycling Center in 2013.
- The college also provides alternatives to driving and parking on campus, consistent with Lane's core values of sustainability and accessibility. The college maintains 4,200 parking spaces for students, and upkeep is funded in part by allocation of a \$27 per term transportation fee per student. This money is also used to fund bus passes and other alternative transportation options for students. All credit students who pay the \$27 transportation fee are eligible for a bus pass at no additional charge. Lane has bike parking for over 100 bikes and has a bike loan program for

students who want to ride but may not be able to afford a bike. The college also supports carpooling by having carpool-only parking spaces and investing in a carpool matching service, Zimride. These sustainable transportation options relieve the need to expand the existing parking lot infrastructure while giving students a viable, cost effective alternative.

Ongoing Construction and Additions

In late fall 2013, the college broke ground on a significant \$35 million remodel and construction project in and around the Center Building. The building was constructed as part of the original campus in the 1960s. Though some programs have been relocated and some floors remodeled, the original design of the Center Building—food services, library, and bookstore—have remained largely untouched. The walks, courtyards and terraces on the west side of the Center Building are also the original design. All of those elements need to be updated to meet the 21st century requirements of students and staff. The Center for Learning and Student Success (CLASS) project is the response to those requirements and renews the vision of a revitalized Center Building that represents the very heart of Lane’s living, learning community. The CLASS project focuses on four key goals:

- a learning commons that provides the resources that students need to achieve their educational goals
- an attractive food services area
- a more user friendly and accessible bookstore
- an open, accessible plaza where people can congregate or move freely to their destination

Those four major parts are integrated into one whole project, scheduled to be completed in September 2015.

Facilities, Maintenance, and Custodial Staffing

Although supporting such a huge increase in capital projects has created a lot of stress in the Facilities Management and Planning department, the opportunity to make needed improvements is certainly welcome. Additional staff were hired to address the specific project needs and to provide timely response to economic stimulus funded projects. These projects provided jobs in the local community while also enhancing the learning environments for the students, faculty and staff. These capital projects could not have come at a better time with challenges of increased enrollment up 40 percent between the fall of 2008 and the spring of 2012 combined with aging buildings and utility infrastructures. Over 83,000 square feet of additional academic space has been added to the college during this time. Major renovations with significant technological infusions in over 100,000 square feet of existing spaces have improved the quality and capacity of the instructional programs translating into an enhanced learning experience for the students, faculty, and community.

While the years 2013 and 2014 have seen a decline in record enrollments back to 2009 levels, facilities staff remain stretched, supporting the same number of square feet campuswide, but with a lower budget because of continuing declines in state investment.

Funding

Although the college has benefited by recent large levels of funding for capital renewal, deferred maintenance, foundation fundraising, and economic renewal bonds, operating funding continues to be reduced as state of Oregon community college allocations decrease due to the economic recession period of 2007 through 2012.

Currently, the college allocates \$625,000 in major maintenance funds, \$125,000 in capital improvements, and \$250,000 in deferred maintenance funding. With funding at these levels, as time passes and the 2008 renewal bond program ends, the list and magnitude of unfunded major maintenance items, capital improvements, and deferred maintenance needs will likely grow and can only be mitigated with additional resources. Additional resources will be a difficult challenge as long as the state of Oregon continues to experience the effects of a major economic recession and associated reductions in tax revenue.

There are many key performance indicators, calculations, and benchmarking tools that can be referenced regarding adequate funding levels for capital reinvestment and major maintenance, deferred maintenance, and physical plant and program adaption. Since the college is in the middle of a multiyear \$150 million dollar capital investment and maintenance program, it would seem that the overall program is certainly sufficient. However, going forward, attention must be paid to increasing the allocation for major maintenance and capital improvements. The college has submitted a detailed list of deferred maintenance projects for state funding in the next legislative session. Another option is to program and plan for the next bond issuance to address the capital reinvestment/major maintenance and deferred maintenance backlog items.

2.G.2: The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The college follows many governmental regulatory entities to be in compliance with the use, storage, and disposal of toxic materials, including but not limited to: OR-OSHA safety training, personal protective equipment, hazard communication, and asbestos removal and remediation, Oregon Department of Environmental Quality, MSDS/Right-To-Know, and compliance with the local Lane County District Oregon State Fire Marshal.

The college has policies and procedures that address infectious waste (Exhibit 2.166) and hazardous waste (Exhibit 2.167) which follow state and federal guidelines and provide faculty and staff with appropriate use, handling and disposal of hazardous and infectious waste. In addition, the college has a blood borne pathogens procedure (Exhibit 2.168) that provides detailed information on what to do in case of blood borne pathogen exposure. The college also has a hazard communications procedure (Exhibit 2.169) which provides explicit directions for communicating a hazard to the campus community.

The college reviews and revises its policies and procedures on an ongoing basis and as needed. These policies/procedures are published online on the College Operations, Policy and Procedures (COPPS) page.

2.G.3: The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Planning for future growth and opportunity became increasingly important as state of Oregon funding allocations for community colleges began to decrease in the early 2000s and as enrollment began to surge to new records, demanding a new and different long-term approach. The board of education and executive leaders initiated early discussions regarding the need for a long-term planning process. A Master Planning Task Force (MPTF), comprised of executive college leaders, faculty, managers, classified staff, community volunteers, and students, was then commissioned and given the assignment to lead this planning effort.

The MPTF's work has focused on developing long-term planning. The planning vision was to create a campus that has appropriate infrastructure that fosters educational excellence through sustainability and sustainable building and landscape practices organized around equitable accessibility contributing to a complete community. In 2009, the MPTF developed a perimeter property conceptual framework which was subsequently adopted by the board of education. The following year, the task force in partnership with the University of Oregon School of Architecture and Allied Arts, developed a more detailed Lane campus plan known as the conceptual visioning plan (Exhibit 2.170). The group developed a vision for long range planning for Lane, to create, as President Mary Spilde intends, a "legacy for and to the greater community." The vision was developed through a series of collaborative workshops and discussions, and through the following series of exercises: analysis of the strengths, weaknesses, opportunities, and threats; identification of campus rights and blights; and the collection of stakeholder participants' needs and preferences focusing on the physical and human environment and future needs and possible uses of the Russell Creek Basin and Lane.

In 2011, MPTF delivered a long-range plan for both perimeter properties and for Lane campus strategic development which was accepted by the board of education. In fall 2012, the college held a joint work session with the Eugene City Council to explore common goals and potential areas of synergy. This planning work continues and will culminate in a master plan which can be used as a starting point for future capital investment and financial entrepreneurship option considerations. The college will consider opportunities for partnership and the growth of secondary revenue streams that can help to provide an option to replace at least a portion of the declining state of Oregon community college allocations.

Numerous Lane community members have already participated in this multiyear process including members of Lane's faculty, staff, students and managers, and city, county and state representatives with additional input from community members and local activist groups. This process has been collaborative, inclusive and creative. Workshops and planning meetings off campus have allowed idea sharing and partnerships from community leaders, members and neighbors while on-campus planning

workshops and meetings have influenced and guided the outcome of core Lane campus renewal and perimeter property development planning. Hundreds of college staff, students and faculty have participated in the various planning phases. The University of Oregon Urban Design Lab planners and students translated the college input into illustrative drawings. These planning efforts have allowed current bond projects to be reviewed, developed, and designed with consideration for long-term college campus instructional needs.

This planning process will continue into the future as a master planning framework for physical campus development that is consistent with the college's mission, core themes, core values, strategic directions, and long-range educational and financial plans. Having a collaborative, inclusive and creative college master plan will help to create and recreate visions for what is and what could be, provide a wonderful expression of community partnership, and strengthen the college's resolve in finding secondary revenue sources that will help provide financial stability and confidence in years to come.

2.G.4: Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Facilities Management and Planning staff implemented a Computerized Maintenance Management System (CMMS) called Megamation in 2011, which manages the maintenance and capital improvements of the physical assets of the college proactively and with paperless work order processing that improves efficiency. Megamation tracks all equipment in the areas of mechanical, electrical, plumbing, and building envelope (roofs, walls, doors) components, including service contracts such as the elevator service contracts, fire alarm system monitoring, testing and maintenance service contract, and the building access systems maintenance service contract.

As part of fully integrating Megamation, the Lane trades staff conducted an initial equipment audit in 2011. Trades staff took detailed information on each piece of equipment and uploaded that information into Megamation to create a basis for a comprehensive preventative maintenance program. Trades technicians are equipped with iPads on which to process work orders and preventative maintenance while they are completing the work at the location of the equipment. Access to drawings, operation and maintenance manuals, and manufacturer specific equipment data is all accessed through the Megamation software on the trades staff iPads.

Megamation results in increased tool time, decreased time walking back and forth across the campus, inventory management and procurement automation, and efficiencies in work order scheduling and processing. These allow the college to stretch its existing resources to provide the best possible maintenance services for college assets and in supporting the mission of the college in delivering high quality learning environments for students.

Technological Infrastructure

2.G.5: Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Lane Information Technology supports Lane's mission to provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success by providing technological infrastructure that includes:

- faculty support services for academic programs such as distance learning, faculty embedded instruction, hybrid classes, smart classrooms, computer labs, etc.
- a communication interface for faculty and staff, including the myLane Portal, Moodle, Banner Self-Service, and the college website
- technological resources for students to further their learning, including computer labs and wireless availability

These fundamental supports rely on funding sources, technology systems, infrastructure, and personnel.

Funding Sources

Sources of funding for technology systems and infrastructure generally come from four sources: the technology fee, Lane Administrative Systems Renewal (LASR, grants (e.g. the Title III grant), and the general fund.

In 2008, the college was given local and state funds for updating our information technology facilities through a bond measure, which allocated \$1 million for a data center and \$500,000 for infrastructure upgrades.

Technology Systems

Banner: The student information system for Lane Community College is Ellucian's Banner. Banner consists of separate but integrated modules for HR, finance, financial aid, and students. Several important upgrades happened to the Banner system in 2013 including a conversion to a new hardware SAN infrastructure, change from HP-UX to Linux operating system, and numerous Banner product upgrades. Together these upgrades have improved system processing speed up to 40 fold in some areas and have helped eliminate bottlenecks and slowdowns at registration time. In 2014, projects relating to banner upgrades, creating a new development environment, single-sign on, and the addition of an attendance tracking module are underway.

LaneOnline: In 2010-11 the Distance Learning department reinvented itself as LaneOnline as an indicator of renewal, expansion, and acknowledgement of the growing scope of technology-enhanced instruction and 21st century education. Within this context, LaneOnline supports multiple modes of digital learning: online; hybrid; telecourse; live, interactive video; and experimental.

In 2013-14, Lane deployed a streaming video server to expand the college's video platform. This allows educational content to be delivered and played back on any computer or mobile device, moving the college's options for instructional delivery to where the students are increasingly more likely to access them. This augments the existing resources of IP video and a cable television station, bringing video for instruction at Lane into contemporary practices.

Lane's Website: During 2011-12 the Lane website was completely updated to make it student-centered, and to target current and new student audiences. The new website, built in the Drupal content management system, enables consistent design and navigation throughout, significantly improves searchability and usability, and is 'responsive' in nature making it accessible on portable devices.

Moodle: Online and hybrid instruction is powered by a suite of technologies, centered primarily on the Moodle learning management system selected by faculty in 2005. Moodle houses over 3,500 active courses per academic year, serves 12,500 active users per month, and is available 24/7 with occasional scheduled maintenance outages. Moodle is integrated with the college student information system (SIS) and course shells are automatically generated for each course in the current class schedule. Faculty may opt-in or out of using the system and retain control of course availability and content online. Students are automatically given access to online courses based on their enrollment. In conjunction with Moodle, faculty may extend and experiment with online instruction tools such as SoftChalk (interactive quizzes), WordPress (blogs), Collaborate (synchronous webinars), Google Docs (cloud files), or web media (media server, screen casting, lecture capture).

In 2011-12, Moodle's use expanded in the form of online student advising and online student information sessions. The Counseling department determined that they wanted to "go where the students go" and partnered with Academic Technology to extend their counseling services online. This strategy requires that all students have Moodle accounts.

Lane moved Moodle to a cloud-based hosting provider called Moodle Rooms in 2011-12. This move increased the stability of the platform while adding differentiated learning tools and better mobile device support to make it easier for students to access course materials and upload assignments from their phones and tablets. For the 2013-14 year, Lane had 7,040 active credit courses being accessed by an average of 13,800 active users.

Infrastructure

Smart Classrooms: Technology-enhanced instruction is enabled in 173 smart classrooms on the Lane campus, two at the Florence Center, two at the Cottage Grove Center, 38 at the Downtown Center, and three at the Eugene Airport. Smart classrooms are tiered by design with slight variation of technology from room to room. Standard in each of these rooms is a ceiling-mounted data-projector, computer,

DVD player, document cameras, and Extron push button control panels. Although more smart classrooms are desired on all sites, staffing and budget limitations constrain the number of smart classrooms the college can build each year.

To ensure that the creation of new smart classrooms is economical and standardized, Lane builds the smart classroom furniture and assembles components internally through the audio video services division of IT. Lane is upgrading some aging smart classrooms so a consistent user interface can be provided to faculty. To help fulfill demand for technology enabled instructional delivery, Lane has built 41 computer carts with projectors that can be wheeled into classrooms when needed. Many of the smart classrooms are also equipped with hardware and software which allows instructors to "call" the help desk using an intercom if they need assistance while teaching a class. The intercom allows IT to provide faster service to instructors and students. Previously, instructors often waited until a class was over before reporting.

Computer Labs: Lane hosts 55 computer labs of various platforms and discipline-specific needs: 44 labs on the Lane campus, three at the Florence Center, three at the Cottage Grove Center, three at the Downtown Center, and two at the Eugene Airport. Open access for students is available in the library commons (60 public computers and 60 laptops for check-out), and in the campus open lab (27 public computers).

Open lab support for Lane students was hindered in 2009 with the relocation of the largest open computer lab on campus as the result of remodeling. The open lab was moved to the library, which provided access but caused difficulties in supporting the number of students who needed to use it. To address this student need, the college built a new open computer lab to provide more access to students who need it in fiscal year 2012. The open lab in the library is still operating, so this new lab fills the gap for students.

Wireless Access: Wireless access has grown significantly at Lane over the past nine years in response to an increase in demand. In 2005, there were 14 wireless access points installed on the campus. Over the past nine years that number has grown to a total of 201 access points, providing wireless coverage for the Lane campus as well as satellite sites.

Data Center: During fiscal year 2009-10, the server room, which housed many of Lane's servers, was transformed into a full blown data center. This new data center houses all servers, both physical and virtual, the college uses to perform all of its operations. There are 201 virtual servers, as well as 54 physical servers housed in this state-of-the art data center. These servers support services that every employee and student at Lane depends on to perform their day to day work. The data center was created to be green, as evidenced by the fact that the heat generated by these servers is captured, and distributed through the building to minimize heating costs for the building. The new data center has also provided increased security for these highly sensitive and critical servers, power load balancing, and fail-over redundancy in the main routers and switches to ensure the maximum up time for all of the college community.

This dedicated data center has independent power and HVAC systems separate from the main building systems. Industry standard temperature monitoring systems are utilized and configured to alert Lane IT personnel of temperature increases. Alerts are sent via email and text message to cell phones. Redundant power supply hardware is utilized in all servers to protect against power failures, brownouts, and power spikes.

Personnel

The IT management structure at Lane includes a chief information officer, infrastructure services manager, division dean of Academic Technology, and the library director. Personnel who work with technology and infrastructure include five administrative support, 40 classified staff and 11 part-time classified staff.

The college employs dedicated, committed staff in almost every key technology support position on campus. Staff are qualified professional and technical support experts with specific competencies. Some staff members are certified by Novell, Cisco, Apple, HP, Extron, and/or Siemens. Others have expertise in .NET development, PL/SQL, or other web programming frameworks. While there are several part-time employees, most technology support staff members are long-term employees of the college. Staff position descriptions are current for positions and all job classification descriptions are current.

2.G.6: The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Faculty and Students

Online teaching and learning is supported by Academic Technology staff, Media Services staff, Learn and Earn Technology Students (LETS), and faculty technology specialists from various disciplines throughout the campus. LETS students are student workers with information technology skill sets and career interests. Faculty technology specialists provide leadership for teacher-to-teacher curriculum development and instruction focused on digital literacy and effective practices with online pedagogy. This team coordinates training and support activities for faculty and students in their use of instructional technologies both online and in the classroom. The hub of this activity occurs in the Academic Technology Center (ATC), a training, support and resource center for faculty and students. While students can receive technical assistance in several locations on campus (e.g., library, computer labs, tutoring), the ATC is also the core of the Student Help Desk (SHed).

ATC staff and LETS students:

- provide ad-hoc training and support on a drop-in basis as well as remote support via web/email/phone to staff and students
- support and maintain the ATC computer lab and equipment
- check out equipment to faculty and instruct on their use (cameras, classroom clickers, etc.)

- produce documentation and training materials
- assist with creative services for presentations or lessons

Media Services staff and LETS students provide training and support for the development of rich media for online and in-class instruction in the Media Center. Video and audio recording, production, editing, lecture capture, cable TV broadcast, video and web conferencing, and live streaming are all services provided and/or supported.

ATC staff and faculty technology specialists collaborate in offering professional development opportunities in a variety of formats and venues throughout the year. Opportunities range in depth and breadth to accommodate faculty. Additionally, ATC staff and faculty technology specialists provide consultation services to faculty, departments, and administration on topics such as instructional design, online program development, and effective online pedagogies (see Table 2-14).

Type of Consultation/Instruction	Time Requirement and Scope
Ad-hoc training (ATC)	As needed, focused topic
Workshops	1-3 hours, focused topic
Campus conferences	1 day, broad topic
Boot camps	3-4 day, focused topic
Courses	8-week, broad topic
Projects/Seminars	8-week, focused topic

Table 2- 14: ATC Consultation and Instruction

LETS students are available on a limited basis to assist with technology driven projects, operations, and services throughout the college. Departments are invited to submit requests for LETS students annually and allocations are made based on:

- appropriate technical assignment
- benefit to the student worker
- subsequent benefit to other Lane students
- instructional impact
- overall need

Since the inception of the LETS program in 2009-10, \$1,460,000 has been invested in student jobs and program administration. Recurring funding is provided by the student technology fee. This investment has employed and provided training and experience to 80 to 100 students each year, and provided assistance for 25 to 30 departments.

Staff and Administrative Support

All staff are supported by a central Help Desk with technicians and LETS student workers that offer technical support for hardware, software, and other technical issues. Help Desk requests are documented as “tickets.”

The goal is to lower the number of tickets being opened as well as shorten the time between ticket opening and ticket resolution. While the total number of open tickets as well as the number of new tickets has gone down from 2011-13 (see Figure 2-3), part of the reduction is due to the use of another system by the Academic Technology Center.

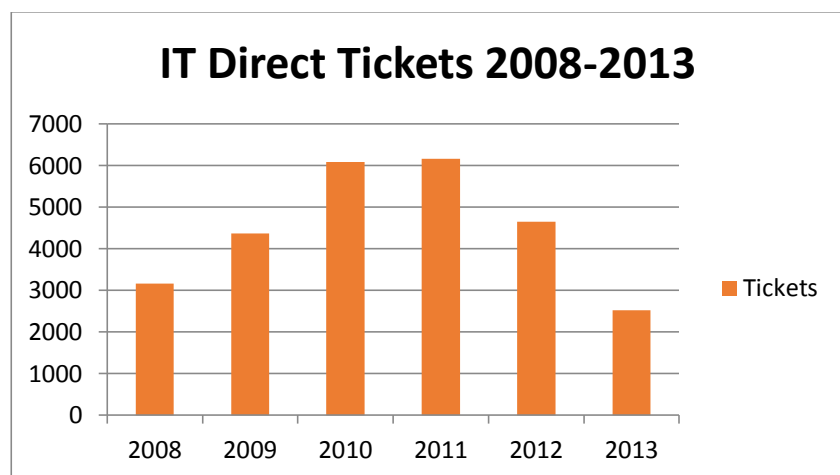


Figure 2-3: IT Direct Tickets

Training and Development

Lane offers in-class training for its information systems such as Banner and 25Live. Assistance is also available by request from the Help Desk and is provided through online instructional videos and online documentation. Faculty technology orientation sessions are taught through the ATC. There are also materials online, and an online administrative staff technology orientation is in development. Providing comprehensive IT resources and services to students and staff presents an ongoing challenge. While there is stable funding for equipment, budget issues limit institutional ability to meet the demands for staff support in the increasing presence and use of technology. There is an increased demand for 24/7 technology support in an 8-to-5 work environment. The IT department is addressing this issue through an online knowledge base that is accessible 24/7 and an on-call system where staff test enterprise systems periodically after normal business hours

Lane’s website underwent a complete redesign in 2012-13. The entire website was moved into the Drupal content management system. While the majority of website maintenance is done by webmasters in Academic Technology, individual departments are responsible for routine updates to their departmental webpages. All staff designated to be responsible for departmental webpage maintenance participated in Drupal training. Training was divided into three levels—basic, intermediate and

advanced—and was offered at multiple times throughout the year. Drupal training is still offered once a quarter to train new staff or for those who wish to refresh their skills. Online training materials are also available.

IT Staff Training and Development

The training and professional development budget is adequate in IT to provide opportunities for growth. These opportunities for training are well known within the IT department, and the importance of professional development is communicated by management. Lane often uses consultants that provide guidance and individualized instruction during major upgrades and planning sessions.

For IT staff, much of technical development is built into daily work. Training is a part of the staff self-evaluation form, which asks about training and professional goals. In addition, staff training needs and knowledge are shared at weekly technical staff meetings. Each staff member is offered the chance to attend one major training event of their choice each year. Some go to conferences, while others take coursework. The culture in IT at Lane assumes that training is essential to keep current, and this culture is supported.

2.G.7: Technological, infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Lane has several ways in which it ensures that technology support staff and constituencies who rely on technology for their work have opportunities to engage in the planning process. One way the college ensures this engagement is by having faculty technology specialists serve as liaisons between the Academic Technology department and the college at large by functioning as field representatives within the faculty realm.

Another method of providing planning opportunities to all support staff and constituencies is through the Technology Council. This council is composed of faculty, staff, students, and business leaders, meets semimonthly, and is charged with identifying the major technology issues facing the college and helping to shape IT policies with the CIO. The Technology Council encourages and facilitates campus technology coordination and collaboration in the areas of: services to students, instructional modality, professional development, information systems, and the technology infrastructure.

In addition to the Technology Council, there are three other groups that coordinate the planning for changes in systems and infrastructure: The BARScg (Banner and Related Systems Coordinating Group), Student CORE, and the myLane committee.

BARScg is comprised of representatives from finance, financial aid, human resources, and student modules of Banner as well as management leaders, programmers and the CIO. The group discusses, approves, and coordinates major projects, upgrades, enterprise system evaluations, and other infrastructure changes and meets once a month.

The Student CORE group meets monthly and focuses on changes, enhancements, and initiatives relating to students in general, and to the student module of Banner in particular. It is composed of representative staff that work in the student module of Banner.

The myLane committee meets monthly and discusses changes to the student portal and investigates new ways to communicate more effectively with students and is composed of staff from different departments that communicate to students through this online portal.

One example of how Lane involves its constituencies in technological infrastructure planning is the website redesign in 2011. In that instance, the college took a new approach that involved using students as the primary design committee since the target audience for the website was primarily prospective students. Community members, potential employees and staff were also users of the website but in a secondary way.

The Information Technology Leadership Team (ITLT) meets weekly to discuss priorities and make decisions about all aspects of technology. The Electronic Services Group, Help Desk Technicians Group, and Network Infrastructure Group all meet regularly and provide input and direction to technological changes in operations, programs, and services. Academic Technology has conducted focus groups, given surveys, and elicited feedback from faculty, students, and staff on a number of important technologies. Results from this feedback help shape continual improvements at the college. The Computer Services Help Desk survey and follow-up survey also guide improvements to instructional and administrative technology for faculty and staff.

There is a culture of openness and inclusion at Lane, which includes planning and developing technology resources and services. Faculty, staff, and students are routinely involved in these decisions. For example, the technology fee application process is publicized and open to all.

2.G.8: The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Lane's IT planning, like other areas of the college, has improved in the area of participation through the council-based governance structure. The Technology Council creates a yearly technology plan through a coordinated effort with students, faculty, management and staff. IT participates in a unit planning process that involves all staff in developing initiatives for planning and resource allocation. Systematic collegewide participation in strategic planning for technology occurs through the Technology Council.

The college has also developed a tactical one year technology plan (Exhibit 2.171), which the Technology Council reviewed in 2011. The plan synthesizes the college's technology needs to promote the effective and efficient use of technology in instruction and in operations, the plan informs and will be informed by the Strategic Plan.

Through its unit planning process, Lane's IT regularly and systematically evaluates the quality, adequacy and utilization of its services to improve effectiveness. The unit planning process involves a yearly review and revision of each department's work.

Standard 3A: Institutional Planning

3.A.1: The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2: The institution's comprehensive planning process is broad based and offers opportunities for input by appropriate constituencies.

Lane Community College's core themes, core values and strategic plan are interrelated means to supporting its mission "to provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success." Comprehensive planning at Lane occurs in three phases: core themes and strategic plans approved by the board of education, which provides the overarching framework for the college; strategic direction and institutional initiative planning; and planning at the department or unit level. Lane's seven core values of learning, diversity, innovation, collaboration and partnership, integrity, accessibility, and sustainability serve as guiding principles throughout planning and implementation. This phased approach to engaging in ongoing, purposeful, systematic, integrated, and comprehensive planning leads to fulfillment of the college's mission.

Lane's strategic plan documents the convergence of several key priorities for the college, and provides six strategic directions that construct a framework for fulfilling Lane's mission (Exhibit 3.1). These six strategic directions then guide decision-making and resource allocation to support the core themes.

Lane's core themes of academic transfer, career technical and workforce development, foundational skills development and lifelong learning represent the diverse educational needs and goals of the community. The core themes involve preparation for educational and life transitions; transfer to higher education; transition to employment; or development of requisite skills for college-level courses or for work, family and community life. They also support lifelong learning opportunities for the community. Lane recognizes that boundaries between some of the core themes are not entirely distinct, and that there is overlapping programming between workforce development and lifelong learning, for example, or between foundational skills and lifelong learning. Therefore, core themes individually manifest and collectively encompass all elements of Lane's comprehensive mission.

The college responded to national and state conversations about community college reform and local needs by aligning its strategic plan with the following goals: improve student preparation; promote student progression and completion; provide a liberal education approach for learning, including improved digital fluency and critical thinking across disciplines; and build a diverse, inclusive, safe and sustainable learning and working environment for all who learn and work at the college.

Starting in 2012, the college developed and used a strategy map format to provide an organizing structure for strategic direction implementation. The strategy map presents a visual framework for understanding the alignment of established practices, initiatives, and projects within the strategic directions of the college (see Figure 3.1). It provides a useful structure for establishing priorities, allocating resources, evaluating new project proposals, and identifying gaps in mission fulfillment. It is also a valuable communications tool for Lane faculty and staff as well as external partners, agencies, and organizations.

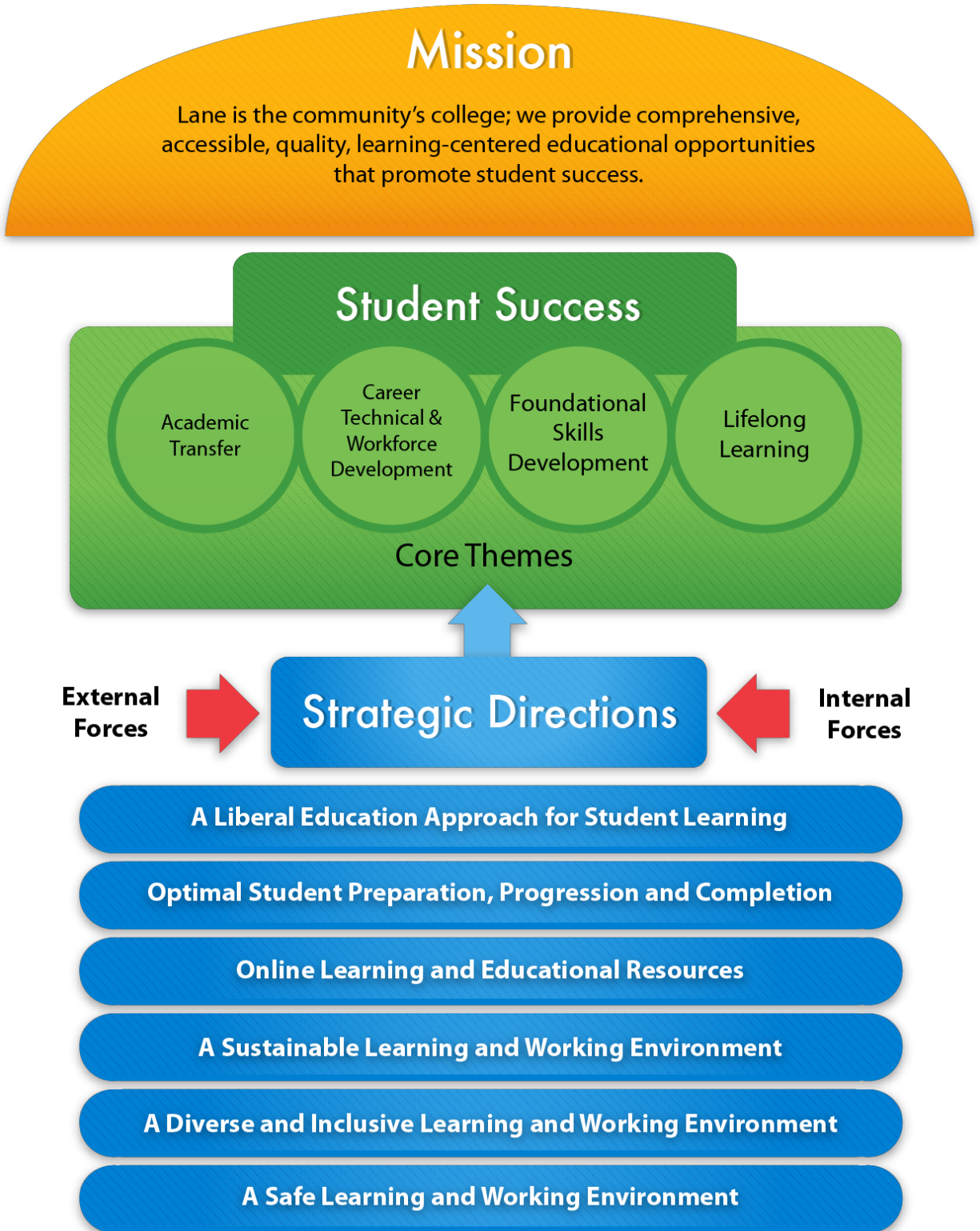


Figure 3-1: Strategy Map

The college's planning process is broad based and includes receiving input from appropriate constituencies. Lane's governance system is "charged with planning and policy development for the college." The five governance councils have responsibility for specific college functions and related institutional plans; the college council is charged with updating and developing the college's strategic plan, which is commissioned and approved by the board of education. Members on each council include specific stakeholder groups and administration. In addition to its role with the strategic plan, the college council's scope of work includes developing and reviewing criteria for prioritizing initiatives.

Lane's current 2010-15 strategic plan was approved by the board of education in spring 2010. Initial ideas for developing the 2010-15 strategic plan began in a college council retreat in spring 2009. The college council brought those ideas to the entire college during the fall 2009 in-service activities, when study and discussion groups first formed to examine and discuss strategic issues and opportunities. These discussions became a year-long process of engagement with college stakeholders who researched, analyzed, discussed and linked to conversations at the national and regional levels. Those discussions resulted in the creation of Lane's strategic directions, which were designed to focus work and resources on resolving key issues and to fulfilling Lane's mission.

The college's strategic plan and strategic directions are published online and are posted throughout campus in meeting spaces, offices and some classrooms. The college intentionally focused professional development and student co-curricular resources and activities in support of two of the six strategic directions each year on a rotating basis. The goal was to broaden engagement and input and to develop a depth of understanding of issues, opportunities and high impact practices. For example, in 2010-11, the college focused on the strategic direction of optimal student preparation, progression and completion. As part of this process, Lane convened a group of faculty, staff and managers in a year-long student success study series designed to share information and ideas about student success, and to promote collaborative synergy between special initiatives and college departments working to help students succeed at Lane. After giving this special focus to two strategic directions a year, the college is focusing on all six strategic directions for the final two years of plan implementation.

The college employs its strategic plan through strategic direction goals and implementation plans. As a key part of the strategic planning process, managers engage in annual reflection, review, assessment, operational planning, and integration with other planning processes. During this annual reflection and review, managers responsible for leading the work of implementing strategic directions work with faculty, staff, project leads and other stakeholders to assess progress toward goals and objectives, report accomplishments and identify areas of focus and priority for the coming year. The culmination of this review is the annual strategic directions report (Exhibit CE.7), which is presented to and discussed with the board of education, college council, divisions, cross-functional teams, and area councils.

3.A.3: The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Data used in the strategic planning cycle (both in development and in evaluating progress toward goals) include institutional benchmarks, student success indicators, environmental and economic trends, financial analysis, human resources data, and core theme indicators. The college's commitment to evidence-informed decision making is demonstrated through the addition of a faculty researcher position in the office of Institutional Research, Assessment and Planning, and investment in enterprise database reporting systems. For example, through participation in Achieving the Dream, the college has developed reporting tools that provide access to year-over-year student progression and completion

data by cohort and demographics. This information is used to evaluate the impact of student success interventions and inform resource allocations for high impact practices. Another example is a department reporting tool that brings together department staffing data, student enrollment, budget, and expenditures in a single report, providing deans and directors with a longitudinal view of their activities and efficiency for use in unit planning and program review.

Each core theme has identified metrics that provide a means to analyze and evaluate fulfillment of Lane's mission. Core theme teams compare indicator data with state and national benchmarks, norms and year-over-year trends when evaluating objective fulfillment. This comparison provides a local and national context to determine the effectiveness of the college in achieving its core theme objectives, and to assist with planning actions for improvement.

Academic and Student Affairs departments use a template for annual unit planning that includes enrollment trends, faculty-to-student ratios, full-time-to-part-time faculty ratios, and revenue and costs. Service areas in the college enhance this process with additional planning through program review. Department information is tracked over time and assists with establishing annual goals and initiatives aligned with the college's strategic directions.

3.A.4: The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Lane's strategic directions inform budget and long-range financial planning, emergency plans, governance council plans, and other planning efforts. The college master plan, diversity plan, emergency plan, long-range financial plan, technology plan, and the in-development strategic enrollment management plan support the college mission and core themes through direct and intentional linkage to strategic directions and core theme objectives (see Figure 3-2).

Long-range planning processes involve broad-based representation and participation from stakeholders and subject matter experts across campus and the community, including the college governance system. These planning efforts are deeply rooted in strategic directions and core themes, and range from intentionally mapping to strategic directions and core themes during plan framing and development, to evaluating and assessing plan effectiveness using strategic direction goals and core theme indicators. Unit plans, and program and operational reviews represent planning at the department and division level, and are similarly guided by Lane's strategic directions and core themes. Unit planning goals, initiatives, and accomplishments are specifically tied to strategic directions, and department performance metrics are aligned to core theme objectives and indicators.



Figure 3-2: Strategic Directions and Core Theme Linkage

Budget planning is guided by the college's mission, strategic directions, and long-range financial plan. The board of education is responsible for developing the college's long-range financial plan. College Council is responsible for developing criteria for budget allocations, receiving and reviewing budget allocation recommendations, and providing a forum for college-wide dialog on budget and finance issues.

During the annual budget development process, College Council reviews preliminary projections and assumptions; develops principles, criteria and priorities; identifies and reviews data elements; and ensures alignment with strategic directions and the long-range financial plan. This information is submitted to the board of education for review and approval. The council facilitates forums for college-wide discussion and provides feedback on budget allocation recommendations.

Divisions and departments engage in budget development through unit and operational planning processes. These processes generate budget allocation proposals that are aligned with established criteria and priorities and accompanied by year over year data elements. The budget is approved by the budget committee, which includes board members and their citizen appointees, through a series of open meetings and proceedings, and then presented to the board of education for formal adoption.

3.A.5: The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Emergency planning at Lane involves seven components: structure; plans; outreach, communications, and training; partnerships and established agreements; response; recovery; and preparedness initiatives.

The foundation of Lane's emergency planning consists of a management structure that is headed by the emergency preparedness director who plans and directs disaster response and crisis management activities, provides disaster preparedness training, schedules drills, and prepares emergency plans and procedures for natural (e.g., fires, floods, earthquakes), wartime, or technological (e.g., nuclear emergencies or hazardous materials spills) disasters, and hostage situations. Lane's emergency planning is facilitated by the emergency management specialist and risk manager, who oversees meetings of the Emergency Planning Team, conducts training, manages fire drill activities, consults on safety issues and practices, and provides best practice information through community relationships and connections with local and state emergency management officials and peers. This person is one of the key communication specialists providing safety and emergency management information to the college Safety Committee, managers, and Executive Team, and one of the primary users of the Lane Alert messaging system informing the campus community of immediate threats.

This structure also involves the Emergency Planning Team comprised of the chief human resources officer; emergency management specialist and risk manager; director of emergency preparedness and public safety; director of information technology; director and assistant director of facilities, management and planning; director of the health clinic; and public information officer. Other staff members are involved as their specialty or situations necessitate. The Threat Assessment Team, Safety Committee, Public Safety, Health Clinic, and Counseling are also part of the structure.

Plans include the online emergency management plan (Exhibit 3.2), and printed copies of the employee emergency manual (Exhibits 3.3-3.6). College emergency plans are maintained and updated by the emergency management specialist and risk manager, and each location has a specific plan with appropriate emergency procedures.

As part of the new emergency preparedness director's position and the emergency planning team's mandate, formal business continuity and disaster preparation plans will be developed by facilities, management and planning, and information technology. Both departments have been engaged in this conversation and it is expected that by the end of 2014, preliminary plans will be established. By the end of 2015, plans will be formalized and a testing strategy devised to ensure utility, capacity and ability to support the college mission under any emergency situation.

Additionally, information technology (IT) facilities and campus infrastructure (building 2 on main campus) were recently and extensively remodeled in summer 2011. The IT remodel added significant capacity and redundancy to and for the "IT backbone" and IT systems. The Facilities, Management and Planning (FMP) department and FMP team have been actively engaged since summer 2009 in execution and coordination of several capital construction projects which have expanded instructional capacity, technology and quality as well as improved safety and security of college property and assets.

Emergency planning also involves outreach, communication, and training. Public safety, the emergency specialist, Facilities, Management and Planning, Human Resources, and the Safety Committee facilitate emergency preparedness and safety training. Human Resources provides employee orientation information that includes basic safety and emergency preparedness training (Exhibit 3.7).

Lane holds year-round emergency drills including fire, earthquake and active shooter/violent actor drills. The recent creation of the director of emergency preparedness position has included a mandate to coordinate and verify compliance with state and local fire drill expectations. This process is underway with a target date of June 2015 for full compliance at all facilities.

Additionally, the college utilizes several computer-based tools to inform, educate and manage aspects of emergency management on campus. These tools include the Safe Lane website (Exhibit 3.8); the Maxient software program utilized for Title IX compliance, case management, and student conduct; and the Lane Alert messaging system that lets students and employees know of immediate threats.

Outreach occurs primarily through the Public Safety newsletter (Exhibit 3.9), brochures, posters (Exhibit 3.10), and through several websites. Websites include the Public Safety website (Exhibit 3.11) and the emergency preparedness website (Exhibit 3.12), which is the one-stop source for all information and for the emergency preparedness pages that are developed.

The college maintains partnerships and established agreements with a number of agencies. The Lane County Sheriff's Office provides primary assistance to Lane Public Safety for law violations and emergency response. Lane's emergency planning team members have a formal arrangement with University of Oregon emergency management personnel for the use of and access to interactive communication software, similar to a listserv. This database provides a forum and share-point for emergency management information, weather conditions, and documented steps to resolve and respond to emergency situations.

Emergency planning also involves response and recovery. To facilitate response, Lane utilizes National Incident Management System (NIMS) and the Incident Command System (ICS) framework for handling ongoing, collegewide emergencies and their aftermaths. It also uses Clery guidance on timely warnings. The annual security report (Clery Report) (Exhibit 3.13) provides information about timely warnings.

The emergency planning team is collaborating with key institutional stakeholders to produce guidance for business continuity planning and recovery. Progress has been made in 2013-14, and significant plans will be put in place in 2014-15. Lane has a procedure for emergency contact of students (Exhibit 3.14) and a procedure for sending emergency messages to students (Exhibit 3.15), which are both posted in COPPS (College Online Policy and Procedures System).

The college also recognizes the importance of having systems in place that protect data in the event of a disaster. As a result, Lane invested in a software product and hardware seven years ago to centralize the backup of vital college data into a single, manageable system. In addition to automating backups of that data on a regular ongoing basis, this system backs up data offsite at the Downtown Center, giving the college a measure of disaster recovery. A majority of the college's servers and their data are backed up in their entirety and the rest have just critical data backed up. In all cases, the backed up data is stored both locally and offsite, all of it operating without intervention. Any higher level of disaster recovery would necessitate operating an offsite datacenter, with everything duplicated.

Over the years, the college has had the opportunity to test the recovery portion of its system, with positive results. While the incidence of lost or corrupted data is not common, the college has proven that the recovery system does indeed work.

Further, the software package Lane uses is adaptable to various hardware choices as well as the emerging trends in virtualization at the server level.

Several additional preparedness initiatives are also part of Lane's emergency planning. These include: Safe Colleges, the annual security report (Clery Report), community emergency response team (CERT), mass casualty training, advanced medical training, hazardous materials response (HAZMAT), advanced bomb threat response training, and educational presentations.

Section Four: Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22, Student Achievement:

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Lane Community College has established programmatic learning outcomes for each of its degree and certificate programs. These learning outcomes are published in the college catalog as well as in program information sheets. Faculty are responsible for assessing student achievement of the learning outcomes for their specific degree and certificate programs.

Programmatic learning outcomes are distinct but related to student learning outcomes and core learning outcomes. Student learning outcomes are the tangible goals for student learning associated with every course and included on each course syllabus. Core learning outcomes are the common learning outcomes essential to an overall college education at Lane. The five dimensions of core learning outcomes are critical thinking, engaging diversity, creativity, effective communication, and applied learning (Exhibit CE.3). Lane has established an Assessment Team to help faculty with understanding and assessing student learning outcomes. The Assessment Team has also begun to help departments assess course and programmatic contributions to core learning outcomes.

Eligibility Requirement 23, Institutional Effectiveness:

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Lane Community College engages in an institutional strategic planning process every five years resulting in Strategic Directions that implicitly engage each of the core themes. The unit planning process is Lane Community College's systematic method for individual divisions within the college to do long-term planning through program review, short-term planning through initiatives, and to connect planning to funding decisions in alignment with the college's strategic directions. The unit planning process also provides the connection between the planning that is done annually and the divisions' accomplishments. It documents work that may not have been anticipated in the planning process but was accomplished throughout the year in response to emerging needs to the students, the division and the college, in alignment with the strategic directions of Lane Community College. Unit plans are made available online and a strategic directions report is produced annually and posted online.

Standards 3.B, 4.A, and 4.B: Core Theme Planning, Assessment, and Improvement

Planning

3.B.1: Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2: Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3: Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Assessment

[Note: Standard 4.A.1 is addressed directly by the scorecard at the end of each core theme section.]

4.A.1: The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2: The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3: The institution documents, through an effective, regular and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4: The institution evaluates holistically the alignment, correlation and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5: The institution evaluates holistically the alignment, correlation and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Improvement

4.B.1: Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision-making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2: The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Lane Community College engages in a continuous cycle of planning, assessment and improvement of its core theme work. The core themes of the college are: 1) **Academic Transfer**—helping students achieve their goals of transferring to a four-year college of their choice; 2) **Career Technical and Workforce Development**—preparing students to find employment in the community; 3) **Foundational Skills Development**—aiding students in acquiring the skills needed to be successful in college at Lane and beyond; and 4) **Lifelong Learning**—providing community members with educational opportunities that do not require credit toward a degree.

Although the core themes have been a part of Lane’s self-understanding as a comprehensive community college for a long time, the explicit language of core themes is a relatively new development, and therefore core theme planning, assessment and improvement is often implicitly embedded in the resource utilization work and strategic planning of the college. Moving forward, Lane’s leadership intends to make the use of core theme language more overt in its internal operations. For example, future student success project planning will clearly identify which core themes will be affected. Such explicit identification creates intentional thinking around which campus constituencies are targeted for student success efforts and how student success efforts affect multiple constituencies.

This section proceeds by considering the four core themes in order and applying Standards 3B, 4A, and 4B to each. Much of Lane’s holistic planning, however, spans multiple core themes.

As described in Standard 3.A on Institutional Planning, Lane’s academic plan is referred to as the strategic plan. After a year-long process of engagement with college stakeholders, the college’s board of education approved the five-year strategic plan in spring 2010. The strategic plan was developed for the five-year period ending with fiscal year 2014-15, so the process for developing a new plan will begin again in fall 2014.

When the strategic plan was developed in 2009-10 the language of core themes was not specifically employed but it was implicit to the workings of the document. The strategic plan contains six identified strategic directions that support and focus work on the four core themes of the college:

1. A Liberal Education Approach for Student Learning
2. Optimal Student Preparation, Progression and Completion
3. Online Learning and Educational Resources
4. A Sustainable Learning and Working Environment
5. A Diverse and Inclusive Learning and Working Environment
6. A Safe Learning and Working Environment

The college uses these strategic directions to guide core theme planning. As a way to understand the relationship between the mission, core themes and strategic directions, Lane created a strategy map that explicitly integrates the core themes (see Figure 4-1).

The college's mission and strategic directions are prominently displayed in campus meeting rooms and are used in ongoing planning and alignment. On an annual basis, Lane's College Services staff prepares a strategic directions report that conveys the progress that the college has made on the strategic directions through specific initiatives completed, those initiatives that are in progress, and new initiatives just started (3.B.1).

Unit planning also supports core theme planning. The college is divided into 34 functional units which include the major academic divisions, outreach centers, and work groups that cover all four of the core theme areas. On an annual basis, these units develop plans and report accomplishments with appropriate data in a format that divides the information by each strategic direction thus supporting the ongoing cycle of planning, assessment and improvement. The unit planning process is Lane's systematic method for individual divisions within the college to do long-term planning through program review, short-term planning through initiatives, and to connect planning to funding decisions in alignment with the college's strategic directions. The unit planning process also provides the connection between the planning that is done annually and the divisions' accomplishments. It documents work that may not have been anticipated in the planning process but was accomplished throughout the year in response to emerging needs of students, the divisions, and the college, and in alignment with the strategic directions. (3.B.2, 3.B.3)

During the unit planning process, faculty and deans engage in the following:

- Describe the unit's purpose in support of the mission, vision, core values and strategic directions of the college
- Establish a framework to measure progress toward the intended outcomes
- Identify and evaluate program outcomes
- Specify and justify the resources needed to achieve intended outcomes (4.A.2, 4.A.4, 4.A.5)

Through the unit planning process, units reflect upon and evaluate their work, including its efficiency and effectiveness. This evaluation guides units in planning for the future. Unit planning also drives some allocation of resources. (4.A.5)

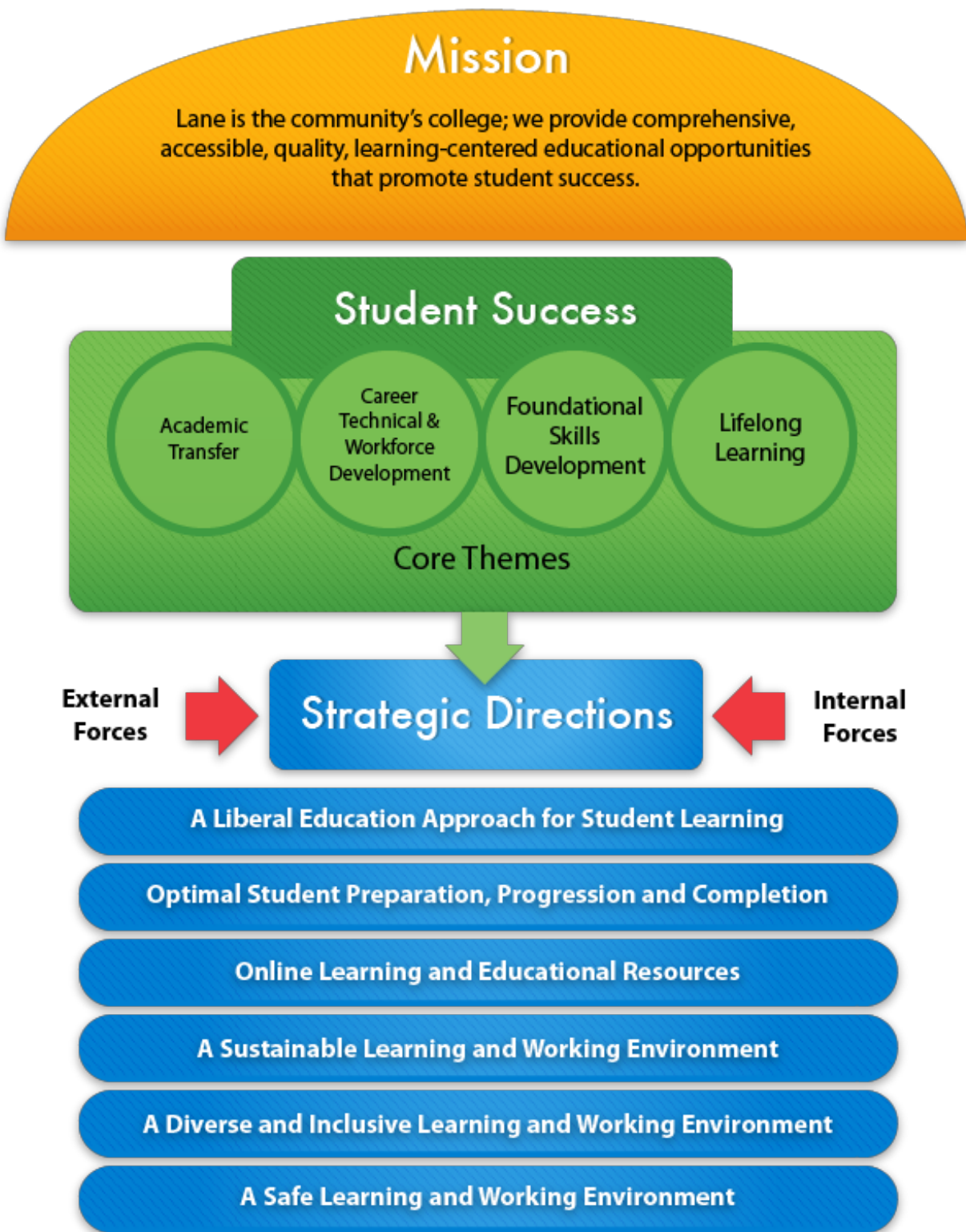


Figure 4-1: Strategy Map

Lane also recognizes the need to assess unit program review. As a result of feedback from faculty and deans, and because of a need for better means of assessing programs, in spring 2014 the college began a redesign process for program review. A committee representing constituencies from across the college was formed. Meetings continued in the summer and will continue throughout the school year until a system is put into place. The committee is charged with three goals:

- To develop a streamlined unit planning process with more meaningful assessments aligned to accreditation and the strategic planning needs of the college.
- To align the annual unit planning processes with scheduled program review processes.
- To create a system to assess program review.

These planning processes will be in place for fall of 2015. (4.A.6)

Core Theme 1: Academic Transfer

One of the major ways that Lane Community College serves the community is by helping students transfer to a four-year college of their choosing. Approximately 57 percent of Lane's students who transfer choose to move on to the University of Oregon, which is located within 5 miles of Lane's campus. Another 10 percent of Lane's students who transfer choose to attend Oregon State University, which is located 50 miles to the north of Lane's campus. In 2012-13, Lane enrolled 9,262 transfer students pursuing coursework in 79 academic majors, awarded 780 transfer associate degrees, and documented 2,733 transfers to four-year institutions. Lane offers the Associate of Arts Oregon Transfer degree (AAOT), the Associate of Science Oregon Transfer: Business (ASOT-Bus), the Associate of Science degree (AS), the Associate of General Studies degree (AGS), the AAOT via Distance Learning, and the Oregon Transfer Module. Effective summer 2014, Lane's AS degree includes a direct pathway to transfer to the University of Oregon and another pathway with transfer to Oregon State University.

Planning

One example of planning for Core Theme 1: Academic Transfer is the development of a new AS degree. Analysis of Lane's degree completion and transfer data revealed that students needed a mechanism to complete a degree at Lane before transferring to either the University of Oregon or Oregon State University. The degree was designed by members of both the Counseling and Advising department and the executive dean of Academic Transfer.

In many cases, Lane has holistically planned, collected evidence, and responded to the evidence with an improvement of service in Core Theme 1: Academic Transfer. One example is Lane's new Academic Progress Standards system (Exhibit 4.1). Based on research from Title III and Achieving the Dream, the college created a team with members from Academic and Student Affairs, Counseling and Advising, Enrollment and Financial Services, and Information Technology to create an intervention system for credit students struggling academically. The new Academic Progress Standards were implemented in 2013-2014.

A second example can be found in the current effort to establish diversity training for all employees. Lane adopted a strategic direction of *a diverse and inclusive learning and working environment*. Based on feedback from students, faculty, and staff, and through the work of the Diversity Council (a body of Lane's governance system), Lane's Board of Education adopted a diversity policy in support of training, and directed President Spilde to establish a more robust program of diversity-related professional development. The President has involved faculty, staff and students in the development of the training program.

As these examples indicate, planning for Core Theme 1 is grounded in part of a broader base planning that is informed by appropriate data, consistent with planning in other core themes, and inclusive of stakeholders. In what follows, specific indicators of Lane's success in Core Theme 1: Academic Transfer are assessed in a scorecard format.

Assessment

A comprehensive unit planning process ensures that each instructional and non-instructional unit relating to academic transfer is finely tuned to the goals and objectives of the college's Strategic Plan and its priorities. (4.A.4)

Transfer courses have explicit learning outcomes that are regularly reviewed by discipline faculty and published in course syllabi and in the catalog. Regardless of location, timing or modality of a course, student achievement of outcomes is assessed and documented by each course instructor. (4.A.3)

Lane's Assessment Team (A-Team) spearheads the college's assessment of student learning outcomes. The A-Team was instrumental in the creation and adoption of Lane's new Core Learning Outcomes summarized as *think, engage, create, communicate* and *apply*. The team supports the ongoing implementation of these outcomes and sustains Lane's culture of assessment in part through the Lane Community College Core Learning Outcomes Assessment Action Plan (Exhibit 4.2). This three-year plan ensures more widespread use of classroom assessment techniques and also leads toward discipline- and program-level assessment of outcomes. Additionally, the A-Team offers resources to faculty including but not limited to workshops, conferences, and funding for assessment-related projects. Examples of faculty engagement with the CLOs include developing discipline-specific rubrics and mapping high-enrollment general education courses to the CLOs. Additional examples are available on the A-Team website. (4.A.3, 4.A.4, 4.A.5)

Transfer disciplines and divisions are evaluated by faculty and division deans through the annual curriculum and scheduling process which is informed by course success rates, course enrollment rates, program needs, certificate completions, student evaluations and other institutional data. In some cases, input also comes from community advisory committees, as with the Business and Computer Information Technology and Chinuk Wawa classes. (4.A.2, 4.A.5)

The Executive Team reviews the college's assessment process to ensure meaningful evaluation and planning. For example, in 2014 Lane's Executive Team initiated a process to implement more widespread program review to revise and enhance the unit planning process. (4.A.6)

For overall evaluation of mission fulfillment in regard to Core Theme 1, Lane uses the institutional scorecard process described in Standard 1 in which a threshold of excellence for Lane's overall mission is defined as earning ratings of 3 or 4 on at least 90 percent of core theme indicators, with ratings following the scale 1 = not achieved, 2 = approaching achievement, 3 = achieved, and 4 = exemplary achievement. (4.A.1)

Core Theme 1 ratings were developed by a team of faculty and administrators and reviewed by the Executive Team for each of 17 indicators organized under three core theme objectives. As in Table 4-1, 16 of 17 (94.7 percent) of Core Theme 1 indicators are rated as achieved (3) or exemplary achievement (4). Rationales for each rating are discussed below and supported by data keyed to each indicator in Appendix 4.1.

Core Theme 1: Academic Transfer <i>Foster student learning and success through accessible, quality academic transfer preparation.</i>					
Objective 1: Students achieve high rates of progress and degree completion.		Objective 2: Students are prepared to succeed at their transfer institutions.		Objective 3: Lane provides accessible, quality, learning-centered opportunities for academic transfer students.	
Indicator	Rating	Indicator	Rating	Indicator	Rating
1.1	4	1.7	3	1.11	3
1.2	2	1.8	4	1.12	3
1.3	3	1.9	4	1.13	4
1.4	3	1.10	3	1.14	3
1.5	4			1.15	3
1.6	3			1.16	4
				1.17	3
Percentage of indicators rated at 3 or 4: 18 / 19 = 94.7%. Met 90% threshold? YES					

Table 4-1: Core Theme 1 Ratings

Objective 1: Students achieve high rates of progress and degree completion.

Indicator 1.1: Course success rates in gateway writing and math

Rating: 4, exemplary achievement

Gateway writing and math are the first college-level courses in each subject that a student needs to complete. Among 1,803 transfer students who started at Lane in Fall 2011, the success rate for those who attempted the first college-level writing course within two years was 79 percent and the success rate for the first college-level math course was also 79 percent. This exceeds corresponding pass rates for gateway writing and math among all Achieving the Dream colleges, by about 7 percent and 4 percent respectively.

Indicator 1.2: Percent of students successfully completing one or more gateway courses in their first year at Lane (writing or math)

Rating: 2, approaching achievement

Among transfer students who started at Lane in 2012, 14.3 percent completed a college level math course within one year and 25.6 percent completed a college level writing course within one year. Overall this results in just 33 percent of students who complete a gateway math or writing course within the first year (because roughly 5 percent of students complete both). The team is not satisfied with these numbers. Although Lane's performance is roughly on par with Achieving the Dream colleges for math, they are much lower for writing. The college has identified rapid completion of gateway math and writing as highly important to the success of its students, and the college is committed to improving performance in this regard.

Indicators 1.3 and 1.4: Percent of students reaching the milestone of earning their first 15 or 30 credits in one year

Rating: 3, achieved

Among the 2012 cohort of new transfer students, 58 percent completed 15 credits within one year and 28 percent completed 30 credits within one year. These rates have been stable; in the most recent seven student cohorts combined, 59 percent and 29 percent accumulated 15 or 30 first-year credits respectively, and the mean first year credit accumulation was 20.0 credits.

A favorable apples-to-apples comparison comes from department of Community Colleges and Workforce Development (CCWD) reports, which show Lane's lower division college students reached 15- and 30-credit milestones at higher rates than students at all Oregon community colleges for both years where data is available (2007/08 and 2008/09).

Indicator 1.5: Persistence rates

Rating: 4, exemplary achievement

Among 2006 through 2011 cohorts, 64 percent of Lane transfer students either persisted in taking Lane courses in their third year or had by then completed a credential or transferred to another institution. The corresponding rate at all Achieving the Dream colleges is about 47 percent. Much of the difference stems from Lane students having higher transfer rates. Among Lane transfer students who earn at least 9 credits with a C or better in their first 4 terms, fully 80 percent achieve third year persistence or have earned an award or transferred.

Indicator 1.6: Percent of students earning a transfer associate degree

Rating: 3, achieved

Among 2006, 2007, and 2008 cohorts, 12 percent of Lane's transfer students earned a Lane associate degree within 4 years. Among students at all Achieving the Dream colleges for which these data are available, the 4-year degree/credential completion rate among transfer students is also 12 percent. While Lane excels in transfer rates, the college's credential rates are just on par with community colleges generally. This is an area where the college is actively working to improve.

Objective 2: Students are prepared to succeed at their transfer institutions.

Indicator 1.7: Students demonstrate proficiency in meeting Core Learning Outcomes (CLOs) for general education

Rating: 3, achieved

Ongoing work by Lane's Assessment Team (A-Team) seeks to document how our courses and programs promote CLOs. It is admittedly difficult to produce objective quantitative evidence of these proficiencies, particularly for a representative cross-section of Lane students in a variety of programs and at various stages of completion. The A-Team has focused its efforts on faculty professional development in the area of classroom assessment techniques, with the primary purpose of aiding students to understand, value, and build these essential skills. Although the assessment plan seeks to lead to representative program-level data, for this metric the college currently relies on student self-report data for the

Student Follow Up Survey. When students were asked to rate the effectiveness of their Lane education in developing learning outcomes (on a 4-point scale where 4 is “very effective”) mean responses were:

- Communicate effectively: 3.4
- Think critically, solve problems effectively: 3.4
- Understand relationships between self & community; increase self-awareness and personal responsibility: 3.1
- Explore academic disciplines of liberal arts, social sciences, and physical sciences: 3.2

Indicator 1.8: Transfer rates to four-year institutions

Rating: 4, exemplary achievement

About one fifth of Lane’s transfer students transfer to a four-year institution within three years and about one third transfer to either a four-year or two-year institution with the continuing possibility of completing a four-year degree. As discussed in the Appendix 4.1, these are very good transfer rates when compared to community colleges generally. The combined three-year transfer rate for transfer students at all Achieving the Dream colleges is only 11 percent as compared to 29 percent for Lane’s most recent five cohorts.

Indicator 1.9: Persistence rates at transfer institutions

Rating: 4, exemplary achievement

Using graduation rate as one measure of persistence, Lane students do very well after transferring to four-year institutions. Based on reports provided by the Oregon University System Institutional Research Services, students transferring from Lane graduated within six years at a rate of 75.3 percent (average rate over six years of available data) as compared to a rate of 71.6 percent for students transferring from any Oregon Community College. This is also substantially higher than rates for entering freshman, which average around 60 percent. Moreover, Lane students graduated at the highest rate among all Oregon community colleges across the six years reported.

Indicator 1.10: Lane students’ GPAs at transfer institutions

Rating: 3, achieved

Lane transfers at Oregon universities earned an overall grade point average of 2.97 in 2011/12. According to OUS Institutional Research this was the tenth highest among 17 Oregon community colleges (minimum 2.76, maximum 3.15, mean 2.98). In the preceding year Lane transfer students earned a GPA of 2.99, tied for eighth of 17 colleges (minimum 2.79, maximum 3.15, mean 2.99). Lane’s comparative performance on this measure is about average.

Objective 3: Lane provides accessible, quality, learning-centered opportunities for academic transfer students.

Indicator 1.11: Course and program success rates disaggregated by: race/ethnicity, Pell Grant support, and disability status

Rating: 3, achieved

Race/Ethnicity: Across cohorts, students of color and Latinos lag slightly in gateway math pass rates (77 percent compared to 81 percent). However this varies by cohort and in some cohorts students of color

passed at higher rates than white non-Latinos. Slight achievement gaps for students of color in writing pass rates and for completion of an associate degree within four years appear to have narrowed in more recent cohorts for which there is data.

As discussed in the appendix, comparative rates for race/ethnicity subgroups are prone to variability due to small sample sizes. It would therefore be unrealistic to conclude that the college has achieved equity once and for all or to expect that there will not be achievement gaps for at-risk students in the future. However, it's encouraging to see that race/ethnicity subgroups of Lane's student body do not lag as severely on gateway writing pass rates as at many community colleges, that gateway math pass rates and graduation rates for the college's minority students are on par with other community colleges, and that, if anything, the situation is improving.

Pell Grant Support: Compared to other students, Lane's Pell Grant recipients have slightly lower pass rates for gateway math and slightly higher rates for writing, but are less likely to complete any gateway course within the first year. Mostly this is because Pell recipients have much higher rates for developmental referrals in writing and math, and are also more likely to be referred to remedial reading. At the same time, Pell recipients have substantially higher four year graduation rates, with an average of 15 percent across the last four cohorts, compared to 11 percent of aid applicants who do not receive Pell grants and 7 percent of students who do not apply for financial aid.

Reasons for these differences are varied and complex and not all directly related to whether Lane is achieving the college's objective of equitable access. For instance, Pell students' lower rates of first year gateway course completion are surely related to lower attempt rates due to the need to complete more developmental work, and Pell students' higher graduation rates are likely related to the financial support and incentive they receive to continue their studies.

Lane is working to improve its understanding of these complex relationships and to refine the institutional scorecard approach to include multivariate analysis of the relative influence of associated risk factors on student success.

Disability Status: Students receiving disability services, on average, lag slightly behind other Lane students on pass rates for gateway math and writing, as well as completion of any gateway course within their first year. In large part this is to be expected because they are more likely to be initially referred to developmental courses in these subjects, and substantially more likely to be referred to developmental reading (17 percent referred versus 7 percent for other students). Overall their four-year graduation rate of 8 percent lags behind the comparator group (at 12 percent), however this difference amounts to only five students with disabilities who failed to graduate. These rates are based on only four cohorts, so a total of only 134 students receiving services are represented (compared to over eight thousand). Therefore their rates are nowhere near as reliable as the rate for the general population, and the outcomes for just few students can dramatically change the overall percentage.

Equity will be an ongoing focus in student success work at Lane, but comparative data (where available) suggest that Lane is already doing a better job on this front than many colleges.

Indicator 1.12: Students rate transfer learning environments as inclusive

Rating: 3, achieved

Lane course evaluations ask students to strongly disagree, disagree, agree, or strongly agree to the statement “The instructor respected people including those of different genders, religious backgrounds, class status, abilities and lifestyles.” In recent years about 81 percent of students have strongly agreed and between 98 and 99 percent have strongly agreed or agreed.

Indicator 1.13: Benchmark scores from Lane’s Community College Survey of Student Engagement (CCSSE) for Active and Collaborative Learning

Rating: 4, exemplary achievement

Indicator 1.14: Benchmark scores from CCSSE for Student Effort

Rating: 3, achieved

Indicator 1.15: Benchmark scores from CCSSE for Academic Challenge

Rating: 3, achieved

Indicator 1.16: Benchmark scores from CCSSE for Student-Faculty Interaction — exemplary achievement

Rating: 4, exemplary achievement

Indicator 1.17: Benchmark scores from CCSSE for Support for Learners

Rating: 3, achieved

Indicators 1.13 through 1.17 are rated as achieved if Lane’s 2011 CCSSE benchmark score is “at comparative data” — i.e., above or very near to (within 0.5) both the Oregon Community College (OCC) consortium and Achieving the Dream (ATD) colleges. Each indicator is rated as exemplary if Lane’s CCSSE score is “above comparative data” — higher than both OCC and ATD by at least 1.0 point (see Table 4-2).

2011 CCSSE Data			
	Lane	OCC	ATD
Active and Collaborative Learning	53.5	52.2	49.6
Student Effort	52.0	52.2	50.4
Academic Challenge	52.0	52.4	50.0
Student-Faculty Interaction	54.2	51.8	49.9
Support for Learners	50.5	49.1	50.9

Table 4-2: 2011 CCSSE Data

Comparisons used benchmark scores for *all* students, because data were not available for transfer students of comparison groups. However that CCSSE scores for Lane transfer students were above those of all Lane students in every case in the most recent survey.

Improvement

Lane strives to “close the loop” on assessment by sharing results broadly and in a timely manner, by using what is learned in future planning, and by implementing indicated reforms and following up with

further assessment to evaluate effectiveness. Unit planning reports and the Annual Strategic Directions reports are published online and publicly shared with the board of education. More importantly, these reports are referred to throughout the year in the planning and implementation process (4.B.1, 4.B.2).

There is ample evidence that Lane is achieving its mission in support of academic transfer students. As stated in 3.B, and based on planning and assessment, Lane implemented the Academic Progress Standards system, a four-stage intervention designed in support of the strategic direction of *optimal student preparation, progression and completion*. This new service was recognized as a 2014 Innovation of the Year by the League for Innovation in the Community College.

Another improvement the college made was developing systems and projects to increase the percentage of students earning an associate degree. One of these was the creation of a new AS degree. Analyzing Lane's degree completion and transfer data shows that the majority of students who transfer to the University of Oregon or Oregon State University did not earn an associate degree prior to transferring. Lane also created the CAPP Degree Audit Automation and Win Win, both of which are projects that identify and award earned degrees. Counseling and Advising also modified policies to encourage students heading for four-year degrees to complete Lane associate degrees. The college also instituted a Mandatory Advising system to encourage better academic planning and keep students on track toward goals.

In addition to these systematic improvements, Lane made a key decision in 2011 that committed resources to an institutional researcher position. That position was designed to help identify and improve assessment work at Lane that supports students' progression and completion. The institutional researcher designs studies, analyzes data, and reports research findings related to student success and student outcomes. The institutional researcher also provides comprehensive research support for institutional effectiveness and student success strategies and initiatives. Lane's institutional researcher has been an important contributor to the deep assessment work that has gone into Lane's Year Seven Self-Study.

A current example of planned enhancements based on evidence in Core Theme 1 include improvements based on the assessment of unit planning and program review described in 4.A. Lane plans to develop a streamlined unit planning process with more meaningful assessments aligned to accreditation and the strategic planning needs of the college, align the annual unit planning processes with scheduled program review processes, and create a system to assess program review.

Core Theme 2: Career Technical and Workforce Development

Core Theme 2: Career Technical and Workforce Development includes Lane Community College Associate of Applied Science (AAS) degrees, certificates and credit courses in Career Technical Education (CTE) with the goal of preparing graduates to qualify for career employment. In 2012-13, Lane enrolled 6,300 career technical students pursuing 43 different career technical AAS degrees and 47 different certificates. In 2012-13, Lane awarded 545 AAS degrees, and 527 certificates.

Planning

Planning for the Career Technical and Workforce Development core theme is guided by Lane's strategic directions. Planning for new programs is also guided by documented community needs and mission fulfillment. The identified objectives in Core Theme 2 align the theme's purpose with the college's mission. The objectives for this theme focus on persistence, preparation and completion. (3.B.1)

Each CTE program has a defined curriculum and sequence of courses leading to the certificate and/or degree. Career technical degrees and certificates must be approved by Oregon's department of Community Colleges and Workforce Development CCWD through a defined process. This process requires an analysis of the need for the program, potential career progression, availability of necessary sites for clinical instruction, labor market projections for the field, and collaboration with other colleges offering similar programs. (3.B.2)

This process also includes input from an advisory committee. Each program is required to have an advisory committee of community and industry representatives; these groups have a key role in ongoing program planning, new program development, and curriculum updates. The Career Technical Education Coordinating Committee (CTECC) provides guidance and support to advisory committees. Members are selected from departmental advisory committees and from the local business community. The executive dean for CTE, the dean for Cooperative Education, and the director of Institutional Research, Assessment and Planning (IRAP), along with faculty representatives and staff from the Lane Education Service District, serve on the committee. The CTECC is responsible for overseeing and monitoring all career technical programs, and for making recommendations for improvements in the functioning of advisory committees. (3.B.1-2)

The recently approved Health Information Management program (HIM) is an excellent example of planning pathways and courses. HIM aligns with an existing Health Records Technology one-year program and will articulate with Pacific University for a Bachelor of Health Science Degree. This AAS degree meets an important need generated by health care reform for trained workers with expertise in systems for electronic records. This program is also aligned with the Basic Health Care Certificate which articulates with programs of study in local high schools. (3.B.2)

Additionally, career technical programs engage in faculty-led, program-level assessment and analyze outcomes from multiple data sources including examination pass rates, cooperative education evaluations, graduate surveys, employer surveys, employment rates, etc., to guide curricular additions and changes. (3.B.3)

Faculty also lead the Curriculum Committee, which recommends changes in curriculum and ensures the college's strategic directions are guiding curriculum development. (3.B.1-2)

The career technical and workforce development core theme is tied to planning associated with the college's Carl Perkins plan (Exhibit 4.3). The plan assures required alignment of programs of study into all career technical areas articulating with high schools to assure compliance with the Perkins funding process. (3.B.2)

Finally, each CTE program dean meets with the applicable executive dean every other week to review and discuss items specific to career technical programs. Executive deans look for ways to provide resources that will help and support the needs of the programs. They also regularly review data provided by IRAP on career technical programs to inform planning. (3.B.2, 3.B.3)

Assessment

Assessment of student learning takes place at course, program and degree levels by faculty. Faculty identify learning outcomes for all courses. New courses and revisions to current courses are submitted to the college's Curriculum Committee, which is responsible for recommending approval of all credit courses and programs. Course level outcomes are clearly identified in master course outlines and updated regularly. Course outcomes are also published in course syllabi and given to students within the first week of the term. Faculty engage students with a diverse array of classroom assessments, both formative and summative, to gauge learning, and they use this information to improve their courses. Faculty assign grades based on proficiency with meeting learning outcomes in classroom activities, assignments, and examinations. (4.A.2-3)

The A-Team supports assessment for Core Theme 2. An example of career technical faculty engagement with the Core Learning Outcomes (CLOs) include the Physical Therapy Assistant program mapping first-term courses to the "apply" CLO and creating a discipline-specific rubric for this learning outcome (Exhibit 4.4). (4.A.3, 4.A.4, 4.A.5)

In terms of program learning outcomes, faculty initially identify these for the required components of each career technical program. These outcomes are then approved by the state and published in the college catalog and on the college website. Facilitated by Lane's curriculum office, Lane also conducts a comprehensive review of curriculum every year. Academic units have responsibility for reviewing and verifying additional curricular "data," including course descriptions, credits assigned to those courses, a summary of course learning outcomes and course prerequisites; program learning outcomes; program descriptions and courses that comprise the program; and employment opportunities for program graduates. Updates and edits to these data are added in the college catalog as part of the college's annual catalog review. (4.A.1, 4.A.2)

Co-operative internships have been around for more than 15 years, and most career technical degree programs require students to take a cooperative internship toward the end of their program. Students are placed at work sites and supervised by a co-op education coordinator from the college and a site supervisor. Site supervisors for co-op internships provide their professional assessment and systematic feedback of students' soft skill areas including professionalism, work ethic, and communication skills. The same kind of third party feedback and assessment information has been provided by employers who act as site supervisors for co-op students in the area of quality of work, including: produces acceptable work, accurate and thorough, demonstrates progress in developing job specific skills, timely, professional manner to name a few. An outgrowth of this feedback is now being developed under the direction of Lane advisory committees to create specific hard skills that will be measured in each area of

study for each term of co-op completed. This quantitative evaluation will provide the college better assessment information that can be quickly and easily accessed for college feedback and data reporting to the state of Oregon. (4.A.1, 4.A.2, 4.A.3)

Many career technical programs are also evaluated for quality by numerous professional accrediting associations on a regular basis (examples include Culinary Arts, Dental Assisting, Dental Hygiene, Diesel Technology, Nursing, and Respiratory Care). These external accreditation agencies are identified in the college catalog. (4.A.1, 4.A.2)

Annually, each department or division submits its accomplishments for the prior year to the office of Academic and Student Affairs through the college's unit planning process. This process ensures that, at the "local" level, every instructional and noninstructional unit relating to career technical is finely tuned to the goals and objectives of the college's strategic plan and its priorities. (4.A.4)

The executive dean for CTE reviews the accomplishments, efficiency and effectiveness of each department, and the annual unit plans submitted by career technical programs, to determine priority initiatives for the year. For initiatives that meet certain criteria for funding, the executive deans for ASA identify priorities that are then sent to the curriculum, technology and Carl Perkins committees to approve for funding annually. (4.A.5)

For overall evaluation of mission fulfillment in regard to Core Theme 2, Lane uses the institutional scorecard process described in Standard 1, in which a threshold of excellence for Lane's overall mission is defined as earning ratings of 3 or 4 on at least 90 percent of core theme indicators, with ratings following the scale 1 = not achieved, 2 = approaching achievement, 3 = achieved, and 4 = exemplary achievement. (4.A.1)

Ratings were developed by a team of faculty and administrators and reviewed by the Executive Team for each of the indicators under three objectives.

As summarized in Table 4-3, 14 out of 15 (93 percent) Core Theme 2 indicators are rated as achieved (3) or exemplary (4). Rationales for each rating are discussed below and supported by detailed data in Appendix 4.2.

Core Theme 2: Career Technical and Workforce Development

Foster student learning and success through accessible, quality career-technical preparation and workforce development.

Objective 1:
Students with career technical and workforce development goals achieve high rates of progress and degree completion.

Objective 2:
Career technical students are prepared for employment.

Objective 3:
Lane provides accessible, quality, learning-centered opportunities for career technical students.

Indicator	Rating	Indicator	Rating	Indicator	Rating
2.1	3	2.7	3	2.9	3
2.2	3	2.8	3	2.10	3
2.3	3			2.11	3
2.4	3			2.12	3
2.5	4			2.13	3
2.6	3			2.14	3
				2.15	2
Percentage of indicators rated at 3 or 4: 14 / 15 = 93.3%. Met 90% threshold? YES					

Table 4-3: Core Theme 2 Ratings

Objective 1: Students with career technical and workforce development goals achieve high rates of progress and degree completion.

There is substantial research that demonstrates students who earn a degree or certificate achieve higher levels of economic security for themselves and their families. This objective measures student progression through their course work and completion of a degree or certificate.

Indicator 2.1 Completion and success rates for program-level math and writing courses

Rating: 3, achieved

Twenty-seven percent of Lane's CTE students complete their initial program-level math and 31 percent complete program-level writing within two years of starting, despite a majority of students being referred to developmental courses in each subject. Pass rates are high, averaging 80 percent for math and 83 percent for writing for the last six cohorts of fall-start students. Compared to the national sample of ATD colleges, pass rates for writing are about 9 percent higher at Lane and the overall completion rates are roughly equal, whereas in math the pass rates are about equal while the overall completion rate at Lane is about 10 percent higher. Although Lane's rates compare favorably to the national sample, less than a third of students are completing within two years, which is a key barrier to timely degree completion. The college has made completion of program level math and writing a major priority for improvement in student success initiatives.

Indicator 2.2: Student success rates for cooperative work experience and internships

Rating: 3, achieved

Cooperative internship experiences are required for most career technical degree programs. The data shows that 21 percent of students attempt a cooperative internship within three years of starting their

program, and of those who attempt, 93 percent pass. Even though the pass rate is extremely high, the lower rate of participation is affected by apprenticeships and health professions clinicals which are excluded from these rates. Also, co-op experiences are designed to be part of the final stages of each program so that students enroll in them when they have acquired the technical skills needed by employer sites. Since many students enroll only part time (and/or do not enroll for all four quarters each year) many students may not attempt them until after their third year. Furthermore, many of the students in this sample have declared for a selective admissions CTE program while they work on program prerequisites or developmental work in preparation for applying.

Indicators 2.3 and 2.4: Percent of students earning their first 15 and 30 credits in one year

Rating: 3, achieved

Examining data for new career technical students over the last seven academic years, (2007-13), 61 percent earned 15 or more credits in their first year and 34 percent earned 30 or more credits. Students who reach these milestones (or "momentum points") are more likely to persist in their programs and complete degrees. Unfortunately, comparable data are not available from ATD because they do not distinguish between semester credits and quarter credits, and many other sources do not differentiate students by program type or provide information about cohort selection to allow for valid comparisons. However, a limited amount of data from the Oregon department of Community Colleges and Workforce Development for 2007-09 suggests that in any given year, a cross-section of Lane's career technical students earn 15 and 30 credits at rates comparable to students at many other Oregon community colleges.

Indicator 2.5: Persistence rates

Rating: 4, exemplary achievement

Persistence is a measure of long-term student commitment to completion of a degree and/or certificate. Lane defines persistence as the inverse of the stop-out rate, which means examining how many students have either completed their award, transferred to another school to continue their studies, or remain enrolled at Lane after a given period of time. Data for entering fall term cohorts from 2006 through 2010 indicate that 56 percent of career technical students at Lane persisted into their third year compared to only 44 percent of students at all ATD schools. This indicates a high degree of outcome achievement for Lane's CTE programs.

Indicator 2.6: Percent of students earning a certificate and/or degree

Rating: 3, achieved

Data for the cohorts of new career technical students in fall 2006 to fall 2009 show that 20 percent earned a certificate or degree within four years. This rate has climbed substantially over that period, from a low of only 16 percent for the 2006 cohort to a high of 24 percent for 2008. This increase is related to student success initiatives over the last several years as well as changes in student demographics and behavior associated with the recent recession. This rate is substantially higher than comparable rates for students in Lane transfer programs and for other Achieving the Dream schools where it averages just 15 percent. Although the rate is good by comparison, the college's goal is to see it much higher. Graduation rates in the selective admissions CTE programs are frequently above 90 percent (even with shorter time frames), and Lane is striving to increase overall rates in more recent cohorts rather than simply concluding that the college's achievement is exemplary by comparison.

In addition, the rate is lower than it might be in CTE because some students leave for employment opportunities prior to completing an award. Anecdotally, many students maintain contact with their instructors and frequently inform them that they left prior to completing a program because of an employment opportunity. While the college has some quantitative evidence from student follow-up surveys (for example, see discussion under 2.7 below), there are substantial challenges and limitations to obtaining systematic data on former students.

Objective 2: Career Technical students are prepared for employment.

Students enter career technical programs to gain the technical skills necessary for employment. This objective addresses the degree to which students are prepared for and enter the workforce.

Indicator 2.7: Percent employment for degree- or certificate-completing students

Rating: 3, achieved

Indicator 2.8: Percent employment for successful students who leave programs before completions

Rating: 3, achieved

Lane conducts a student follow-up survey every few years which targets former Lane students and includes both those who earned an award than those who progressed toward but did not earn a formal award. For those career technical students who responded to the most recent survey and were actively seeking employment, the rates of employment were 77 percent and 79 percent respectively. The sample is small (particularly for nongraduates) and relies on voluntary participation, but does indicate that students were finding employment during the recent economic recession. Employment rates for several prior survey years were higher, and local trends in unemployment are closely related to the employment of former students.

Additionally, about 87 percent of career technical respondents were working in a different job than the job they had before attending Lane, and about 80 percent of employed graduates were employed in fields related to their Lane training, significantly higher than respondents with no formal award. Together this evidence suggests that Lane enhances the employment prospects for students who complete programs or make significant progress towards an award.

These data also reinforce the notion that some students do not complete award programs because they find employment first (again 79 percent of respondents without an award were employed if they were seeking employment). The "No Formal Award" group (although small) also has a somewhat higher rate of students who were "not in the labor force," i.e., not seeking employment (18 percent of respondents). This suggests that some students fail to complete programs because their life circumstances change and career technical training is simply no longer a goal.

Objective 3: Lane provides accessible, quality, learning-centered opportunities for Career Technical students.

Lane's mission statement of "the community's college" means a welcoming and inclusive environment for students including those from diverse cultural, ethnic and economic backgrounds as well as students with disabilities.

Indicator 2.9: Course and program success rates disaggregated by: race/ethnicity, Pell Grant support, and disability status

Rating: 3, achieved

As discussed in Appendix 4.2, the data here are complex and it is very difficult to summarize using a single rating when comparing all three measures (graduation rates, and completion of program-level writing and math) along all three demographic factors. The results of comparisons are often mixed across measures and cohorts. Repeatedly the data show that cohort to cohort variation for the smaller comparison groups (particularly minority students and those receiving disability services) is much greater than it is for the larger groups. This results in patterns where the small group is alternately above, below, or essentially on parity with the larger group.

Race/Ethnicity: Students of color have higher rates than white, non-Latinos in three out of six cohorts on completion of gateway writing, but lag in the other three cohorts. Their math completion rates are also higher in three cohorts and lower in three, but the direction of the comparison does not always agree with writing (meaning the same cohort may be doing better in writing but worse in math). Overall the completion and pass rates are similar for the two groups. And while students of color lag substantially behind on award completion in three out of four cohorts, this partly reflects the fact they have higher rates of transfer, and overall they are less likely to stop out before the fourth year. In terms of students, this achievement gap is just 21 students of color across four cohorts who failed to complete an award. Furthermore, the ATD data show that achievement gaps seen nationally are all either smaller or nonexistent at Lane, and that on most metrics Lane students of color exceed rates for the national sample of white non-Latinos.

Pell Grant Support: Students receiving Pell grants were found to be generally more successful in completing program-level writing and math within two years due to higher attempt rates. And while they lag behind in graduation rates when compared to students who apply for aid but receive no Pell grant their rates are substantially higher than students who do not apply for aid at all. Furthermore the national ATD data show Lane's rates are higher than the national comparator groups. In fact, Pell recipients at Lane, despite lagging behind, still have higher completion rates than non-recipients in the national sample.

Disability Status: Students receiving disability services have slightly lower completion rates in program-level math and somewhat higher rates in program-level writing. This population also has slightly lower four-year graduation rates. However, the sample size for students receiving disability services is extremely small – with between nine and 27 students in each cohort. As such, the achievement gaps seen here reflect less than one student with disabilities in a cohort. Comparisons are potentially misleading when the behavior of only a few students can dramatically change the conclusions.

Furthermore, there are other student success metrics and other student demographics that the college routinely examines that need to be part of the story of accessibility and equity. Student demographics and risk factors tend to be highly inter-correlated, and there are substantial limitations to examining these data based on a single factor. Variation in demographics from one cohort to the next, if ignored, will tend to result in spurious conclusions about the factor being examined.

Equity is an ongoing focus of the student success work at Lane, and comparative data from ATD suggest that the college is already doing a better job on this front than many colleges. However, Lane recognizes that there remains much for the college to achieve in serving all its students equitably.

Indicator 2.10: Students rate learning environments as inclusive

Rating: 3, achieved

Lane course evaluations ask students whether they agree or disagree with the following statement: “The instructor respected people including those of different genders, religious backgrounds, class status, abilities and lifestyles.” In recent years more than 75 percent of students in CTE courses strongly agreed while approximately 98 percent either agreed or strongly agreed. These trends are fairly stable term to term and although there is some variation by subject, overall support for this statement is consistently above 95 percent.

Indicator 2.11: Benchmark score from Lane’s “Community College Survey of Student Engagement” (CCSSE) for Active and Collaborative Learning

Rating: 3, achieved

Indicator 2.12: Benchmark score from CCSSE for Student Effort

Rating: 3, achieved

Indicator 2.13: Benchmark score from CCSSE for Academic Challenge

Rating: 3, achieved

Indicator 2.14: Benchmark score from CCSSE for Student-Faculty Interaction

Rating: 3, achieved

Indicator 2.15: Benchmark score from CCSSE for Support for Learners

Rating: 2, approaching achievement

As discussed under Core Theme 1, the 2011 CCSSE benchmark scores for all Lane credit students are above national averages and compare favorably with scores from other Oregon community colleges and ATD colleges. Overall, the CCSSE benchmark scores merit ratings of 3 or 4 as determined for Core Theme 1. Unfortunately, external comparison data broken out by career technical versus transfer students is not available.

The last three CCSSE surveys for Lane students can be used to compare career technical with transfer students, which show CTE students had substantially higher scores on all five benchmarks for the 2005 and 2008 surveys, which might indicate exemplary ratings. However, in the most recent survey year (2011), the benchmarks for CTE students fell off quite a bit while transfer students went up. As a result, CTE students lagged behind their transfer counterparts for all five benchmark scores. They did, however, remain well above the national average of 50 for two benchmarks, less than one point below for two others, and only 1.3 points below for the final benchmark, “Support for Learners.” This last one is also the lowest rated for transfer students. Taking into account the national data and the exemplary scores for the previous surveys, the first four indicators are rated as achieving, and the last one as approaching achievement.

It isn't clear what the shift in the latest survey might reflect, though it is worth noting that this was the first survey conducted during the enrollment surge and economic downturn. The demographics of Lane's student body also shifted substantially during this time, and it was a challenging time for many parts of the college which experienced tremendous increases in workload without matching increases in staffing (e.g., counseling and advising, financial aid, and enrollment services). It is plausible this was experienced by students as a drop off in support, though it isn't clear why this would have differentially affected career technical students except to note that their surge was more dramatic. The college is re-administering the CCSSE in spring 2014 and will be assessing to see whether this trend persists.

Improvement

As the result of the ongoing discussions on how applied math classes could be better integrated into Advanced Technology programs and how the college can achieve more clarity in the progression of classes, Lane made two important changes in math titles and course numbers. Starting fall 2013, Applied Algebra for Technicians became Math 75 and Applied Geometry for Technicians became Math 85. (Exhibit 4.5) Previously, Applied Geometry was taken first followed by Applied Algebra. (4.B.2)

Math progression is now Math 10 – Whole Numbers, Fractions and Decimals, Math 20 – Math Renewal, Math 75 – Applied Algebra for Technicians (or Math 60 – Beginning Algebra) and Math 85 – Applied Geometry for Technicians. The change was made because students were going directly from math into geometry without any algebra. The result was numerous students taking and failing Applied Geometry in part because the numbering system of the classes suggested an inaccurate progression. (4.B.2)

Based on data provided in indicators 2.1, 2.5, and 2.6, the college implemented several initiatives that support students to complete a career technical degree or certificate program. Lane's Career Pathways Certificate of Completion effort is an example. A career pathway is a state approved certificate program of 12-44 credits fully embedded in an Associate of Applied Science Degree. It acknowledges proficiency in technical skills and is a milestone toward completion of a degree. Lane has developed 25 approved certificates (Exhibit 4.6). Career pathways certificates allow students to identify and develop specific technical skills proficiency to help qualify for a job, progress in a current degree, or advance in employment. Lane has awarded 845 career pathways certificates from 2008-2013. For many students who enter a program and don't have the time or resources to complete a degree all at once, a career pathway certificate is a stackable credential they can earn along the way toward completion of a degree. (4.B.1, 4.B.2)

Another effort the college has implemented to assist career technical students in their preparation, progress and completion of a degree or certification is the Credentials, Acceleration and Support for Employment (CASE) strategic initiative grant. The CASE grant is a Department of Labor Trade Act Adjustment (TAA) grant providing support to underemployed and unemployed workers. This multiyear grant provides career coaching and advising, credit for prior learning, and career pathways certificate development for students enrolled in CTE programs. Students also receive assistance in finding employment upon completion. The program was implemented in 2011 and is currently supporting approximately 350 students. Many of these students are Trade Act-eligible and veterans. The career coaches are very effective in helping students address barriers that arise and stay on track to completion. (4.B.2)

The college has implemented several student success initiatives that have impacted career technical students achievement. Beginning in fall 2008 as part of Lane’s Title III project and continuing under Achieving the Dream, the college has made a concerted effort to advise new degree-seeking students to begin developmental coursework in their first term. Beginning 2008 and 2009, the college offered First Year Experience Learning Communities linking College Success classes to Writing 115 and Writing 121. The college also added online resources for developmental students, expanded the use of Moodle in writing courses and introduced hybrid and online writing instruction. In 2012 Lane adopted a staged registration system, and in fall 2013 began requiring a new student to attend information sessions. (4.B.2)

In addition to these improvements, Lane also implemented the Academic Progress Standards system, a four-stage intervention designed in support of the strategic direction of optimal student preparation, progression and completion. This new service was recognized as a 2014 Innovation of the Year by the League for Innovation in the Community College. (4.B.2)

Core Theme 3: Foundational Skills Development

Four academic departments comprise the college's response to students' needs in building skills to be successful in career-technical and academic transfer core themes. The academic departments involved include:

- Math division, providing credit developmental courses from Math 20 to Math 95
- Academic Learning Skills department (ALS), providing credit developmental courses in reading, writing and the first credit class in the math sequence, Math 10
- Adult Basic and Secondary Education department (ABSE), providing noncredit courses in reading, writing, math, GED preparation, career and college awareness and transition to college
- English as a Second Language department (ESL), providing noncredit courses in listening, speaking, reading and writing, and TOEFL test preparation

Course enrollment increased from 2005-06 to 2011-12, and the college addressed the enrollment increase with better access to meet the community's needs. Students take developmental courses for a variety of reasons, including brushing up on skills, improving English language fluency for the workplace, or preparing for college-level work. Foundational skills is always an important core theme, enrollment notwithstanding, because it allows students the means to access programs and achieve their educational goals, thereby playing a pivotal role in mission fulfillment.

Planning

Planning for foundational skills development is guided by the college's strategic directions. All departments have a common goal to increase "optimal student preparation, progression, completion," which is identified as a strategic direction. Lane makes continual adjustments in partnerships, formats, and structure to be responsive to student needs and promote this strategic direction. (3.B.1)

For example, monitoring enrollment and attendance at various locations and class times provides information so that schedules and offerings can be adjusted to meet student needs. In ABSE, a recently renewed partnership has allowed the department to add services back to the county jail and work release program with support from a contract, helping ABSE reach a vulnerable and at-risk population. (3.B.3)

Based on research which shows that long developmental sequences are a barrier to success for many students, ALS redesigned curricula to reduce the number of required courses or the amount of time required to complete them. The college modified pedagogy and added support services to increase course success rates. Lane also incorporated study skill strategies into reading instruction and integrated reading and writing classes. ALS and Math faculty also designed and implemented a model that allowed students to complete Math10 and Math 20 in one term, instead of the traditional two, to help students reach a higher level of math in fewer terms. As another example, ALS changed its developmental reading and writing sequence to reduce the number of classes from three to two and the number of developmental credits from 17 to nine to help more students progress to program level writing. All foundational skills departments work with counseling and advising to emphasize the message to new students to "take writing and math first."

To address the long developmental sequence in math, the Mathematics division has designed a new alternative math course for non-STEM majors to help students develop mathematical thinking needed to complete math requirements for certificates and degrees.

Based on national research on transition to post-secondary (related to the college's strategic direction of "optimal student preparation, progression and completion," ABSE, ESL and Math are working together to align courses to Oregon Learning Standards, which are defined as "a common vision of what adults need to know and be able to do in the areas of reading, speaking, listening and math in order to carry out their life goals and purposes." Oregon Learning Standards also align with K-12's Common Core, the new GED 2014 tests, and College and Career Readiness.

Core theme planning is informed by data sources for assessing achievement of objectives for Core Theme 3: Foundational Skills Development including Lane's Institutional Research, Assessment and Planning (IRAP) office; Community College Survey of Student Engagement (CCSSE) data; Student Follow-up Study data; Assessment Team data; Achieving the Dream data; Oregon University System and Oregon Community College Unified Reporting System (OCCURS) data; Title III Implementation Plan Data; department unit plans, and data from the department of Community Colleges and Workforce Development required for Lane's Title II Adult Education and Family Literacy Act grant. (3.B.3)

Assessment

A majority of new Lane credit students place into at least one developmental course, based on their placement test results and, in some cases, instructor recommendation. These students may take developmental coursework at the same time they enroll in career-technical and academic transfer courses. For consistency across themes, Core Theme 3 includes several measures parallel to Core Theme 1 and Core Theme 2.

In ALS and Mathematics, rates of completion (number and percentage of students are enrolled at the end of the term) and success (number and percentage of students receiving a passing grade) are used as a proxy for student learning outcomes achievement. (4.A.3)

ABSE and ESL follow state and national policies and procedures with a common set of measures and definitions to track progression and completion goals, including whether students' achieve goals such as earn a GED, progress a level (defined by U.S. Department of Education), get a job, remain employed, and enter postsecondary education, and whether the program meets targets negotiated by the state with U.S. Department of Education. Beginning in 2014-15, an improvement in the CASAS (a widely used competency-based assessment system) assessment record-keeping will allow faculty to see more specific individual pre- and post- assessment results to target instruction and share progress with students. (4.A.4)

Indicators of achievement in ALS and Math developmental courses are steps toward other goals, such as a career technical certificate or degree or a transfer degree. Therefore, aligning Core Theme 3 with other themes (Core Theme 1 and 2) allows Core Theme 3 outcomes to contribute to Core Theme 1 and 2 outcomes through transition to completion. (4.A.4)

For ABSE and ESL, core theme indicators allow the departments to compare progress improvements over time and to other programs in Oregon of a similar size, and to assess achievement based on students earning a GED and/or transitioning to work or postsecondary education, which aligns with the “preparation, progression and completion” strategic direction. Analysis of results informs program structure and delivery changes. For example, when ESL groups were not reaching the state performance goals, ESL faculty proposed adding a homework requirement to intensify instruction. That change was implemented and the following year the department met state targets for each level.

Assessment data is included in unit plans, shared at in-service presentations and department meetings; shared with the Lane Community College Foundation; provided to grant writers; and shared with the board and college community through news releases, board of education announcements, and Lane’s weekly staff newsletter. ESL and ABSE share results with CCWD in Lane’s annual Title II report, including plans for improvement. The college also shares results with ABSE and ESL advisory committees that include a wide range of community members. Results inform unit plan accomplishments and goals, requests for resources and decisions on use of existing resources.

As with previous core themes, Core Theme 3: Foundational Skills Development intentionally includes both *what* will be achieved (“foster student learning and success”) and *how* that end will be achieved (“through accessible, quality foundational skills development”). With this layered core theme structure in mind, Lane has established three major objectives for its Foundational Skills Core Theme: progress and success while students are taking courses and sequences; successful preparation for transition to credit programs or the workforce; and access to quality, learning-centered educational opportunities.

Lane has established indicators for each objective, and collects and analyzes data for a total of 15 indicators to evaluate the accomplishment of the foundational skills development core theme objectives. (4.A.1)

As summarized in Table 4-4, 11 out of 15 (73 percent) Core Theme 3 indicators are rated as achieved (3) or exemplary (4). Rationales for each rating are discussed below and supported by detailed data in Appendix 4.3.

Core Theme 3: Foundational Skills Development					
<i>Foster student learning and success through accessible, quality foundational skills development.</i>					
Objective 1: Underprepared students achieve high rates of progress and success.		Objective 2: Developmental, ABSE, and ESL students are prepared to succeed in their educational or career goals.		Objective 3: Lane provides accessible, quality, learning-centered opportunities for academically underprepared students.	
Indicator	Rating	Indicator	Rating	Indicator	Rating
3.1	2	3.5	2	3.9	4
3.2	3	3.6	4	3.10	4
3.3	4	3.7	4	3.11	4
3.4	3	3.8	2	3.12	2
				3.13	3
				3.14	4
				3.15	3
Percentage of indicators rated at 3 or 4: 11 / 15 = 73%. Met 90% threshold? NO					

Table 4-4: Core Theme 3 Ratings

Objective 1: Underprepared students achieve high rates of progress and success.

Indicator 3.1: Student success rates in developmental math, writing and reading courses (below 100 level)

Rating: 2, approaching achievement

For students taking developmental credit courses, the college evaluates data from Lane's Achieving the Dream (ATD) data set, which includes degree-seeking credit students starting in fall terms since 2006. Outcomes are tracked for each fall-start cohort and can be used to assess academic progress over a consistent period of enrollment. For this indicator, the team examined the success rates for developmental courses attempted within the first two years of enrollment, among students referred to such courses. Detailed data appears in the Appendix 4.3, including rates for each cohort and averages across students in all ATD cohorts. For Indicator 3.1 the most recent cohort presented contains students who started in fall 2011 and the metrics track their outcomes through 2013 summer. As of this writing, the ATD data set does not yet include the 2013-14 academic year, and therefore there are no two-year outcome metrics for the 2012 fall cohort.

Student pass rates in developmental courses average from 79 percent to 81 percent across the first six ATD cohorts. These rates remain consistently high, despite fluctuating enrollments over the time period. Looking at pass rates alone would merit an exemplary rating. However, the percent of students who attempt these courses is lower in all three subject areas, leading to overall completion rates that average from 52 percent to 59 percent.

Based on ATD data, completion rates for those referred to developmental reading have increased from 34 percent for the 2006 cohort to 71 percent for the 2011 cohort. Rates for attempting any

developmental reading course have increased from 44 percent to 83 percent while pass rates for those attempting have increased from 78 percent to 85 percent.

The completion rate for the highest level of developmental writing increased from 25 percent to 37 percent, reflecting higher rates of attempting and passing courses.

Math continues to be a challenge, with many developmental levels and more students referred to developmental math.

For students who started in fall 2011, the overall completion rates for the highest developmental level (within two years) are 71 percent in reading, 37 percent in writing, and only 29 percent in math. Although Lane has made improvements in rates of students attempting any level of developmental reading, writing and math, more students need to persist in completing required developmental courses so they can meet their educational goals.

Indicator 3.2: Pre- and post-test level gains on CASAS test or BEST Plus Listening Test

Rating: 3, achieved

ABSE and ESL students participate in noncredit classes with no grades attached to achievement. As one measure of both student and program improvement, ABSE and ESL departments in Oregon are required to pre- and post-test using federally approved tools, CASAS (<https://www.casas.org/product-overviews/assessments>) and BEST Plus Listening Test (<http://www.cal.org/aea/bestplus/>). Lane's performance overall has steadily improved. In 2009-10, Lane met or exceeded the target in two of the 11 performance levels. In 2010-11, Lane met 3 of the 11 targets (two in ESL and one in ABSE). In 2011-12, Lane met seven of 11 targets, including all of the ESL targets and one ABSE target. In 2012-13, Lane met six state targets, three more than the state as a whole. (Analysis requires keeping in mind that definitions shift over time causing some comparison issues from year to year, but all programs in the state experience the same shifts.) The program is working on changes in orientation, increasing students' technology skills, and on incorporating Oregon Learning Standards in instruction, which should improve learning outcomes.

Lane's performance has improved over time and the program has made changes that improved ESL Level outcomes, yet is struggling with meeting state targets in ABSE levels.

Indicator 3.3: Percent of students who attain a GED of those who attempted

Rating: 4, exemplary achievement

Of the 170 Lane students eligible for this goal in 2012-13, 151 students earned a GED. That number represents a 38.5 percent increase from the previous year. Lane met the state goal of 89 percent completion rate in 2012-13. Other programs had higher rates, but lower overall total completions.

Indicator 3.4: Persistence rate in ABSE and ESL programs to attain readiness for program-level courses or employment

Rating: 3, achieved

In credit classes, persistence is defined as continuing enrollment from one term to the next. However, persistence in ABSE and ESL is better defined as whether students at the highest levels of ABSE and ESL

are improving their skills enough to gain a level, essentially exiting ABSE and ESL. Students exiting are eligible for placement into credit classes beyond the required developmental reading class.

Lane met or exceeded the state goals in both ESL and ABSE for the last three years and compared favorably to two similar-sized programs helping students gain the skills they need to be successful in degree and certificate programs. For example, in the most recent program year (2012-13) 36 percent of Lane students had an educational gain to reach the highest ABSE level compared to the state goal of 31 percent. At the highest ESL level 28 percent of Lane students had a gain compared to a state goal of 18 percent.

Objective 2: Developmental, ABSE, and ESL students are prepared to succeed in their educational or career goals.

Indicator 3.5: Percent of developmental credit students passing required program-level courses in subject areas where remediation has been completed

Rating: 2, approaching achievement

Among students who complete developmental work within their first two years, the attempt rates for program-level math and writing courses are quite high (over 75 percent), and the overall completion rates for the latest cohort was 64 percent in math and 66 percent in writing. Furthermore these rates have been increasing as a result of higher attempt rates. However, students who complete remediation in reading have much lower rates of moving on to college level writing, with an average completion rate for the last six fall cohorts of only 23 percent within two years. Failure to complete program level math and writing can be a major barrier to students completing certificates or degrees, and this is an area that needs further attention and action. Lane is instituting curriculum revisions in ALS and Math that should decrease the steps to program level courses. These data show that a major challenge is moving students from developmental reading through to college-level writing, and although the attempt rates have increased dramatically (from 12 percent to 30 percent) the completion rate is still too low.

Indicator 3.6: Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education

Rating: 4, exemplary achievement

In 2012-13, 52 percent of ABSE/ESL students transitioned to post-secondary education or training, well above the state performance target of 38 percent. ABSE/ESL students face many barriers to transitioning, including eligibility for financial aid and their understanding of how financial aid works. In addition, only two of 16 other programs in the state transitioned more students to post-secondary, and only three other programs transitioned at higher rates (71 percent, 87 percent, 82 percent, but those programs had substantially smaller numbers).

Indicator 3.7: Percent of students enrolled in ABSE or ESL who become employed

Rating: 3, achieved achievement

In 2012-13, of students with the goal to attain employment, 205 or 28 percent ABSE and ESL students entered employment by the end of the first quarter after exiting the program, which exceeded the state performance target of 25 percent for the first time in four years. Considering Lane County's employment picture, exceeding the target and exceeding it with high numbers is excellent. A focus on employment

and work search, and partnerships with workforce development efforts could result in greater numbers. Only two other programs out 17 programs had greater numbers of students entering employment in 2012-13.

Indicator 3.8: Percent of students enrolled in ABSE or ESL who retained employment

Rating: 2, approaching achievement

In 2012-13, of ABSE and ESL program participants who were employed at program entry or became employed by the first quarter after exiting, 307 students, or 29 percent, retained employment in the third quarter after the program, up from 209 in 2011-12. The method of calculating the rate changed in 2012-13, so although the number increased, the rate stayed the same as 2011-12. For the last four program years the state performance targets on this outcome have ranged from 42 percent to 46 percent, while Lane's rate has consistently been between 28 percent and 29 percent. Considering Lane County's employment picture, increasing the number of students achieving this goal is an accomplishment.

Objective 3: Lane provides accessible, quality, learning-centered opportunities for academically underprepared students.

Indicator 3.9: Course success rates by race/ethnicity, Pell Grant support, and disability status

Rating: 4, exemplary achievement

Not only are there separate sets of results for students disaggregated by race/ethnicity, Pell Grant status (as a proxy for SES), and disability status, the college also considers success in math, writing, and reading. In addition rates of referral, attempt rates, and pass rates, as well as attempts at any developmental level compared to the highest developmental level in the series are considered. Altogether this creates about 150 different metrics presented under this one indicator, and for each metric evaluate at least six cohorts of data as well as an overall average are evaluated. This is an area where a considerable amount of time has been spent reviewing the assessment metrics to determine the appropriate approach to analysis (4.A.6). In particular there are issues of what time frame to consider, the correct way to disaggregate student groups, and limitations to reliability and comparability related to small sample sizes. Appendix 4.3 presents the detailed results and covers these issues in more depth, but is quite lengthy.

Race/Ethnicity: Compared to white, non-Latino students, students of color are slightly more likely to be referred to developmental math (by about two percentage points) and considerably more likely to be referred in writing (8 percent) and reading (4 percent). This deficit in college readiness is consistent across years and is very likely related to differential success. Nonetheless, the students in minority race/ethnicity groups compare very favorably to white, non-Latino students on most of these metrics, surpassing them in overall completion rates for both writing and reading and having only a very slight achievement gap in developmental math that seems to result largely from lower attempt rates. Considering their initial gap in readiness in all three subjects, and the higher risk factors associated with minority status, their outcomes are quite favorable and Lane considers this as a mark of exemplary achievement of the equity objective.

Pell Grant Support: Students who receive Pell grants are much more likely to be referred to developmental courses in all three subjects compared to other students who applied for financial aid

(but received no Pell) as well as compared to students who do not apply for financial aid, the latter group being the least likely to be referred. Despite this they compare favorably to both groups on attempting any level of developmental coursework and on the pass rates when they do attempt, for all three subjects, yielding higher overall rates of successful completion. The results for the highest level of developmental work are not as straightforward. Although they continue to clearly outpace students who never applied for financial aid, they have a very slight achievement gap (1 percent to 2 percent) in overall successful completion of both math and writing when compared to other financial aid recipients. This is likely the result of lower initial college readiness. Furthermore they excel at all measures of success for the highest level of developmental reading, although this comparison relies on some small samples. Overall Pell recipients appear to fare well in their developmental work when compared to other students, which indicates exemplary achievement of the objective, given that they start out with a clear deficit in college readiness and presumably are at elevated risk for failure given lack of external support/resources that are associated with lower SES.

Disability: The college examines the achievement of students receiving disability resources compared to those who do not. These students make up such a small proportion of all students (about 2 percent) that, when coupled with rates of developmental referral, the groups for analysis become so small that statistics are not very reliable for comparison. For example, in several cohorts less than 20 students receiving services are also referred to one of the developmental subjects. Therefore the evaluation is based on the overall averages across six years of fall-start cohorts.

Students receiving disability resources are slightly more likely to be referred to developmental math (by about 4 percentage points) and much more likely to be referred to developmental writing (15 percent) and reading (10 percent). Despite this readiness deficit, they excel in almost every metric for developmental success. They have higher pass rates and considerably higher rates for attempts and successful completions in all three subjects. The only area where they show a deficit is completion of the highest level of developmental math – an area where they lag behind by four percentage points, i.e., about 9 students over the course of six years. Again this indicates a surprisingly high level of achievement for this at-risk group, given initial deficits in college readiness.

Indicator 3.10: Developmental, ABSE, and ESL students rate learning environments as inclusive
Rating: 4, exemplary achievement

As part of course evaluations, students are asked whether they agree or disagree that their instructor "respected people including those of different genders, religious backgrounds, class status, abilities and lifestyles." On over 15,000 evaluations from recent years, 79 percent of developmental students strongly agreed while over 98 percent either agreed or strongly agreed to the statement. Rates of support were even higher for ABSE and ESL students, with 83 percent strongly agreeing. Students in these programs overall were more likely than students in college-level programs to rate instructors as inclusive, and this is consistent across subjects and terms.

Indicator 3.11: Benchmark score from Lane's Community College Survey of Student Engagement (CCSSE) for Active and Collaborative Learning
Rating: 4, exemplary achievement

Indicator 3.12: Benchmark score from CCSSE for Student Effort
Rating: 2, approaching achievement

Indicator 3.13: Benchmark score from CCSSE for Academic Challenge

Rating: 3, achieved

Indicator 3.14: Benchmark score from CCSSE for Student-Faculty Interaction

Rating: 4, exemplary achievement

Indicator 3.15: Benchmark score from CCSSE for Support for Learners

Rating: 3, achieved

In Core Themes 1 and 2, it was noted that Lane credit students score above national averages on the CCSSE Benchmarks of Effective Practice and also compare favorably to other community college samples. The college presented this as evidence of achieving the objective of student engagement. Nationally, developmental students tend to score higher than non-developmental students on these benchmarks, and the same is true at Lane.

When compared to the rest of Lane's credit student population, developmental students scored higher on four of the five benchmarks (active and collaborative learning, student effort, academic challenge, and support for learners) and although they tied for the fifth, student-faculty interaction, this was the highest scored benchmark overall and Lane's non-developmental students scored equally high. For two of the five benchmarks (active and collaborative learning and student-faculty interaction), Lane's developmental students had higher scores than developmental students nationally and at other Oregon community colleges. These two indicators are rated as exemplary because Lane is clearly above comparative data and more than a full point about the national comparison group.

For academic challenge, Lane's developmental students score about 0.5 higher than the national comparison group, but more than a point below developmental students at other Oregon community colleges. For support for learners, Lane's developmental students score only 0.1 point below the comparison group from other Oregon schools, but almost two points below the national group. Despite these mixed comparison results, both scores remain more than two points about the national mean of 50. The score for student effort is more than three points above the national mean for all students; however Lane's developmental students score below both comparison samples.

Improvement

Foundational skills development did not meet the threshold for exemplary mission fulfillment, which is defined as earning ratings of 3 or 4 on at least 90 percent of core theme indicators. Therefore, the college has undertaken several projects to improve outcomes.

The Academic Learning Skills department reviews completion and success rates as a part of the annual unit planning process, monitors for patterns in student enrollment and follows state and national discussions on developmental education best practices (Indicators 3.1, 3.5, 3.9). Results show excellent course and section success rates compared to Lane's overall average. In reviewing data, faculty became aware that the 45-credit developmental limit for financial aid can be a challenge, as research has shown that the more terms students are required to take in developmental education coursework, the less likely they are to finish the sequence and enter or complete credit programs. (4.B.2)

Accordingly, the college has made improvements to its developmental writing curriculum (Indicator 3.5). One example is that in fall 2014, the college implemented a new plan to reduce the number of developmental writing courses from three to two and the number of developmental writing credits from 13 to nine. The redesign also incorporates teaching grammar within writing instruction, as opposed to teaching grammar as an isolated skill set. This change aligns courses with current best practices for teaching writing, and provides for more challenging reading for students to use as a basis for their writing. (4.B.2)

A redesigned developmental reading course, RD087, reduces the number of developmental credits to three from six and incorporates the EL115 (Effective Learning) class, transferrable to four-year institutions, in most cases, as an elective (Indicator 3.5). The college will continue to monitor to see if the design and approach has the intended outcome of improved persistence to college-level writing and program completion. (4.B.2)

Completion and success data in ALS is shared with faculty and summarized for sharing in annual unit plans. (4.B.1)

In order to address indicator 3.1, the Math division has embarked on several improvements. Improvement strategies for math success and completion of math program requirements have involved both the Math division and the ALS department. Working together, faculty designed online review components for students. In order to improve pass and persistence rates, faculty also designed similar review tools. Faculty designed this system so that it could be accessed without a log-in in order to help users refresh and review their math skills before placement testing. More than 200 users have prepared using the online math review tools. Advisors and counselors have helped in the preparation, progression, and completion strategic direction by strongly encouraging students to take writing and math early and explaining why that is important. (4.B.2)

Math faculty have made other curricular changes to help students succeed. Since students new to college frequently fail Math 60 and 65, the Math division developed a Guided Study Math 60/65. Students are referred to the class, where they work at their own pace with the assistance of an instructor and a tutor. They are able to earn variable credit, which allows them to take more than a single term to complete a course if necessary, and they can receive substantial individual help. (4.B.2)

Other recent options for developmental students are online math classes in ALS (Math 10) added in 2010-11 and the Math division (Math 20, 60, 65 and 95, added fall 2013). Instructors have developed engaging courses with explanatory videos and frequent opportunities for interaction with students, and the results have been positive. The instructors also hold online office hours, and the division recently added online tutoring at selected times of the day as well. (4.B.2)

The most recent Math division development, which will impact Indicator 3.5, is a fall 2014 course designed for students who are not planning to go into science, technology, engineering and math (STEM) fields. Instead of requiring them to take three developmental algebra courses (Math 60, 65 and 95), they have the option of taking a math literacy course (Math 98), which allows them to complete their developmental math requirement more quickly, study more applicable content, and move on to college-level classes. (4.B.2)

In addition, the division is working across departments to encourage students to take math and writing requirements first. Some of these messages began during implementation of Lane's Title III grant, but

remain as an effort and include academic departments (career tech and transfer), as well as student services, such as Advising and Counseling, Tutoring Services and other areas, such as TRiO, Athletics, Student Life and Leadership. (Indicator 3.5) (4.B.1, 4.B.2)

For ABSE and ESL, the Title II grant requires review and reflection on success measures each year and a focus on annual improvement plans guided by Oregon's Indicators of Program Quality (Exhibit 4.7). (Indicators 3.2, 3.3, 3.6, 3.7, and 3.8) (4.B.1, 4.B.2)

When ESL faculty saw that National Reporting System (NRS) level gains were not meeting state goals, they reviewed possible strategies that might lead to increases and impact Indicator 3.2. State and program data showed that students with more hours had more gains. Classes were redesigned from seven, three, and four hours to nine- and six-hour classes with a required one hour of homework per class session. Since that change, and with accurate pre- and post-test collection protocols, the increase has been dramatic. The numbers served have declined (true across the state), but the intensity and results increased. (4.B.2)

ESL met all state goals or level gains in 2011-12 and all but one in 2012-13. To continue improvement in Indicator 3.2, faculty redesigned an evening program curriculum that was implemented in winter 2014 with funds from unit planning, creating a year-long curriculum at each level, aligned with Oregon Learning Standards. ESL faculty and staff will monitor for changes, but differences may not be evident until 2014-15 after a full year of implementation. (4.B.1)

At the same time, ABSE and ESL are demonstrating excellent transition to postsecondary results. For example, a career pathway in Early Childhood Education and a pathway to Certified Nursing Assistant (CNA), availability of a transition advisor and scholarships through Lane Community College Foundation help support transitions impacting Indicator 3.6. An ABSE noncredit course, Everything You Wanted to Know About College Before You Start, walks students through the transition from ABSE to credit program. (Indicator 3.6) (4.B.1)

ABSE/ESL stakeholders and partners with access to program-level and state data include department of Community Colleges and Workforce Development, 17 community college programs from across Oregon and Oregon Department of Corrections. (4.B.1)

Lane's enrollment is about 10 percent of the state's enrollment in ABSE/ESL. Because federal funding to the state is based on state performance, every partner's performance has the possibility of impacting statewide performance, especially for larger programs, such as Lane's. Because all programs have access to each other's program data, each program can see which programs are achieving results and compare and contrast practices to explore changes in program elements, such as assessment, recruitment, instruction and orientation. (4.B.1)

ABSE faculty and staff are involved in designing strategies to both explore the meaning of data at the ABSE National Reporting System levels and what interventions might be attempted or additional progress measures developed, while ESL faculty and staff strategies aim to meet or exceed, or to continue to exceed, state targets in terms of both percentage and numbers. (Indicators 3.2, 3.3, 3.6, 3.7, and 3.8) (4.B.1, 4.B.2)

Core Theme 4: Lifelong Learning

At Lane Community College, lifelong learning is provided by the Continuing Education (CE) department, which includes the Successful Aging Institute (SAI), and the Small Business Development Center (SBDC), which includes the Employer Training Services department (ETS). All offer noncredit educational programming and services. The majority of all CE courses focus on career training, and many lead to career certification or licensure. In 2012-13 Lane enrolled 14,360 noncredit students (Exhibit 4.8). An additional 2,488 credit students were also enrolled in non-credit coursework.

Continuing Education offers a wide range of allied health courses. Upon successful completion of their course work and practicum experiences, students qualify to sit for state and/or national certification or licensure exams. CE offers many other career training courses to prepare students for career licenses, as well as a wide spectrum of classes focused on the arts, home and family, personal enrichment, and health and fitness.

SAI strives to enrich lives of mature adults and those who serve them. Since 2009, SAI has partnered with more than 40 local organizations to offer learning opportunities for adults of all ages. Students explore new careers, cultivate skills for the third age of life, and enjoy courses in a variety of disciplines.

Lane's SBDC supports startup, growing and mature businesses. Part of a network of SBDCs across the nation, the Lane SBDC partners with other community organizations to bring useful classes and programs that provide information and tools to local entrepreneurs. Clients improve the local community through business startups, job creation, capital formation and other economic contributions.

ETS operates under SBDC. It focuses on employer-driven outcomes and deliverables, meeting the needs of local businesses with customized training for their employees. Expert instructors offer innovative curriculum and the latest technology that gives immediate results. ETS services help companies increase revenues through continued growth, optimized workforces, greater efficiency and improved operations.

Planning

Planning for the lifelong learning core theme is guided by and aligned with Lane's "Strategic Directions Assessment Report," and through the annual unit planning process, which links institutional planning to the college's mission and strategic directions. Further elaborating and articulating these plans are governance bodies including the College, Diversity, Facility, Learning, Student Affairs, and Technology Councils, standing committees such as the Assessment Team, and work groups formed around initiatives such as Achieving the Dream. With broad participation by faculty and other stakeholders, these groups gather and analyze data that support design and modification of components within core themes. (3.B.1, 3.B.3)

For Continuing Education, each Wednesday afternoon a planning meeting based on assessment takes place involving the dean of Continuing Education and Cottage Grove, CE program coordinators, and the director of the Successful Aging Institute and Senior Companion Program. Instructional coordinating specialists from CE and Cottage Grove often participate as well. During the meeting, evidence from class evaluations, requests for new classes from the website, enrollment reports clarifying "go/no go" decisions, cancellation rates, renewal rates, and other sources are analyzed and decisions made for continuous quality improvement. As planning led to further assessment and improvement, the CE team

began evaluating the quality of teaching through a new instructor assessment process in fall 2014. The process includes in-class evaluation by program coordinators, peers and the instructors themselves. (3.B.2)

The work of Lane’s Continuing Education diversity Dream Team provides another example of Core Theme 4’s planning work. In order to establish a more robust program of diversity-related professional development, pursuant to the strategic direction of providing a diverse and inclusive learning and working environment, the Dream Team has organized and facilitated professional staff trainings on micro-aggression and storytelling for social justice. More than 90 percent of staff at Eugene and Cottage Grove have actively participated in at least one of three in-house diversity trainings. Disability Resources partnered with the team to present training on serving students with wide-ranging abilities, a topic that was requested by instructors at the fall 2013 instructor in-service. (3.B.1)

The team also initiated a participatory process in which members crafted a diversity statement now posted throughout the department. It reads: “We, the team members of the Continuing Education department and Cottage Grove campus are a cross-cultural and diverse group. We strive to further Lane’s core value of respect for diversity by being supportive, inclusive, responsive, and accessible. In every interaction with students, instructors, guests and each other, we listen for what’s needed, and strive to maintain an open and positive attitude. We are committed to treating each other with respect while honoring our differences. We take personal responsibility for continuously learning and improving, so that we may provide the best possible learning experience, and environment. We welcome, value, and embrace diversity among all students.” (3.B.1)

In another example, CE’s Successful Aging Institute Advisory Council of community leaders (SAIAC) has provided guidance and support since SAI’s creation in 2009. Fulfilling the college’s collaboration and partnership core values of promoting meaningful participation in governance and encouraging and expanding partnerships with organizations and groups in the community, the 28-member body sets and achieves annual goals for SAI. Recent accomplishments include creating and updating the SAI mission statement, assisting with curriculum development, and attracting a total of 40 community partner organizations. In 2013, the SAIAC created, hosted, funded and facilitated the first Continuing Education-Successful Aging Institute “Community Connections” networking event, resulting in new partnerships and new classes. (3.B.1, 3.B.2)

At the SBDC, annual planning takes place through the college’s unit planning system (January and October); the Oregon Small Business Development Center Network (OSBDCN) strategic plan and separate work plan (January); along with reporting deliverables to the SBA (Small Business Administration), and Biz Oregon (Oregon Business Development Department) to meet annual goals (January, June). The center strives to balance and meet the goals of the college and its funding partners, as well as the accreditation requirements of the national Association of Small Business Development Centers. (3.B.1, 3.B.3)

The Lane SBDC-ETS Advisory Committee meets once per term and consists of business leaders and owners in the community who give input to the SBDC planning team comprised of the SBDC and ETS director, project specialist II/operations, and small business management instructor. The SBDC planning team then meets with the lead advisor and the instructional coordinating specialist to plan out the implementation of new programs, classes and services. Planning also addresses the needs to increase data point goals set by the OSBDCN and SBA. Additionally, the director and the project specialist II/operations lead are available to meet with community partners to discuss how to address the needs

of small business owners, entrepreneurs and companies who need customized trainings, which can be served by ETS. The SBDC staff looks at the numbers collected in CenterIC (the centralized client reporting database mandated by the Small Business Administration); meeting the learning objectives and mission of the college; feedback from existing clients and input from community members through forums; and SBDC-ETS Advisory Committee meetings. (3.B.1, 3.B.2, 3.B.3)

CE, SAI, the SBDC, and ETS evaluate instructors, classes, trainings and workshops on a regular basis; and make improvements or changes as needed. CE evaluates instructors, classes, trainings and workshops at the completion of each. SBDC completes these evaluations at the end of every training. (3.B.3)

As an example of analysis and evaluation at work, in 2013 the Massage Therapy program undertook a financial assessment to determine the rates of registration at which the classes are profitable. This effort was spurred by the recognition that the previous methodology—establishing a set registration number required for all classes—used by program coordinators was not the most effective approach due to changing variables among courses, such as class length and the need for instructional aides. (3.B.2, 3.B.3)

A new methodology was developed using a formula instead of a flat rate, allowing the Massage Therapy program to better anticipate profits, which supports the ability of program coordinators to create future plans for the program and the department. This responsiveness enables the program to be successful while containing costs. Planning within this core theme addresses lifelong learning, and also vital service components provided to prospective students by the college's Continuing Education department. Unlike credit departments on the Lane main campus, the small CE staff must take responsibility for all student support and ancillary activities, including advising, counseling, enrollment management, and marketing. Also, curriculum development does not go through the credit Curriculum Committee, therefore CE has more flexibility in developing its curriculum. (3.B.2, 3.B.3)

In this manner, planning for Core Theme 4: Lifelong Learning is grounded in the mission of the college, informed by appropriate data, consistent with planning in other core themes, and inclusive of stakeholders.

Assessment

Lane's Continuing Education career preparatory courses have explicit learning outcomes that are regularly reviewed by state agencies if and as needed. All reimbursable adult continuing education, occupational preparation, and occupational supplemental classes are vetted and later audited on an ongoing basis by the Oregon department of Community Colleges and Workforce Development (CCWD) and the Higher Education Coordinating Commission (HECC) to receive state funding. Regardless of the location, timing or modality of a course, student satisfaction is assessed and documented by program coordinators through evaluations. (4.A.3)

Instructors are responsible for assessing student achievement of clearly identified learning outcomes in all classes especially those leading to examination and certification through multiple means including quizzes, tests, role play activities, in-class and online assignments in many classes. (4.A.2, 4.A.3)

CE offers online and in-class paper evaluations for classes throughout the year to ensure quality instruction and to highlight areas for improvement. Some of the courses, such as Nursing Assistant,

Licensed Massage Therapy, Real Estate, and Alcohol Server, have regulatory agencies which evaluate and approve content and instruction. The SBDC also uses student evaluations to appraise the effectiveness and relevance of the information presented in its trainings and events. The SBDC has consistently earned exemplary ratings from users for both course and counseling offerings. In addition, the OSBDCN evaluates the success of each center. (4.A.1, 4.A.2)

CE programming is reviewed and decisions made by programmers and managers weekly, regarding current and new potential offerings, in order to best meet emerging community needs and interests. The annual unit planning process particularly assists the cultivation of new programming that requires seed resources, such as curriculum development dollars. The department also uses a variety of approaches informed by the Learning Resources Network (LERN) organization, which sets benchmarks for continuing education internationally. (4.A.1, 4.A.2, 4.A.4)

Sixty-two percent of CE full-time and part-time staff involved in programming, including all managers, are LERN certified program planners and utilize LERN assessment tools including cancellation, retention, and participation rates. The Successful Aging Institute Advisory Council assists in the ongoing evaluation of new SAI classes. SBDC staff also engage in regular evaluation via course and counseling evaluations and has been specifically recognized for its ability to fluidly meet the changing needs of the community, receiving the SBA's Regional Award for Excellence and Innovation in 2012. (4.A.2)

The executive team reviews the entire college's assessment process to ensure meaningful evaluation and planning. For example, in 2014 the executive team initiated a process to implement more widespread program review to enhance the unit planning process and other department planning processes. (4.A.6)

For overall evaluation of mission fulfillment in regard to Core Theme 4, Lane uses the institutional scorecard process described in Standard 1 in which a threshold of excellence for Lane's overall mission is defined as earning ratings of three or four on at least 90 percent of core theme indicators, with ratings following the scale 1 = not achieved, 2 = approaching achievement, 3 = achieved, and 4 = exemplary achievement. (4.A.1)

Core Theme 4 ratings were determined, based on collected data, by a team of lead instructors, staff and administrators from the SBDC, the CE department, and the SAI, and were reviewed by the executive team for each of the indicators organized under two core theme objectives.

As summarized in Table 4-5, 18 of the 19 (94 percent) for Core Theme 4: Lifelong Learning indicators are rated as achieved (3) or exemplary achievement (4). Rationales for each rating are discussed below and supported by detailed data keyed to each indicator in Appendix 4.4.

Core Theme 4: Lifelong Learning <i>Provide accessible, quality lifelong learning experiences for the communities we serve.</i>			
Objective 1: Community members achieve their goals through credential programs and job skills training, professional, personal, and small business development classes and services.		Objective 2: Lane's community engages in lifelong learning through quality, accessible cultural and public service programming	
Indicator	Rating	Indicator	Rating
4.1 - CE	3	4.9 - CE	4
4.2 - CE	3	4.10 - CE	3
4.3 - CE	2	4.11 - CE	4
4.4 - CE	4	4.12 - CE	4
4.5 - CE	3	4.13 - CE	3
4.6 - SBDC	3	4.14 - CE	4
4.7 - SBDC	4	4.15 - SBDC	3
4.8 - SBDC	4	4.16 - SBDC	4
		4.17 - SBDC	4
		4.18 - SBDC	3
		4.19 - SBDC	4
Percentage of indicators rated at 3 or 4: 18/ 19 = 94 percent. Met 90 percent threshold? = Yes			

Table 4-5: Core Theme 4 Ratings

Objective 1: Community members achieve their goals through credential programs and job skills training, professional, personal, and small business development classes and services.

Indicators 4.1 through 4.5 pertain to CE

Indicator 4.1: Cancellation rate for all CE and SAI classes

Rating: 3, achieved

The term "cancellation rate" refers to the percentage of classes developed, publicized and then cancelled due to low enrollment. Cancellation rate is a key benchmark for success, according to the LERN organization, which trains and approves Certified Program Planners (CPP) internationally. The LERN benchmark is a 15 percent cancellation rate, which encompasses a rate of 30-50 percent for new "risky" courses and 0-13 percent for repeated courses. To reduce cancellations, part of the LERN's CPP training involves increasing and improving needs assessment, increasing and improving marketing efforts, and/or rechecking relevance of courses with high cancellation rates. See Table 4.6.

2010-2011	2011-2012	2012-2013	2013-2014
41 %	32%	35%	6%

Table 4.6: Course Cancellation Rate.

The Continuing Education department began to send staff through LERN training in 2010 and to date eight staff have achieved CPP status and began to implement their new learning and skills to reduce

cancellation rates. In late 2013 CE purchased, instituted and began to utilize LERN's "Lumens" registration system—specifically for the purpose of making the data-driven decisions LERN advises. Even though Lumens is not yet fully utilized, CE has greatly reduced the overall cancellation rate in the last four years.

Indicator 4.2: Pass rates for Allied Health pre-certification classes

Rating: 3, achieved

CE instructors, staff, and the director review course pass rates on a term-by-term basis to ensure that students are succeeding. High pass rates indicate students are achieving course learning outcomes, gaining job skills, and making progress towards career goals. The class pass rate for all of the allied health pre-certification classes is over 90 percent including the massage therapy classes in which the students are taking multiple classes each term. See Table 4-7.

Pre-Certification Class	2010-2011		2011-2012		2012-2013		2013-2014	
	Attend	Pass	Attend	Pass	Attend	Pass	Attend	Pass
CNA1	216	98%	183	97%	150	97%	136	98%
Pharmacy Tech	119	96%	165	98%	189	99%	51	94%
Phlebotomy	27	100%	29	96%	40	98%	83	100%
LMT	812	91%	689	91%	619	94%	unavailable	

Table 4-7: Pass Rates for Allied Health Pre-Certification Classes

Indicator 4.3: State certification test pass rates for Nursing Assistant 1 (Certified Nursing Assistant)

Rating: 2, approaching achievement

In 2010, 66 percent of nursing assistant students passed the Oregon State Board of Nursing certification practical exam, which was average for other training programs in the state. Notably, 12 percent more students passed the exams in 2011 than in 2010 (see Table 4-8), an increase that is due in part to additional skills lab hours. While this was an improvement, assessment of the test scores revealed there was still a large discrepancy between written and practical skills exam results. The nursing assistant students were performing much better on the average but still practical skills exams scores were much lower than written exams scores. This is a two instead of a three because CE is only keeping par with the other training programs and the goal is to exceed the average.

	2010-2011		2011-2012		2012-2013		2013-2014	
	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Written	219	99%	153	99%	146	97%	144	95%
Skill	301	66%	180	78%	195	69%	143	70%

Table 4-8: Pass Rates for Nursing Assistant 1

Indicator 4.4: State test pass rates for Licensed Massage Therapy (LMT)**Rating:** 4, exemplary achievement

The state examination pass rates for the LMT program have averaged above 95 percent since 2010, with a 100 percent rate in 2012. In the same time period, the statewide pass rate has averaged approximately 80 percent; and Lane students have consistently outperformed candidates from other Oregon massage programs (Exhibit 4.9) (see Table 4-9).

	2010-2011		2011-2012		2012-2013		2013-2014	
	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Written and Skill	34	98%	32	100%	43	100%	34	97.1%

Table 4-9: Pass Rates for LMT**Indicator 4.5: Percent of LMT graduates now working in their field or pursuing further education****Rating:** 3, achieved

In a recent phone survey of massage program graduates conducted by the CE department, 40 graduates responded. Ninety-three percent (37) were licensed and employed. Of the remaining three, two were injured and one was going to medical school.

The CE department has found it challenging to track Massage Therapy program alumni. Many licensed massage therapists work in private practice, for multiple employers or at multiple sites, or have entered massage therapy as a second career; in fact, American Massage Therapy Association research shows that 44 percent of therapists across the country earn income from another profession (Exhibit 4.10). The flexibility that attracts so many of Lane's massage therapy students to massage as a career also makes it difficult to maintain contact with them once they are working in the community. Although data are limited here, the high rate of employment among survey respondents leads CE to rate this as an indication of achieving the core theme objective.

Indicators 4.6 to 4.8 pertain to SBDC

The data and indicators used in the data table are recorded after each client interaction by the advisor and/or instructor. This information is recorded in CenterIC which is a nationally SBA approved and customized database. The numbers show how many individuals and businesses are being served through one-on-one business advising which is comparable to meeting with a business consultant. The advantage is that the SBDC is able to offer this service for free which reduces barriers to small business owners who would not be able to afford a business consultant. The SBDC services create a positive economic impact through technology improvement, creating new jobs and retaining jobs. Additionally, business owners are more likely to start their business, secure funding, grow their business, hire employees and learn the essentials of running a successful business that will sustain the up and downs of the local economy.

Clients verify in writing the economic impact data before it is recorded in CenterIC. The feedback and evaluation data is captured separately for every advising session, class and program. This information is recorded and shared with advisors and instructors, made available to state and federal agencies, and used to assess demand for other business development offerings in the community.

The SBDC is an exceptional success when compared to the deliverables of the other 18 centers in the Oregon State Small Business Development Center Network. In fact, Lane's SBDC is considered a center leader in the state, receiving numerous awards, including the Small Business Administration's Regional Award for Excellence and Innovation, the Association of Small Business Development Centers Shining Star Award, and the Oregon State University Extension Service Collaborators Award.

Indicator 4.6: Number of advising clients served and hours of advising services given

Rating: 3, achieved

Business client advising is the "entry point" for business owners obtaining business development services from the SBDC, and the center has been able to maintain and even increase the number of advising clients served from year to year. The SBA and the OSBDCN annually set the advising client goals for the center. The statistics monitored include regular one-hour advising for clients accessing these services along with long-term clients that get advising five or more times. Clients not seeking services after 120 days are considered "inactive." Advising notes for all interactions are kept in the CenterIC database. All advising clients complete an evaluation form after each advising session.

In 2013, the SBDC served 898 advising clients, considerably more than the 675 served at Portland Community College, which is the largest staffed center in the state. The SBDC can claim a considerable number of long-term advising clients (five or more advising sessions), which generates regular local success stories and further indicates that the SBDC is meeting the needs of clients through numerous stages of their career and business development. See Table 4-10.

	2010-2011	2011-2012	2012-2013	2013-2014
Clients Served	775	742	797	898
Counseling Hours	2794	2926	2815	2856
Long term Clients	144	171	146	136

Table 4-10: Number of Advising Clients Served

Indicator 4.7 Number of training events and number of training attendees

Rating: 4, exemplary achievement

The SBDC provides a number of training classes, workshops and seminars each term on business development topics. Over the last four years, the SBDC has seen some change in the number of clients served and training events the center has been able to offer. In 2010-11, the SBDC saw a surge in clients as dislocated workers considered entrepreneurship as a viable option to support their households. Those who were still employed viewed their own part-time business as a contingency plan, or a way to supplement their income. This demand tapered off in 2011-12 as the client count dropped by 35 percent, and those trained established new businesses or began returning to the workforce. 2012-13 was the year the SBDC moved to a new location and the center focused on the move and issues around the move, along with lower training needs as the initial post-recession client demand continued to slacken. All of these factors led to a lower number of clients served. In 2013-14, the SBDC completed the move and found the office space attracting new business development clients. The increase in classroom space availability in the Downtown Center building allowed the SBDC to offer more training events and increase the number of clients served over the previous year.

In the space downtown, the SBDC increased new trainings based on demand from the business community. These training sessions cover topics of interest and benefit to business owners, to help

them start and grow their businesses. Some are one-time trainings while others are offered over a number of sessions. Regular training include topics such as Quickbooks, Guerilla Marketing, Financial Statements, Microsoft Applications for business use, Advanced Leadership and Communications, LEAN processes for manufacturers and service businesses to name a few. All training attendees complete an evaluation form after the completion of the training, and they are asked to recommend courses for future trainings.

The SBDC offered significantly more training events in 2013-14 than in the previous years, which correlates to a greater number of local and Lane County businesses supported by the unique variety of services offered by the center (see Table 4-11).

	2010-2011	2011-2012	2012-2013	2013-2014
Events	287	187	219	332
Attendees	4786	3108	1594	2430

Table 4-11: Number of Training Events and Attendees for SBDC

Indicator 4.8 Number of business organizations enrolled in the Small Business Management Program

Rating: 4, exemplary achievement

The Small Business Management Program is composed of classroom instruction, peer-to-peer learning, 1:1 monthly advising, and online learning resources. Over the past four years, the SBDC has increased the number of business organization attendees (see Table 4-12). This learning model generates the highest percentage of businesses which “thrive and grow,” and greatly reduces the number of business startup failures. All advising sessions are documented in CenterIC and all program students complete an evaluation form at the end of the program.

Year	2010-2011	2011-2012	2012-2013	2013-2014
Attendees	54	71	110	102

Table 4-12: Number of Businesses in the Small Business Management Program

Objective 2: Lane’s community engages in lifelong learning through quality, accessible cultural and public service programming.

The majority of CE classes focus on career enhancement and training, but the wide array of personal enrichments classes include visual arts, music, dance, theater, sewing, cooking, writing, health and wellness, foreign languages, parenting, home improvement, money management, driver and motorcycle safety education, fitness, and personal computer technology. The classes are offered sustainably to best serve a wide diversity of students most accessibly and affordably. Classes are offered in partnership with 75 nonprofit, for-profit, and governmental organizations throughout Lane County.

Indicators 4.9 through 4.14 pertain to CE

Indicator 4.9 Percent of randomly selected SAI classes earning evaluations of 4.0+

Rating: 4, exemplary achievement

Since 2010, at least 94 percent of SAI classes have achieved an overall four or better out of five rating, and the LERN benchmark is 95 percent (see Table 4-13). Indices for evaluation include the instructor's knowledge of a subject, as well as their preparation, organization, and utilization of materials, and the ability of students to meet course objectives. Evaluation ratings also include a measure for how well the classroom environment enhances learning, a vital SAI indicator as almost 100 percent of classes are offered at community partner facilities, thus enhancing the strategic direction of sustainability.

CE uses evaluations to assess whether SAI courses are helping participants achieve their goals. The evaluations are collected for at least 80 percent of all courses and results reviewed by the director, the instructors, and involved community partner organizations. Students report on evaluations that they met the course objectives. Course evaluations are more a direct measure of the quality of the course.

2010-2011	2011-2012	2012-2013	2013-2014
100%	94%	95%	100%

Table 4-13: Percent of SAI Classes Earning Evaluations of 4.0+

Indicator 4.10: Ability to maintain state approval for Nursing Assistant 1 (Certified Nursing Assistant) and LMT

Rating: 3, achieved

Nursing Assistant 1 classes are evaluated and approved every two years by the Oregon State Board of Nursing (OSBN). The OSBN mandates every aspect of this training course through division 61 in the Oregon Administrative Rules. It has proven challenging to keep current with the frequent changes and to be in compliance. CE has maintained its state approval for Nursing Assistant 1 in both 2010-11 and 2012-13.

Both the Oregon Board of Massage Therapists (OBMT) and the National Certification Board approve the Licensed Massage Therapy program. Lane's massage program has been an OBMT-approved program since 1996. This regulatory agency does not have the same depth of oversight as the OSBN, but the process also is challenging as the Oregon Administrative Rules change. CE has maintained its state approval for the LMT Program in 2012-13.

Indicator 4.11: Number of partner agencies or businesses actively collaborating with CE and SAI and generating FTE and profit

Rating: 4, exemplary achievement

In 2010 CE staff collaborated with 71 local organizations. By 2012 that number decreased to 62, due to the loss of a program coordinator and the recessionary pressures forcing some of CE and SAI's former partners to cut back or go out of business. By 2013, CE and SAI had exceeded the initial number of partners to work with 75 organizations (see Table 4-14). As the local economy continues to improve,

more organizations are approaching CE and SAI, and wanting to partner with the college. Partnering with organizations across the area helps to ensure that the community is actively engaged in lifelong learning programming.

	2010-2011	2011-2012	2012-2013	2013-2014
CE partner agencies/businesses	71	62	68	75
SAI partner agencies/businesses	20	26	32	38

Table 4-14: Number of Partner Agencies/Businesses Collaborating with CE and SAI

Staffed by two half-time employees, the Successful Aging Institute has increased the number of its organizational partners from zero initially, at its inception in 2009, to 38 in 2014. These collaborative partnerships help ensure accomplishment of a combination of this core theme objective and several strategic directions concerning accessibility, sustainability, innovation, and diversity. The more the college partners, the greater the number and quality of offerings CE is able to provide in collaboration with, rather than in competition with, other organizations. These partnerships then directly increase both FTE and revenue.

Indicator 4.12 Growth in community organizations with past or current involvement in SAI Advisory Council

Rating: 4, exemplary achievement

Given the importance of collaboration and partnership as a core value of the college, SAI is proud of the growth of the number of community businesses, nonprofits, and governmental organizations involved in its advisory council. Within the first year of its inception in 2009, 21 organizations stepped up to assist the college in the cultivation of the new Successful Aging Institute by providing staff to actively participate in the council.

Once involved, organizations have maintained an advocacy and support role to the college through ongoing contact with SAI. Currently the number of such groups is 38 (see Table 4-15); on average, other advisory boards at the college include representation of just four to ten such organizations. In addition to a wide spectrum of community leaders and professionals in the field of aging, the SAI Advisory Council always includes at least four Senior Companion Program volunteers, ensuring both age and income diversity in membership.

2010-2011	2011-2012	2012-2013	2013-2014
21	29	33	38

Table 4-15: Community Organizations Involved with the SAI Advisory Council

Indicator 4.13: Percent of CE students who also enroll in credit classes

Rating: 3, achieved

Although credit and noncredit programs are often thought of separately, CE is becoming increasingly aware of interdependence and areas of overlap. This goes beyond viewing noncredit work as leading to credit programs (although that is the case for many students). As the department examines enrollment data and learns about the many pathways students follow, it's clear that students transition in both directions and that they often engage in both credit and non-credit offerings simultaneously.

The evidence here shows CE is complementary to and interconnected with credit programming. This is especially significant as CE classes are offered without benefit of financial aid to a wider population than is served by credit departments. About 9 percent of students traditionally classified as "credit" are also enrolled in CE in any given year, while about 15 percent of students enrolled exclusively in CE will return the following year as credit students (see Table 4-16).

2010-2011	2011-2012	2012-2013
17%	14%	16%

Table 4-16: Percent of CE Students Who Enroll in Credit Classes

The Continuing Education department is aware of many success stories that mix CE and credit programs. Students can expand the breadth of their studies, for example a student in the Physical Therapist AAS program might include noncredit LMT courses. An AAOT student majoring in language arts could study Japanese or others languages offered only via Continuing Education. LMT students might opt for the credit versions of biology or anatomy and physiology courses.

Indicator 4.14: Number of LMTs and Lane alumni actively participating in Lane County Massage and Bodywork Association (LCMBA) meetings

Rating: 4, exemplary achievement

The LCMBA, in partnership with the Oregon Massage Therapy Association, grew out of the massage student alumni group. That group started with 20 students in 2011-12 at the insistence of committed Lane massage students. The LCMBA has grown to 143 participants in just over a year, with approximately 40-50 people in attendance at each monthly educational meeting (see Table 4-17). A massage modality or technique is presented at these monthly meetings for which attendees receive two OBMT continuing education hours.

2011-2012	2012-2013	2013-2014
20	65	143

Table 4-17: Number of LMTs Participating in LCMBA Meetings

The LCMBA allows the massage therapy program to maintain contact with former students and offers all participants (alumni or not) valuable networking and educational opportunities to support their practice and business. Regular engagement with former students and LMTs from the community helps inform the content and quality of Lane's long-standing and well-respected massage therapy program. And, though they cannot yet receive credit for continuing education, current students are also encouraged to participate in LCMBA meetings. This opportunity will help students build relationships with their soon-to-be fellow LMTs and develop a greater understanding of the many professional possibilities that await them as practitioners of massage and bodywork. In this sense, the LCMBA serves as a bridge between the student and professional communities, and situates Lane's massage therapy program as a leader in post-licensure support for local LMTs.

Indicators 4.15-4.19 pertain to SBDC

Indicator 4.15: Number of private and public sector organizations served by Employer Training Services

Rating: 3, achieved

The Employer Training Services (ETS) department provides customized incumbent employee training for both private and public sector organizations in Lane County. There are eight primary training categories where employees can improve their skills through training and improve organizational productivity; improve customer satisfaction; better utilize technology; reduce employee churn; reduce waste; and improve overall safety and wellness. The department goal is to increase the number of organizations served and to increase the number of trainings offered. See Table 4-18.

2010-2011	2011-2012	2012-2013	2013-2014
16	20	35	21

Table 4-18: Number of Organizations Served by ETS

The last year of data is down as the result of the economic recession. In 2008, the ETS lost almost all private sector training, so focused on public sector, and now that the public sector is down because of the recession lag, ETS is focusing on the private sector again.

Indicator 4.16: Percent of all SBDC programs, classes, and advising sessions earning evaluations of 4.0+

Rating: 4, exemplary achievement

SBDC classes and advising sessions earned an evaluation of four or better out of five for 100 percent of the time over the last year. The evaluation forms used have a rating scale of one to five, with one being unacceptable and five being an excellent rating. Currently, 100 percent of these evaluation forms completed rate the advisor or instructor, the materials, and the overall class and content at four or better. These evaluation forms also ask for feedback, which will help improve the offering, and look for gaps where new offerings could be developed. See Table 4-19.

	2010-2011	2011-2012	2012-2013	2013-2014
Classes 4+	98%	97%	94%	100%
Advising 4+	97%	96%	98%	100%

Table 4-19: Percent of SBDC Classes and Advising Sessions Earning Evaluations of 4.0+

Indicator 4.17: Percent of all ETS customized trainings earning evaluations of 4.0+

Rating: 4, exemplary achievement

The quality of the programming is evidenced by receiving high ratings on evaluation forms in trainings. Currently, 100 percent of these evaluation forms completed rate the advisor or instructor, the materials, and the overall class and content four or better on a rating scale of one to five, with one being unacceptable and five being an excellent rating. These evaluation forms also ask for feedback, which will help improve the offering, and look for gaps where new offerings could be developed. See Table 4-20.

2010-2011	2011-2012	2012-2013	2013-2014
98%	93%	95%	100%

Table 4-20: Percent of all ETS Customized Trainings Earning Evaluations of 4.0+

Indicator 4.18: Economic impacts (capital formation, jobs created, jobs retained, and new business starts) as a result of services from the SBDC

Rating: 3, achieved

The Small Business Association and Oregon Small Business Development Center Network track the economic impacts generated by the business development services conducted by the Lane SBDC. These positive economic impacts are validated and verified in writing by the Lane SBDC clients who report them. The Lane SBDC has led the other state centers in many of the economic impacts areas reported to the OSBDCN and the SBA. The Oregon Small Business Development Center is also a center funding partner and is interested in these numbers and the positive impact the Lane SBDC activities have on the local economy. The four major economic impacts of interest to the SBA, OSBDCN, and Biz Oregon are capital formation, jobs created, jobs retained, and new business starts. In the last four years these impacts have fluctuated with the Lane SBDC program offerings, staffing levels, and grant support for these types of high impact programs. For instance in 2011-12 the Lane SBDC reported some of the highest state numbers for jobs created (105), jobs retained (506), and new business starts (31) (see Table 4-21). These higher levels of impacts were primarily due both to the center's ongoing and growing signature Small Business Management program and the Strategies of Success (SOS) program which was conducted around Lane County with five separate chamber of commerce organizations in rural areas. Combining that same year with the previous year, the Lane SBDC was responsible for the formation of approximately \$2.9 million of new capital for the SBDC clients. Unfortunately, the following year, 2012-13, saw the end of this countywide SOS program with the cessation of the supporting grant. The Lane SBDC also saw four of the rural chambers experience serious financial issues that kept them from participating beyond 2011-12. The center's impact numbers for the next two years (2012-14), although showing significant economic impacts, do not match the levels of the SOS program years earlier.

	2010-2011	2011-2012	2012-2013	2013-2014
Capital formation	\$2,013,000	\$877,000	\$230,300	\$1,845,567
Jobs created	n/a	105	67	75
Jobs retained	n/a	506	56	213
New business starts	20	31	15	30

Table 4-21: Economic Impacts as the Result of the SBDC

Indicator 4.19: Ability of SBDC to retain state and federal funding to support personnel and materials and supplies expenses

Rating: 4, exemplary achievement

The ability of SBDC to retain state and federal funding to support personnel and materials and supplies expenses ensures that the SBDC services are accessible to the community. Meeting and exceeding goals set by the SBA and OSBDCN over the past four to five years has allowed the SBDC to retain state and federal funding. This ongoing funding has been important to maintain advising at a baseline level year after year. The center's performance has also provided access to new state and federal grants for special projects and outreach to underserved business owners such as veterans, low income businesspeople, those in rural areas, disabled business owners, minority entrepreneurs, artisans, and women-owned businesses.

The SBDC at Lane is a strong and vital link between Lane Community College and the local business community and offers exceptionally innovative programming that makes it a leader in its field when compared to the 18 other centers in Oregon. It's also vital to the state's ability to support programs in rural areas and providing services to those areas.

Improvement

CE and the SBDC share assessment results with constituencies, and use this data to plan and implement reform, and to conduct further assessment to evaluate effectiveness. While Lane is achieving its mission in support of CE, SBDC and ETS students, there are also areas for improvement.

For example, CE is making improvements in support of the strategic directions of optimal student preparation, progression and completion; as well as "sustainable learning and working environment. In order to create needed systems, processes, and learning environments, the Continuing Education department implemented the national easy-access Lumens registration system developed by the LERN organization in partnership with Augusoft. Assessment leading to this improvement included many years of student and community complaints about the Banner system (the administrative software application developed specifically for higher education institutions by Systems and Computer Technology Corporation (SCT), as well as the inability to well-utilize data from Banner to adequately evaluate and continuously improve the quality of marketing efforts, instruction, and classes overall. Using LERN benchmarks, program coordinators can quickly discover and meet the changing needs students, while making informed decisions about profitability of classes. (4.B.1)

CE currently is leading community college efforts to encourage the state to allow the department to grant training certificates, valued by business and industry as evidence that their employees have learned certain skills. These certificates, used in almost all other states and highly recommended by LERN (Learning Resources Network), will allow us to group classes together for certification purposes. Using tools in Lumens, such as a next class analysis, students can be guided in what courses they will need to complete a certification series. By fully utilizing the reporting and analytical functions of Lumens, the full capacities of which the department is still discovering, CE will increasingly be able to create classes meant for target market students, furthering its ability to flexibly and accessibly meet the needs of the community.

In order to significantly further the strategic direction of a sustainable learning and working environment, the CE department has slashed the cost of the printed class schedule from \$185,000 in 2011-12 to \$142,000 in 2012-13, generating a 13 percent savings by changing paper weight, tightening class descriptions, and cutting pages. In 2013-14, costs were lowered to \$119,000, to save another 11 percent. Massaged classes have removed course details from the printed schedule, relying on Lumens and massaged web pages to provide this information. This savings is critical as the national LERN organization's studies, conducted of continuing and community education programs nationwide for more than 25 years, show that 85 percent of participants who register online report using the printed schedule to determine what classes to take before registering online. Further, a 2011 LERN survey of hundreds of college and university CE departments found that print promotions account for 70 percent of registrations. LERN reports that revenue is more than two times greater from sending printed catalog and schedules than it is for sending only online communications. (4.B.1)

The SBDC also sees room for improvement as it adjusts to the new budget model the college is implementing this year. The shift to a profit and loss statement for all departments within the college is positive and will allow departments to better manage their financials, viewing them month to month and year-to-date. As a result of this new model, the SBDC is continually re-evaluating and reviewing what it offers and how, while continuing to meet the needs of the community first and foremost. This approach will focus departments on revenue generation from all expenses incurred, thereby allowing the SBDC to practice what it preaches to its clients. Without monthly and year-to date income statements comparing budget to actuals, any organization is flying blind. It will take a period of six to 12 months to adapt to this model over a set annual operating budget.

The SBDC is planning to use the profit and loss statements as a tool to help budget and monitor not only the overall department financial performance, but also that of individual programs offered. New programs that are recommended by SBDC clients, advisory committee, economic development partners, and state and national industry associations can be budgeted and monitored on a more quantitative basis than in the past.

The SBDC and ETS are constantly looking for ways to improve their operations and offerings for Lane County organizations through ongoing process improvement. More than a year ago they started a Quick and Easy Kaizen Program to improve operational efficiency, reduce waste, and improve safety through direct staff involvement. This program is a bottom up program where process improvements are recommended and implemented by department staff. This empowers the staff and gets process improvement ideas from the individuals closest to the actual work. The recent emphasis has been on ways to improve reporting and monitoring activities, along with improving operational effectiveness and efficiencies.

The SBDC is also working on better client assessment tools for both SBDC and Employer Training Services clients. This is the area the SBDC will be focusing on improving this year. These tools will be used to focus on needed areas of study and training for business development and professional incumbent training clients. The result of improved assessment tools will be better, faster, and less expensive trainings, which should generate more economic impact and improved profit and loss results for the department and individual programs.

The SBDC and ETS department supports the college's efforts in sustainability and is also proud to be the first department to receive the Triple Green Star Sustainable Office Award from the college. The SBDC is also in the process to improve and streamline operations through the effective use of technology, as well as use technology to better market and position its departments and the resources they have access to for community organizations.

The SBDC and ETS department make improvements by incorporating best practices established by the following organizations. For instance, the SBDC is accredited every six years by the Association of Small Business Development Centers; it undergoes annual fiscal program audits by the Small Business Administration; and the center has won the Incubator Management Certificate from the National Business Incubator Association, and the Ridge Award for Innovation from the Oregon Business and Industry Training System. Improvements are also informed by best practices with the Oregon Community Development Department, Biz Oregon, the National Association of Community College Entrepreneurship, the Oregon Small Business Development Center Network, and the network of 19 SBDCs around the state of Oregon which share best practices.

To best meet community demand, as assessed through ongoing communication with past and current students frustrated by their inability to easily participate in face to face classes due to distance from the Lane campus and sites, family obligations, and other challenges, and to further the strategic direction of online learning and educational resources, CE has vetted and forged mutually beneficial new partnerships with several organizations including CBT Nuggets, UGotClass, Center for Legal Studies, CarsonDunlap, and Home Inspection Training—as well as working more selectively with longtime online partner Ed2Go. CNA1 and LMT online and hybrid classes are also affording access to a much greater diversity of interested students.

CE has undertaken a number of steps to address improvement in the massage program. One such area is the tracking of LMT graduates. In collaboration with the Oregon Massage Therapy Association, CE established an LMT networking and education group, the Lane County Massage and Bodywork Association, in 2012. This group facilitates contact with alumni, engages with the massage and bodywork community at large, and plays a role in supporting the success of local LMTs. Ongoing tracking of the professional progress of Lane massage therapy students and their post-graduate educational goals is made easier with this group in place; it meets monthly at the Downtown Center and is regularly attended by 40-50 participants.

The massage program has also created an outreach coordinator position, tasked with strengthening community partnerships and nurturing long-term relationships with former students. The outreach coordinator is developing the program's social media presence and manages volunteer opportunities for students and LMTs. She also reaches out to the massage community to promote the massage program at Lane.

The Massage Program coordinator and instructional staff support the strategic direction of optimal student preparation, progression and completion. Tutoring help and practice labs enable students to progress through the six-term program. In addition, a practical exam review class prepares them to sit for the Oregon Board of Massage Therapists practical exam.

In reviewing the Oregon State Board of Nursing pass rates for the last four years, the Nursing Assistant program director and program coordinator took several steps to ensure optimal student preparation, progression and completion. The Oregon State Board of Nursing testing data includes the Nursing Assistant test scores for both the written and the practical skills exams. The data also includes when the student completed the training course. In reviewing the data given to Lane's Nursing Assistant I course, CE determined that the length of time between when the training course was completed and when the student took the certification exam had an impact on the student pass rate. In support of Lane's strategic direction of student optimal student preparation, progression and completion, the student pass rate was reviewed and there was clear evidence of improvement needed. The training course added extra skill lab hours and this resulted in some improvement between 2010-11 and 2011-12. Then in 2012-13, there was a drop in the pass rates indicating more improvements were needed. The additional improvements were facilitated by the new nursing assistant classroom and lab at the Downtown Center which enable Lane to become a state certification testing site. The Nursing Assistant I students are now able to take their state certification practical skills exam in the skills lab where they trained using familiar equipment and supplies. The state practical test is done with small groups of students being tested together. By bundling the state exam applications, the students are able to take the state test with familiar students who went through the training course at the same time. The students are taking the certification practical exam sooner after completing the course, and bundling the state exam applications has also enabled a practical skills exam review class to be offered.

These improvements have resulted in higher test scores for the first student group tested. The results went from 63 percent, which was 13 points below the statewide mean pass rate, to 88 percent, 17 points above the statewide mean.

In order to create a sustainable learning and working environment, Lane's Successful Aging Institute (SAI) instituted an innovative entrepreneurial community development model, recently awarded a \$1,000 Schafer Innovation Award by the college. Assessment leading to this improvement included the rising cost of renting non-college facilities, the strong interest and needs voiced by students in areas distant from Lane campus and sites, input from older and disabled students unhappy with the difficulty of parking downtown, and the robust enthusiasm of area businesses, nonprofits, and governmental organizations – many of whom already offered their own excellent educational classes – to partner and share mutual benefits with the college. This was the plan from 2010 on, after initially offering classes using the traditional CE model. SAI provides educational offerings for all-age adults in collaboration with community organizations. Sixteen of the 38 current partner organizations have signed contracts to share funding as well as generate FTE for the college—generating a net income of \$11,000 as of late 2013. Lane's general fund provides two half-time staff members. A 28-member advisory council and Lane's excellent reputation are greatly responsible for SAI's success. Students benefit because it is highly accessible (classes housed throughout the community), highly sustainable (partners shoulder many costs), and highly innovative (partners co-create classes in anticipation of community needs). This model generates net income, minus 1.0 staff cost.

Another example of Continuing Education's support of optimal student preparation, progression, and completion is the creation and ongoing improvement of the SAI's Personal Care Aide class. Assessment leading to this improvement included the phone calls and emails from more than a dozen local employers asking the college to create such a class, and their willingness to reward participation by paying successful PCA students more than they would other non-CNA potential employees. In addition, workforce development and AARP studies showed ample evidence that the PCA career was excellent for older adults wanting to turn a lifetime of usually unpaid caregiving experience into a satisfying and flexible, if low-paid and challenging, new career. Awarded a \$900 Schafer Innovation Award in 2012, the class was initially created as the college's first Vocational English as a Second Language class. The class boasts a 90 percent pass rate in what is, for many, as an unofficial first step on the career pathway to other noncredit and credit healthcare profession trainings. Twelve local in-home care and assisted living employers provide special hiring offers to those who pass, including retroactive scholarships and up to \$1 or more per hour. This occupation is perfectly suited to older adults and others needing additional income in a field of increasingly great demand – as more than 10,000 U.S. citizens turn 65 daily.

In addition, in order to further the strategic direction of optimal student preparation, progression and completion, a new instructor evaluation process is currently being envisioned and cultivated by the CE program coordinators. The assessments leading to this change came from thorough review of recent student evaluations which highlighted the importance of direct observation and evaluation of instructors by the program coordinators and through peer review. Plans will be based on LERN best practices and will include review of instructor evaluation tools currently used by the credit departments, CE departments at other community colleges, and by CE's own SAI program. A template will be developed, tested, and then used widely with CE instructors. Improvements are linked to the mission and high-level planning, but designed and implemented by stakeholders. In each of these examples, data led to the recognition of the need for change, and data will be analyzed to monitor results and make further changes as needed.

Section 5: Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

Eligibility Requirement 24, Scale and Sustainability:

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Lane Community College regularly evaluates its resources and makes adjustments to adapt to the needs of the community and serve its mission to “provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.” For example, during the Great Recession that began in 2008, Lane adapted to serve unemployed and underemployed members of Lane County. During that time, Lane grew to accommodate a nearly 40 percent growth in student full-time equivalent enrollment. Once the recession subsided, Lane reduced resources to adapt to diminished community need.

5.A: Mission Fulfillment

5.A.1: The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2: Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

This self-study provides evidence that Lane Community College engages in ongoing, systematic and evidence-based assessment of its work and accomplishments. This work involves all Lane constituency groups, including the board of education, students, faculty, staff, administrators and community members. Expanding understanding of the services Lane provides to its community as expressed in Lane's mission, core themes and indicators of accomplishment is contributing to and enhancing a culture of evidence and inquiry and subsequent improvements within the college. That work is key in Lane's ongoing cycles of assessment, planning and improvement. (5.A.1)

In Standard 1, it was noted that Lane's board revised and approved the college mission in 2010. That mission provided the framework for identifying Lane's core themes, which were approved by the board in 2011. For the core theme scorecards, the college adopted, "a threshold of excellence for Lane's overall mission fulfillment is defined as earning ratings of 3 or 4 on at least 90 percent of core theme indicators, with ratings following the scale 1 = not achieved, 2 = approaching achievement, 3 = achieved, and 4 = exemplary achievement." The scorecard approach provides a system for making evidence-based assessments about mission accomplishment. That assessment work also provides a foundation for discussions about the meaning and significance of the evidence and how it should be used in the next cycle of planning, improvement and implementation. These scorecards cumulatively document Lane's mission accomplishment. (5.A.1)

In Core Theme 1: Academic Transfer, there are a total of 17 identified indicators and the college achieved a score of 4 in six of those indicators, 3 in 10 of those indicators and a score of 2 in one of those indicators. This core theme passed our threshold of 90 percent or more indicators at a score of 3 or above.

For Core Theme 2: Career Technical and Workforce Development, of the 15 indicators, one was awarded a 4, 13 were awarded a 3, and one scored a 2. This core theme also passed the threshold of 90 percent or more indicators above a score of 3 or 4.

Core Theme 3: Foundational Skills Development has 20 indicators. Seven of the indicators were scored as a 4, four indicators were given a 3, and four indicators were awarded a 2. This is the one core theme that did not exceed the threshold of 90 percent or higher at scores of 3 or 4.

Core Theme 4: Lifelong Learning identified 19 indicators split between Continuing Education and the Small Business Development Center. The college achieved a score of 4 in 10 of the indicators, 3 in eight of the indicators, and 2 in one of the indicators. This core theme passed our threshold of 90 percent or more indicators above a score of 3 or 4.

Although there are clearly areas identified for improvement, the data and ratings across all the core theme indicators are evidence that Lane is successfully fulfilling its mission, as displayed in the

summarized tables that follow. Indicators from the scorecards are published on the website and provide evidence of exemplary achievement in many areas. The accreditation website contains an archive of previous self-study reports (Exhibit 5.1), as well as current indicator data tables (Exhibit 5.2). (5.A.1, 5.A.2)

Aside from the core theme scorecards, the college engages in regular assessment of mission fulfillment through the strategic directions report, which is presented and reviewed at public board of education meetings and published on the college website.

In what follows, the score card for each core theme is displayed. Each core theme is broken down into objectives and then the indicators that support that objective. Gross data is provided for each indicator as well as rating for the data.

Core Theme 1: Academic Transfer

Foster student learning and success through accessible, quality academic transfer preparation.

Objective 1: Students achieve high rates of progress and degree completion.		
Indicator	Data	Rating
Indicator 1.1: Course success rates in gateway writing and math		
Gateway writing pass rate within 2 years (i.e. Writing 121)	82%	4, exemplary achievement
Gateway math pass rate within 2 years (i.e., Math 105 or 111)	81%	
Indicator 1.2: Percent of students successfully completing one or more gateway requirements in their first year at Lane (writing or math)		
Across seven student cohorts, percent of students who completed gateway writing or math within first year	33%	2, approaching achievement
Indicator 1.3: Percent of students reaching milestone of earning their first 15 college credits in one year		
Across seven student cohorts, percent of students earning their first 15 college credits in first year	59%	3, achieved
Indicator 1.4: Percent of students reaching milestone of earning their first 30 college credits in one year		
Across seven student cohorts, percent of students earning their first 30 college credits in first year	29%	3, achieved
Indicator 1.5: Persistence rates		
Across five student cohorts, percent of students persisting into third year (or earning an award or transferred)	64%	4, exemplary achievement
Indicator 1.6: Percent of students earning a transfer associate degree		
Across four student cohorts, percent of students completing one or more AA degrees in four years	12%	3, achieved

Objective 2: Students are prepared to succeed at their transfer institutions.		
Indicator	Data	Rating
Indicator 1.7: Students demonstrate proficiency in meeting Core Learning Outcomes (CLOs) for general education		
Across a most recent student sample, percent of students rating Lane coursework/training as “effective” or “very effective” in developing four core abilities	93%	3, achieved
Indicator 1.8: Transfer rates to four-year institutions		
Across five student cohorts, percent of students who transfer to four year institution within three years	19%	4, exemplary achievement
Across five student cohorts, percent of students who transfer to either a four-year or two-year institution with the continuing possibility of completing a four-year degree	31%	
Indicator 1.9: Persistence rates at transfer institutions		
Across seven student cohorts, graduation rate of Lane transfer students at OUS institutions	75.3%	4, exemplary achievement
Indicator 1.10: Lane students’ GPAs at transfer institutions		
Across seven student cohorts, average GPA of Lane transfer students at OUS institutions	2.99	3, achieved

Objective 3: Lane provides accessible, quality, learning-centered opportunities for academic transfer students.		
Indicator	Data	Rating
Indicator 1.11: Course and program success rates disaggregated by: race/ethnicity, Pell Grant support and disability status		
Across student cohorts, percent passing gateway math within two years for students of color compared to white non-Latino students	Students of color: 77% White non-Latino students: 81%	3, achieved
Across student cohorts, percent passing gateway writing within two years for students of color compared to white non-Latino students	Students of color: 80% White non-Latino students: 83%	
Across student cohorts, percent of students who completed one or more Associate degrees within four years for students of color compared to white non-Latino students	Students of color: 9% White non-Latino students: 12%	
Across student cohorts, percent passing gateway math within two years for Pell Grant recipients compared to students who filed a FAFSA but did not receive a Pell Grant award	Pell Grant: 80% No Pell Grant: 82%	
Across student cohorts, percent passing gateway writing within two years for Pell Grant recipients compared to students who filed a FAFSA but did not receive a Pell Grant award	Pell Grant: 83% No Pell Grant: 82%	
Across student cohorts, percent of students who completed one or more Associate degrees within four years for students of color compared to white non-Latino students	Pell Grant: 15% No Pell Grant: 11%	
Across student cohorts, percent passing gateway math within two years for students receiving services from Disability Resources (DR) Office and students not receiving those services	Students receiving DR services: 78% Students not receiving DR services: 81%	
Across student cohorts, percent passing gateway writing within two years for students receiving services from Disability Resources (DR) Office and students not receiving those services	Students receiving DR services: 80% Students not receiving DR services: 82%	
Across student cohorts, percent of students who completed one or more Associate degrees within four years for students receiving services from Disability Resources (DR) Office and students not receiving those services	Students receiving DR services: 8% Students not receiving DR services: 12%	

Indicator 1.12: Students rate transfer learning environments as inclusive		
Across student cohorts, percent of students who responded “strongly agree” or “agree” to the statement “The instructor respected people including those of different genders, religious backgrounds, class status, abilities and lifestyles” on student evaluations of instruction	Strongly agreed: 81% Agreed/strongly agreed: 98%	3, achieved
Indicators 1.13-1.17: Benchmark scores from Lane’s 2011 Community College Survey of Student Engagement (CCSSE). These scores are standardized around the mean of the 3-year national sample so that scores have a mean of 50.		
Indicator 1.13: Benchmark scores from CCSSE for Active and Collaborative Learning		
Active and Collaborative Learning	54.2	4, exemplary achievement
Indicator 1.14: Benchmark scores from CCSSE for Student Effort		
Student Effort	53.1	3, achieved
Indicator 1.15: Benchmark scores from CCSSE for Academic Challenge		
Academic Challenge	53.2	3, achieved
Indicator 1.16: Benchmark scores from CCSSE for Student-Faculty Interaction		
Student-Faculty Interaction	54.5	4, exemplary achievement
Indicator 1.17: Benchmark scores from CCSSE for Support for Learners		
Support for Learners	50.6	3, achieved

Core Theme 2: Career Technical and Workforce Development

Foster student learning and success through accessible, quality career-technical preparation and workforce development.

Objective 1: Students with Career technical and workforce development goals achieve high rates of progress and degree completion.		
Indicator	Data	Rating
Indicator 2.1: Completion and success rates for program-level math and writing courses		
Across six student cohorts, successful completion of program-level math within two years.	27%	3, achieved
Across six student cohorts, successful completion of program-level writing within two years.	31%	
Indicator 2.2: Student success rates for cooperative work experience and internships		
Across five cohorts of students who attempt a cooperative work experience internship within three years of starting their program, the percent who pass.	93%	3, achieved
Indicator 2.3: Percent of students reaching milestone of earning their first 15 college credits in one year		
Across seven student cohorts, percent of students earning their first 15 college credits in first year	61%	3, achieved
Indicator 2.4: Percent of students reaching milestone of earning their first 30 college credits in one year		
Across seven student cohorts, percent of students earning their first 30 college credits in first year.	34%	3, achieved
Indicator 2.5: Persistence rates		
Across five student cohorts, percent of students persisting into third year (or earning an award or transferred)	56%	4, exemplary achievement
Indicator 2.6: Percent of students earning a certificate and/or degree		
Across four student cohorts, percent of students completing one or more associate degrees in four years	20%	3, achieved

Objective 2: Career Technical students are prepared for employment.		
Indicator	Data	Rating
Indicator 2.7: Percent employment for degree- or certificate-completing students		
Across a most recent student sample, percent of degree- or certificate-completing students who are working within one year of completing	70%	3, achieved
Indicator 2.8: Percent employment for successful students who leave programs before completion		
Across a most recent student sample, percent of students who did not earn a degree or certificate who are working within one year of leaving Lane	65%	3, achieved

Objective 3: Lane provides accessible, quality, learning-centered opportunities for Career Technical students.		
Indicator	Data	Rating
Indicator 2.9: Course and program success rates disaggregated by: race/ethnicity, Pell Grant support, and disability status.		
Across career technical student cohorts, percent passing gateway math within two years for students of color compared to white non-Latino students	Students of color: 80% White non-Latino students: 79%	3, achieved
Across career technical student cohorts, percent of students who completed one or more awards (certificate or associate degree) in four years, for students of color compared to white non-Latino students	Students of color: 16% White non-Latino students: 21%	
Across career technical student cohorts, percent passing gateway writing within two years for students of color compared to white non-Latino students	Students of color: 83% White non-Latino students: 82%	

Objective 3: (continued)		
Indicator	Data	Rating
Indicator 2.9: (continued)		
Across career technical student cohorts, percent passing program-level math within two years for students who received a Pell Grant in years one to two compared to students who filed a FAFSA but did not receive a Pell Grant award	Pell Grant: 79% No Pell Grant: 82%	3, achieved
Across career technical student cohorts, percent passing gateway writing within two years for students who received a Pell Grant in years one to two compared to students who filed a FAFSA but did not receive a Pell Grant award	Pell Grant: 81% No Pell Grant: 86%	
Across career technical student cohorts, percent of students who completed one or more awards (certificate or Associate degree) in four years, for students who received a Pell Grant compared to students who did not receive a Pell Grant	Pell Grant: 20% No Pell Grant: 24%	
Across career technical student cohorts, percent passing program-level math within two years for students receiving services from Disability Resources (DR) Office and students not receiving those services	Students receiving DR services: 73% Students not receiving DR services: 80%	
Across career technical student cohorts, percent passing gateway writing within two years for students receiving services from Disability Resources (DR) Office and students not receiving those services	Students receiving DR services: 84% Students not receiving DR services: 83%	
Across career technical student cohorts, percent students who completed one or more awards (certificate or Associate degree) in four years for students receiving services from Disability Resources (DR) Office and students not receiving those services	Students receiving DR services: 18% Students not receiving DR services: 20%	

Objective 3: (continued)		
Indicator 2.10: Students rate learning environments as inclusive		
Across student cohorts, percent of students who responded “strongly agree” or “agree” to the statement “The instructor respected people including those of different genders, religious backgrounds, class status, abilities and lifestyles” on student evaluations of instruction	98% agreed/strongly agreed	3, achieved
Indicators 2.11-2.15 Benchmark scores for Career Technical students from Lane’s 2011 Community College Survey of Student Engagement (CCSSE). These scores are standardized around the mean so that scores have a mean of 50.		
Indicator 2.11: Benchmark scores from CCSSE for Active and Collaborative Learning		
Active and Collaborative Learning.	52.1	3, achieved
Indicator 2.12: Benchmark scores from CCSSE for Student Effort		
Student Effort	49.4	3, achieved
Indicator 2.13: Benchmark scores from CCSSE for Academic Challenge		
Academic Challenge	49.3	3, achieved
Indicator 2.14: Benchmark scores from CCSSE for Student-Faculty Interaction		
Student-Faculty Interaction	52.4	3, achieved
Indicator 2.15: Benchmark scores from CCSSE for Support for Learners		
Support for Learners	48.7	2, approaching

Core Theme 3: Foundational Skills Development

Foster student learning and success through accessible, quality foundational skills development.

Objective 1: Underprepared students achieve high rates of progress and success.		
Indicator	Data	Rating
Indicator 3.1: Student success rates in developmental math, writing, and reading courses (below 100 level)		
Across six student cohorts, percent of students passing any developmental math within two years	79%	2, approaching achievement
Across six student cohorts, percent of students passing any developmental writing within two years	81%	
Across six student cohorts, percent of students passing any developmental reading within two years	81%	
Indicator 3.2: Pre- and post-test level gains on CASAS test or BEST Plus Listening Test		
For the 2012-13 student outcomes reporting from Oregon’s Title II Adult Education and Family Literacy grant, number of state targets achieved	Lane met 6 of 11 state targets Oregon met 3 of 11 targets	3, achieved
Indicator 3.3: Percent of students who attain a GED of those who attempted		
For the 2012-13 student outcomes reporting from Oregon’s Title II Adult Education and Family Literacy grant, percent of students who earned a GED in 2012-13	Lane: 89% Oregon goal: 89%	3, achieved
Indicator 3.4: Persistence rate in ABSE and ESL programs to attain readiness for program level courses or employment		
In 2012-13, percent of Lane students attaining compared to Oregon goal.	Lane: 36% Oregon goal: 31%	3, achieved

Objective 2: Developmental, ABSE, and ESL students are prepared to succeed in their educational or career goals.		
Indicator	Data	Rating
Indicator 3.5: Percent of developmental credit students passing required program-level courses in subject areas where remediation has been completed		
Across six student cohorts, percent passing program-level courses when attempted within two years: math, writing, and writing after developmental reading	Math: 80% Writing: 85% Writing after developmental reading: 89%	2, approaching achievement
Indicator 3.6: Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education		
For the 2012-13 student outcomes reporting from Oregon's Title II Adult Education and Family Literacy grant, percent of ABSE or ESL students who transitioned	Lane: 52% Oregon goal: 38%	4, exemplary achievement
Indicator 3.7: Percent of students enrolled in ABSE or ESL who become employed		
For the 2012-13 student outcomes reporting from Oregon's Title II Workforce Investment Act federal grant, percent of ABSE or ESL students who entered employment by end of first quarter after exiting the program	Lane: 28% Oregon goal: 25%	3, achieved
Indicator 3.8: Percent of students enrolled in ABSE or ESL who retained employment		
For the 2012-13 student outcomes reporting from Oregon's Title II Workforce Investment Act federal grant, percent of ABSE or ESL students who entered employment by end of first quarter after exiting the program	Lane: 29% Oregon goal: 45%	2, approaching achievement

Objective 3: Lane provides accessible, quality, learning-centered opportunities for academically underprepared students.		
Indicator	Data	Rating
Indicator 3.9: Course success rates by race/ethnicity, Pell Grant support, and disability status		
Across student cohorts, percent passing any developmental math within two years for students of color compared to white non-Latino students	Students of color: 78% White, non-Latino students: 78%	4, exemplary achievement
Across student cohorts, percent passing any developmental writing within two years for students of color compared to white non-Latino students	Students of color: 82% White, non-Latino students: 80%	
Across student cohorts, percent passing any developmental reading within two years for students of color compared to white non-Latino students	Students of color: 82% White, non-Latino students: 80%	
Across student cohorts, percent passing any developmental math within two years for Pell Grant recipients compared to students who filed a FAFSA but did not receive a Pell Grant award	Pell Grant: 80% No Pell Grant: 79%	
Across student cohorts, percent passing any developmental writing within two years for Pell Grant recipients compared to students who filed a FAFSA but did not receive a Pell Grant award	Pell Grant: 81% No Pell Grant: 84%	
Across student cohorts, percent passing any developmental reading within two years for Pell Grant recipients compared to students who filed a FAFSA but did not receive a Pell Grant award	Pell Grant: 82% No Pell Grant: 80%	
Across student cohorts, percent passing any developmental math within two years for students receiving services from Disability Resources (DR) Office and student not receiving those services	Students receiving DR services: 80% Students not receiving DR services: 79%	

Objective 3: (continued)		
Indicator	Data	Rating
Indicator 3.9: (continued)		
Across student cohorts, percent passing any developmental writing within two years for students receiving services from Disability Resources (DR) Office and student not receiving those services	Students receiving DR services: 85% Students not receiving DR services: 81%	4, exemplary achievement
Across student cohorts, percent passing any developmental reading within two years for students receiving services from Disability Resources (DR) Office and student not receiving those services	Students receiving DR services: 87% Students not receiving DR services: 81%	
Indicator 3.10: Developmental, ABSE, and ESL students rate learning environments as inclusive		
Across student cohorts, percent of students who responded “strongly agree” or “agree” to the statement, “The instructor respected people including those of different genders, religious backgrounds, class status, abilities and lifestyles” on student evaluations of instruction	Strongly agreed: 79% Agreed/strongly agreed: 98%	4, exemplary achievement
Indicators 3.11-3.15: These indicators use benchmark scores from Lane’s 2011 Community College Survey of Student Engagement (CCSSE). These scores are derived from developmental students in credit classes (does not include ABSE or ESL students) and are standardized around the mean of the three-year national sample so that scores have a mean of 50. Scores for the Oregon Consortium of Community Colleges (OR CCs) exclude Lane.		
Indicator 3.11: Benchmark score from CCSSE for Active and Collaborative Learning		
Active and Collaborative Learning	Lane: 52.9 OR CCs: 52.9 National: 51.6	4, exemplary achievement

Objective 3: (continued)		
Indicator	Data	Rating
Indicator 3.12: Benchmark score from CCSSE for Student Effort		
Student Effort	Lane: 53.3 OR CCs: 55.2 National: 54.2	2, approaching achievement
Indicator 3.13: Benchmark score from CCSSE for Academic Challenge		
Academic Challenge	Lane: 52.8 OR CCs: 54.3 National: 52.3	3, achieved
Indicator 3.14: Benchmark score from CCSSE for Student-Faculty Interaction		
Student-Faculty Interaction	Lane: 54.1 OR CCs: 53.3 National: 52.5	4, exemplary achievement
Indicator 3.15: Benchmark score from CCSSE for Support for Learners		
Support for Learners	Lane: 52.6 OR CCs: 52.7 National: 54.4	3, achieved

Core Theme 4: Lifelong Learning

Provide accessible, quality lifelong learning experiences for the communities we serve.

Objective 1: Community members achieve their goals through credential programs and job skills training, professional, personal, and small business development classes and services.		
Indicator	Data	Rating
Indicator 4.1: Cancellation rate for all CE/SAI classes		
Percent of Continuing Education (CE) and Successful Aging Institute (SAI) classes developed, publicized, then cancelled (2013-14)	Cancellation rate: 6%	3, achieved
Indicator 4.2: Pass rates for Allied Health pre-certification classes		
Class pass rates for all the Allied pre-certification classes (CNA1, Pharmacy Tech, Phlebotomy, Licensed Massage Therapy [LMT]) are greater than 90% across all classes, for the past three years (through 2012-13)	2012-13 pass rates: CNA1: 97% Pharmacy Tech: 99% Phlebotomy: 98% LMT: 94%	3, achieved
Indicator 4.3: State certification test pass rates for Nursing Assistant 1 (Certified Nursing Assistant)		
Percent of Nursing Assistant 1 students passing Oregon State Board of Nursing certification practical exam on first attempt (2012-13)	Practical exam pass rate: 69%	2, approaching achievement
Indicator 4.4: State test pass rates for Licensed Massage Therapy (LMT)		
Percent of Licensed Massage Therapy program students passing Oregon Board of Massage Therapists written and skill exam (2012-13)	LMT licensure exam pass rate: 100%	4, exemplary achievement
Indicator 4.5: Percent of LMT graduates now working in their field or pursuing further education		
Across recent student sample, percent of graduates who were licensed and employed in their field of study	93%	3, achieved

Objective 1: (continued)		
Indicator	Data	Rating
Indicator 4.6: Number of advising clients served and hours of advising services given		
For SBDC, number of: clients served, advising hours, and long term clients (2013-14)	Number of clients served: 898 Number of counseling hours: 2,856 Number of long term clients: 136	4, exemplary achievement
Indicator 4.7: Number of training events and number of training attendees		
For SBDC, number of training events (classes, workshops and seminars) and attendees (2012-13)	Number of events: 332 Number of attendees: 2,430	4, exemplary achievement
Indicator 4.8: Number of business organizations enrolled in the Small Business Management Program		
Number of business organizations enrolled in Small Business Management Program (2013-14)	Number of businesses: 102	4, exemplary achievement

Objective 2: Lane's community engages in lifelong learning through quality, accessible cultural and public service programming.		
Indicator	Data	Rating
Indicator 4.9: Percent of randomly selected SAI classes earning evaluations of 4.0+		
Percent of SAI classes achieving overall quality rating from students of 4+ out of 5 (2013-14)	Ratings of 4 or 5 on a 5-point scale: 100%	4, exemplary achievement
Indicator 4.10: Ability to maintain state approval for Nursing Assistant 1 (Certified Nursing Assistant) and LMT		
Achieve Oregon certification for Nursing Assistant 1 (through the Oregon State Board of Nursing) and LMT (though the Oregon Board of Massage Therapists) classes	Passed (2012-13)	3, achieved

Objective 2: (continued)		
Indicator	Data	Rating
Indicator 4.11: Number of partner agencies/businesses actively collaborating with CE/SAI and generating FTE and profit		
Number of active community partner agencies/businesses (2013-14)	Continuing Education: 75 Successful Aging Institute: 38	4, exemplary achievement
Indicator 4.12: Growth in community organizations with past/current involvement in SAI Advisory Council		
Number of community organizations involved with Successful Aging Institute advisory council (2013-14)	39	4, exemplary achievement
Indicator 4.13: Percent of CE students who also enroll in credit classes		
Percent of students who enroll in Continuing Education classes who also enroll in Lane credit classes (2012-13)	16%	3, approaching achievement
Indicator 4.14: Number of LMTs and Lane alumni actively participating in Lane County Massage and Bodywork Association (LCMBA) meetings		
Number of License Massage Therapist alumni, students and faculty participating in the LCMBA (2013-14)	143	4, exemplary achievement
Indicator 4.15: Number of private and public sector organizations served by ETS		
Number of customized incumbent employee trainings provided by ETS (2013-14)	21	3, achieved
Indicator 4.16: Percent of all SBDC programs, classes and advising sessions earning evaluations of 4.0+		
Percent of SBDC programs, classes and advising sessions that achieve a rating of 4 or 5 on a scale of 1-5, with 5 being the highest possible rating (2013-14)	Classes: 100% Advising: 100%	4, exemplary achievement
Indicator 4.17: Percent of all ETS customized trainings earning evaluations of 4.0+		
Percent of customized trainings provide by ETS that achieve a rating of 4 or 5 on a scale of 1-5, with 5 being the highest possible rating (2013-14)	100%.	4, exemplary achievement

Objective 2: (continued)		
Indicator	Data	Rating
Indicator 4.18: Economic impacts (capital formation, jobs created, jobs retained, and new business starts) as a result of services from the SBDC		
Economic impact of Lane's SBDC services (2013-14)	Capital formation: \$1.85 million Jobs created: 75 Jobs retained: 213 New business starts: 30	3, achieved
Indicator 4.19: Ability of SBDC to retain state and federal funding to support personnel and M&S expenses		
Ability of SBDC to retain state and federal funding	Meeting and exceeding goals set by the SBA and OSBDCN over the past 5 years	4, exemplary achievement

5.B: Adaptation and Sustainability

5.B.1: Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5.B.2: The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment and effectiveness. It uses the results of its evaluation to make changes as necessary for improvement.

5.B.3: The institution monitors its internal and external environments to identify current and emerging patterns, trends and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise as necessary its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services and indicators of achievement.

Lane Community College approaches sustainability from multiple perspectives, as evidenced by the college's sustainability core value. Lane's conception of sustainability encompasses a holistic view of environmental, social and economic systems applied to its students and learning, the health and ecology of the college, the community and world, and effective use of resources. Plans, priorities and resource allocations are guided by this core value and informed by research, analysis, scenario planning and long-term forecasts.

Since its last NWCCU comprehensive evaluation, Lane has made tremendous strides toward becoming a learning organization that embraces a culture of inquiry and continuous adaptation, improvement and sustainability. In addition to the emphasis on continuous improvement, the college's engagement with the national Achieving the Dream project and work in the recently completed Title III grant have contributed to an improved character of adaptation, sustainability and evidence-driven decision-making. There is room for improvement in this area and the college intends to continue to make progress. (5.B.1, 5.B.3)

As discussed in Chapter 3, strategic and operational planning processes are structured to ensure regular, systematic, evidence-informed evaluation and feedback on the college's progress toward mission fulfillment. At the department level, an annual unit planning process is used to review and document resources and capacity analyses, progress toward core theme and strategic direction objectives, and planned initiatives and resources to further institutional goals and objectives. This process brings department faculty, staff and managers together to review progress, to identify issues and opportunities and to map out face-to-face or online courses for the coming year. (5.B.1)

In spring 2014, the Department Planning Workgroup comprised of faculty, staff and managers convened to review the effectiveness of unit planning, program review and other department planning processes. The group worked over the summer and into academic year 2014-15 to assess current planning structures, research best practices, and develop recommendations. Their recommendations for adjustments and improvements were made to achieve two goals: ensuring department planning processes optimally inform and engage department faculty, staff and managers; and that department plans clearly and meaningfully align with core themes and strategic directions. (5.B.2)

Unit plans are the primary vehicle for feeding department information into the budget development and resource allocation process, and unit plans both inform and are informed by strategic plan review. Strategic plans are reviewed through the college's governance councils, where stakeholders engage in annual reflection, evaluation, adjustment and identification of areas of focus and priority for the coming year. Annual priorities and objectives are established for each of the six strategic directions which inform department unit planning, institutional projects and initiatives planning, and the annual budget development process. (5.B.2)

Department and institutional initiatives are reviewed by executive deans, the executive team, and oversight committees for core theme and strategic direction alignment, feasibility (scalability, sustainable operationalization, clear and measurable outcomes) prior to approval and resource allocation. The annual budget development process provides additional analysis and review through application of budget development principles, criteria and data elements to ensure resources are aligned with institutional goals and objectives (Exhibit 5.3). (5.B.2)

The board of education regularly receives and reviews reports on institutional benchmarks, student success indicators, environmental and economic trends, financial analyses, human resource data, and new core theme indicators and provides feedback and direction to the president and executive team. (5.B.3)

In 2013, following attendance at trustee meetings on student success and engagement with the accreditation process, the board of education re-ordered its agenda placing a "spotlight on student success" as the first discussion-action item. A data point is reviewed and staff present what actions are being taken as a result of analyzing said data. This adaptation has resulted in increased understanding and engagement by the board. Members' understanding of the relationship of college initiatives to the mission and mission fulfillment and to resource allocation has greatly increased. Board members provide a critical connection to the external community, representing the college by engaging with key community and state organizations. They report on emerging issues and discuss how the college might respond and adapt its goals and strategies.

The college's strategic plan and strategic directions are updated every five years. The current plan was developed through a year-long process of study, engagement and analysis sponsored by the college council. Work will begin in the coming year to develop a 2015-20 plan and will follow a similar development process led by the board of education and sponsored by college council, with broad engagement of external and internal constituencies. (5.B.3)

An illustration of the college responding to a change affecting mission fulfillment through institutional adaptation and sustainability can be found in the work the college did in 2013-14 in response to rapidly declining enrollment. In early September it became clear through review of enrollment, financial aid and economic data that the college was facing an enrollment decrease significantly greater than the 2 percent decrease planned and budgeted in June. Enrollment and budget data were widely shared with the board and the campus community and a team of budget and planning staff convened to review staffing and expenditure levels and develop recommendations for both midyear adjustments and long-term fiscal sustainability (Exhibit 5.4). Deans and directors quickly mobilized to reduce class sections and implement expenditure controls to align with reduced enrollment levels, which resulted in savings of more than \$4 million within the fiscal year. Part of this work included the development of new reporting and analytical tools for deans and directors to better understand their labor expenditures relative to enrollment and revenues (Exhibit 5.5). (5.B.1, 5.B.3)

Conclusion

Lane Community College's Year Seven Self-Evaluation Report is the culmination of intensive collegewide work and builds on the work done since the last NWCCU evaluation. The college undertook this process as both a project of compliance and as a means for self-evaluation and self-understanding. A great deal has been learned, which includes both the college's strengths in promoting student success, as well as greater understanding of what the college can become in the future. For example, a major philosophical challenge in telling the college's story within the confines of the selected core themes was experienced. Although the core themes accurately reflect the constituencies served by the college, the self-evaluation process revealed that the core themes do not adequately encompass all the work the student services and facilities staff do to bring outstanding educational experiences to students. What ultimately permeates the work at Lane is the focus on student success. Student success is a cornerstone philosophy at Lane and informs many of the completion and progression initiatives. Ultimately, through this self-study, conversations about how to better capture the great work done at Lane, which may include revising the core themes in the future, has begun. As a new strategic planning cycle begins as well as a new accreditation cycle in 2014, the self-study will play a major role in the discussions including considerations of whether the core themes should be altered. The NWCCU accreditation framework makes these discussions possible.

Most pleasing is the progress made in creating a culture of evidence and inquiry since the last comprehensive self-study and this is particularly true over the past year of self-study discussion. The NWCCU standards and core theme indicators have provided the framework to motivate a more comprehensive communication and evidence-based environment. In particular, the college seeks to create a climate where every program and discipline engages in highly visible feedback mechanisms including significant data milestones, which dovetail into the accreditation cycle. Today, more and better data are available than ever before but the college still needs to enculturate the use and value of those data to constituencies that are not practiced at using it.

Lane Community College is a national leader in innovative approaches that serve its community well, but the college is always striving to do better in fulfilling its mission. Lane's leadership is confident that going forward, the college can integrate what has been learned in the self-study process into essential systems such as strategic enrollment, strategic planning, program review, unit planning, and student success efforts. The goal is to create a highly adaptive, evidence-driven environment that serves the community's educational needs and uses resources wisely.

Political, financial, enrollment, and competitive environments remain uncertain, but the college's mission serves as a guide through the challenging work ahead: "Lane is the community's college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success."

Exhibits and Appendices

Accessing Exhibits:

Step 1: Go to: <https://blogs.lanecc.edu/self-study-evidence/wp-login.php>

Step 2: Log in using the user name and password provided to you in the email from the Lane blog administrator.

Common Exhibits

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Acronyms

Acronym	Definition
40-40-20 Goal	By 2025, 40 percent of students will earn associate degrees, 40 percent will earn bachelors or advanced degrees, and 20 percent will complete their education at the high school level. (Oregon goal)
AACU	Association of American Colleges and Universities
AAOT	Associate of Arts Oregon Transfer degree
AAS	Associate of Applied Science degree
AAWG	Academic Advising Work Group
ABSE	Adult Basic and Secondary Education
ACE	Adult Continuing Education (also CE)
ACE	American Council on Education
ADA	Americans with Disabilities Act
AGS	Associate of General Studies degree
ALS	Academic Learning Skills (Department)
APPA	Association of Physical Plant Administrators
APS	Academic Progress Standards
AS	Associate of Science degree
ASA	Academic and Student Affairs (Department)
ASLCC	Associated Students of Lane Community College
ASOT	Associate of Science Oregon Transfer degree
ATC	Academic Technology Center
ATD	Achieving the Dream
A-Team	The college's Assessment Team

BARScg	Banner and Related Systems Coordinating Group
BEST	Basic English Skills Test
CAFR	Comprehensive Annual Financial Report
CAPP	Curriculum, Advising, and Program Planning (tool)
CASAS	Comprehensive Adult Student Assessment System
CASE	Credentials, Acceleration, and Support for Employment
C-CERT	Campus Community Emergency Response Team
CCSS	Common Core State Standards
CCSSE	Community College Survey of Student Engagement
CCWD	Community College and Workforce Development (Department) (Oregon).
CE	Continuing Education department
CEU	Continuing Education Unit
CFO	Chief Finance Officer
CIA	Council of Instructional Administrators of Oregon
CINAHL	Cumulative Index to Nursing and Allied Health Literature
CIO	Chief Information Officer
CLASS	The Center for Learning and Student Success
CLO	Core Learning Outcome
CML	Center for Meeting and Learning
CMMS	Computerized Maintenance Management System
CAN	Certified Nursing Assistant
CE	Continuing Education
COPPS	College Online Policy and Procedure System
CPDT	Classified Professional Development Team
CPL	Credit for Prior Learning

CPP	Certified Program Planners
CT	Career Technical
CTE	Career Technical Education
CTECC	Career Technical Education Coordinating Committee
DCA	Downtown Center Archive?
DQP	Degree Qualifications Profile
DTC	Downtown Center
EAP	Employee Assistance Plan
ECCO	Early College and Career Options
EFB	Ending Fund Balance
EPAL	Emergency Preparedness at Lane
ESD	Educational Services District
ESL	English as a Second Language
ET	Executive Team
ETS	Employer Training Services
EWEB	Eugene Water and Electronic Board
FASB	Financial Accounting Standards Board
FERPA	Family Educational Rights and Privacy Act
FIT	Financial Implementation Team
FMP	Facilities Management and Planning (Department)
FPD	Faculty Professional Development (program)
FRC	Facilities Replacement Cost
FTP	File Transfer Protocol
FYLC	First Year Learning Communities
GAAP	Generally Accepted Accounting Principles

GAS	Government Auditing Standards
GASB	Governmental Accounting Standards Board
GED	General Education Development test
GIST	Geospatial Information Science and Technology
GFOA	Government Finance Officers Association
HAZMAT	Hazardous Materials Response
HECC	Higher Education Coordinating Commission
HEOA	Higher Education Opportunity Act
HIM	Health Information Management Program
ICS	Incident Command System
IP Video	Internet Protocol Video
IPQ	Indicators of Program Quality
IRAP	Institutional Research, Assessment and Planning (Department)
IT	Information Technology (Department)
ITLT	Information Technology Leadership Team
JBAC	Joint Boards Articulation Commission (statewide committee)
KLCC	Public radio station licensed to Lane Community College in Eugene, Oregon, serving more than 88,000 listeners each week within a 100-mile radius of Eugene.
LASR	Lane Administrative Systems Renewal (Banner software implementation group)
LCCEA	Lane Community College Education Association (faculty union)
LCCEF	Lane Community College Employees Federation (classified union)
LCMBA	Lane County Massage and Bodywork Association
LED	Light-Emitting Diode
LEED	Leadership in Energy & Environmental Design
LERN	Learning Resources Network

LETS	Learn and Earn Technology Students
LMT	Licensed Massage Therapy
M&S	Materials and Support (budget category)
MEWC	Management Employees Working Conditions (agreement)
MPDC	Management Professional Development Council
MPTF	Master Planning Task Force
MSC	Management Steering Committee
MSDS	Material Safety Data Sheets
MSW	Management Structure Workgroup
NAACP	National Association for the Advancement of Colored People
NACES	National Association of Credential Evaluation Services
NCTA	National College Testing Association
NIMS	National Incident Management System
NRS	National Reporting System
NSF	National Science Foundation
NSIS	New Student Information System
NWAC	Northwest Athletic Conference (NWAAC before July 1, 2014)
OAR	Oregon Administrative Rules
OBMT	Oregon Board of Massage Therapists
OCC	Oregon Community College (Consortium)
OCCUR	Oregon Community College Unified Reporting System
OEIB	Oregon Education Investment Board
OER	Open Educational Resources
OR-OSHA	Oregon Occupational Safety and Health Association
ORS	Oregon Revised Statutes

OSBDCN	Oregon Small Business Development Center Network
OSBN	Oregon State Board of Nursing
OSU	Oregon State University
OTM	Oregon Transfer Module
OUS	Oregon University System
OWEAC	Oregon Writing and English Advisory Committee
PAF	Personnel Action Form
PCA	Personal Care Aide (class offered by the SAI)
POD	Professional and Organizational Development (Office)
PTK	Phi Theta Kappa
PTSOA	Part-time Statement of Appointment
SAGA	Success and Goal Attainment Committee
SAI	Successful Aging Institute
SAIAC	Successful Aging Institute Advisory Council
SAN	Student Access Network
SAP	Satisfactory Academic Progress
SBA	Small Business Administration
SBDC	Small Business Development Center
SENSE	Survey of Entering Student Engagement
SES	Socio-Economic Status
SEVIS	Student and Exchange Visitor Program
SHeD	Student Help Desk (Technology)
SHEEO	Student Higher Education Executive Officers
SOAR	Student Orientation, Advising, Registration
SLD	Student Leadership Development classes

SSLT	Student Success Leadership Team
STEM	Science, Technology, Engineering and Mathematics
TAA	Trade Act Adjustment (U. S. Dept. of Labor)
UEFB	Unappropriated Ending Fund Balance
UO	University of Oregon
VPCS	Vice President College Services
WCET	Western Cooperative for Educational Technologies

Glossary

Term(s)	Definition
Academic Progress Standards	Based on academic performance for each term. Students are required to attain a minimum GPA of 2.0 and complete at least 67% of the credits that they enroll in each term.
Academic Technology Center (ATC)	The college's one-stop support center for academic technologies, including all aspects of online instruction, Moodle set-up and use, media development, and web resources for instructional purposes.
Achieving the Dream (ATD)	A national reform network dedicated to community college student success and completion; focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials.
Accuplacer (software)	A suite of tests that quickly, accurately, and efficiently assess reading, writing, math, and computer skills.
AskLane	A web-based resource for students with questions about Lane Community College.
Answerland	Online Library Reference (Statewide)
Argos	Institutional Reporting Tool Software associated with Banner
Aspiring Leaders Program	A nine-month leadership development experience designed to develop personal leadership and competencies needed in the contemporary community college. The program is by application only. Selection will be based on an evaluation of the applicant's readiness to engage in the leadership learning experience, and commitment to the time and attention required. All full-time Lane Community College staff may apply.
Augusoft	Enrollment Management software
Banner	Ellusian Higher Education Banner. A suite of integrated software applications used to manage its administrative technology systems.

BEST Plus Listening Test	An individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners in the United States.
Biz Oregon	Oregon Business Development Department
Budgeted Position	Staff position of .5FTE – 1.0FTE (classified staff and managers) .51FTE – 1.0 FTE (faculty)
Capital Reinvestment/Major Maintenance	A subset of regular or normal facility maintenance that refers to major repairs or the replacement/rebuilding of major facility components (e.g., roof replacement at the end of its normal useful life is capital repair; roof replacement several years after its normal useful life is deferred maintenance).
Career Pathway	A state approved certificate program of 12-44 credits fully embedded in an Associate of Applied Science Degree.
CASAS	Comprehensive Adult Student Assessment System. The most widely used competency-based assessment system in the United States designed to assess the relevant real-world basic skills of adult learners.
Center for Learning and Student Success (CLASS)	Integration of a learning commons that provides the resources that students need to achieve their educational goals, food services, bookstore and an open, accessible plaza where people can congregate or move freely to their destination.
Center for Meeting and Learning	Offers conference and event venues on Lane’s campus and at the Downtown Center. Houses the Culinary Arts and Hospitality Management Programs and provides relevant, hands-on industry experience to students.
Center IC	Centralized client reporting database mandated by the Small Business Administration
College Council	Umbrella council for the college governance system, and oversees Diversity, Technology, Learning, Student Affairs, and Facilities Councils. The College Council is the major college planning and policy body. Its work will focus on strategic planning, college effectiveness, and the governance system.
College Goal Oregon	A free event designed to help Oregon college-bound students and their families with the financial aid application process.
Common Core	A set of high-quality academic standards in mathematics and English language arts/literacy

Community College and Workforce Development program (CCWD)	A state agency that, on behalf of the governor, implements and oversees state implementation of Title IB of the Workforce Investment Act.
Connected Lane County	A partnership of all sixteen Lane County school districts, Lane Education Service District, Lane Community College, the University of Oregon, United Way of Lane County, Lane County's Early Learning Alliance, and Lane Workforce Partnership. The goal of Connected Lane County is to meet the state's 40-40-20 goal by increasing the number of local high school graduates who are successful in higher education.
Cultural Literacy Course	Candidates for the AAOT must meet state standards for courses qualifying as meeting a cultural literacy standard. Those courses so identified must require students to analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.
Curriculum Equity	Requirement that courses, textbooks, etc. portray cultural and ethnical diversity.
Deferred Maintenance	The practice of postponing maintenance activities such as repairs on "infrastructure" such as buildings, utilities, and support systems in order to save costs, meet immediate budget funding levels, or realign available budget monies.
Diversity Council	One of 6 governance councils. Responsible for developing the campus plan and policies related to diversity, set response priorities for diversity issues on campus, and advocate for the resolution of diversity issues on campus.
Drupal	Open-source content-management platform.
Early College and Career Options (ECCO)	Early college options for high school students. An ECCO school operates on the Lane campus.
Facilities Council	One of six governance councils, develops, reviews, and evaluates plans and policies and sets directions for facilities in accordance with the vision, mission, core values, learning principles, and strategic plan of the college.
Faculty Connections	An institutionalized, faculty-led orientation and mentorship program.
Faculty Council	The deliberative faculty representative group on academic matters.

Faculty Non-Teaching Work	Includes such things as long-term curriculum planning, development and coordination; governance activities; working as an Association representative in joint activities; serving on hiring committees; participation in peer evaluation and peer mentoring processes; building collegiality; and work in the community.
Full-time Faculty	Also called contracted faculty. Faculty in budgeted positions of .51 – 1.0 FTE
Governance System	System comprising the board of education, and 7 area councils responsible for policy and planning.
Guided Studies	A program designed for students whose placement scores indicate the need to strengthen academic skills before entering college level courses
Higher Education Coordinating Commission (HECC)	A 14-member volunteer board dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma.
Indianpreneurship	Offered by the SBDC, this program offers assistance to Native and Non-Native Americans who would like to start a business or grow an existing one.
Inklings	The college's library newsletter
Joint Boards Articulation Commission (JBAC)	A policy and action-oriented group, established in 1992 by the Oregon Board of Education and the Oregon Board of Higher Education, to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible.
Lane Alert	A text notification system that allows the college to send emergency text messages to students, faculty, and staff through their registered personal cellular devices.
Lane Weekly	The college's employee newsletter
LaneOnline	distance learning
Learning Council	One of six governance councils, responsible for developing, reviewing, and evaluating plans and setting directions for the instructional and learning support areas of the college in accordance with the vision, mission, core values, learning principles, and strategic plan of the college.

Learning Garden	A student-led initiative that grows healthy, sustainable food for our campus community while providing learning, service, and leadership opportunities for students.
Library Liaison	Faculty librarian assigned to work with teaching faculty to develop curriculum, library collection, new course proposals
Megamation	Computerized Maintenance Management System (CMMS) (Facilities Department)
Moodle	The college's course management system
MyLane	The college's website portal
OER Faculty Fellowship	Provides support and opportunities for Lane faculty to use OERs in their courses and save students money by reducing textbook requirements and increasing the number of textbook free courses.
Opening Doors	Lane Community College's major gifts campaign
Orbis Cascade Alliance	A nonprofit consortium of 37 colleges and universities in Oregon, Washington, and Idaho. The Orbis Cascade Alliance enables member libraries to advance institutional missions through collaboration and innovation.
Oregon Education Investment Board (OEIB)	State board created in 2011 to oversee an effort to build a unified system for investing in and delivering public education from birth to college & career.
Oregon Indicators of Program Quality	Rubric applied to Adult Basic and Secondary Education (ABSE)
Oregon Learning Standards	A common vision of what adults need to know and be able to do in the areas of reading, speaking, listening and math in order to carry out their life goals and purposes.
Oregon Transfer Module (OTM)	Provides a one-year curriculum for students who plan to transfer to a state of Oregon two-year or four-year college/university of higher education.
Org-Sync	An online system for students to register and renew clubs, set up web pages, communicate with members and promote events.
Part-time Faculty	Faculty employed at .5FTE or less
Persistence	In credit classes, persistence is defined as continuing enrollment from one term to the next. Persistence in ABSE and ESL is better defined as

	whether students at the highest levels of ABSE and ESL are improving their skills enough to gain a level, essentially exiting ABSE and ESL.
Physical Plant/Program Adaptation	Involves expenditures required to adapt the physical plant to the evolving needs of the college and to changing codes or standards. These are expenditures beyond normal maintenance. Examples include: compliance with changing codes (e.g., accessibility), facility alterations required by changed teaching or research methods, and improvements occasioned by the adaptation of modern technology (e.g., the use of personal computer networks, wireless technologies, and a multitude of handheld electronic media).
Policy	A formal statement of principles or rules that members of Lane Community College are expected to follow. They may be board policies or college policies.
Procedure	Guides college operations and day-to-day decision-making, and may include rules by which employees are expected to abide, implementation plans in response to college or board policy, and/or procedures outside the designated scope of the governance system, such as implementation of collective bargaining agreements. Procedures are the responsibility of college administrators.
Recycling Education Center (REC)	A comprehensive recycling facility dedicated to minimizing the amount of material sent into the waste stream, reducing waste-related costs, increasing revenue through commodity and property sales, and educating the campus and community through events, internships, volunteer opportunities, and innovative operations.
Regional Achievement Collaborative (RAC)	Each Oregon school district, community college and university has an individual achievement compact with the OEIB setting goals for improving key outcomes, such as third grade reading, 9th grade on track, graduation rates, college enrollment, and closing achievement gaps. RACs bring leaders from across the continuum of P-20 educational entities together with public, civic and private partners.
Rites of Passage	Summer academies at Lane Community College that are designed to inform and inspire high school and middle school students of color in Lane County. Students representing four racial/ethnic groups are immersed in a five-week summer program focusing on their cultural history, literature, folklore, and traditions. These programs are based in an academic framework that promotes positive self-image and self-esteem.

SALT	An educational program that provides students with advice, information, and interactive lessons on financial decisions they will face in funding their educations.
Senior Companion Program	Provides supportive services and companionship to disabled and isolated adults.
Smart Classroom	A traditional lecture style teaching space that has available technological equipment that can be used to aid and enhance instruction of a course.
Specialized Support Services	Department which provides employment training and education to adult students who experience developmental disabilities.
Strategic Enrollment Management Plan	Plan utilizing analytical tools for modeling and projecting enrollment trends based on trend data, regional demographics, student success and retention measures, economic and environmental factors, and other influencers.
Strategies of Success (SOS)	Plan to deliver small Business Management Style Programs throughout the major towns in Lane County. These are nine month (3 term programs) consisting of monthly classroom instruction, cohort learning group of entrepreneurs, and monthly one to one advising.
Student Affairs Council	One of six governance councils, responsible for developing, reviewing, and evaluating plans and setting directions for student affairs in accordance within the vision, mission, core values, learning principles, and strategic plan of the college.
Student Success	Journey through which our students develop, progress toward, and achieve their goals
Successful Aging Institute (SAI)	Lane program that strives to enhance the lives of mature adults, and those who nurture their success, through vibrant collaboration, education and innovation. Older adults may explore new careers, cultivate new skills in small and inviting learning communities, enjoy stimulating interactive courses in a variety of disciplines. SAI also offers onsite trainings, tailored for those working in senior-related businesses.
Summit	Interlibrary loan segment of the Orbis Cascade Alliance.
Technology Council	One of six governance councils, responsible for developing, reviewing and evaluating a college technology strategic plan and technology policies in accordance with the vision, mission, core values, learning principles, and strategic directions of the college.

Titan Court	Lane Community College's housing project
Torch (The)	The college's student newspaper
TRiO Program	Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.
25Live	Event management software
Unit Planning Process	Lane Community College's systematic method for individual divisions within the college to do long-term planning through program review, short-term planning through initiatives, and to connect planning to funding decisions in alignment with the college's strategic directions.



ACHIEVING **DREAMS**

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